Enclosure 1. Limited Number of Slots Allocated

COURSE: OFFICE	SEAMEO SUPER EXCELS	SEAMEO HEALTH EXCELS	SEAMEO LEAD EXCELS	OTHER ONLINE COURSES	TOTAL
RO	2	2	0	ICT: 3	7
SDO Abra	2	2	2		6
SDO Apayao	2	2	2		6
SDO Baguio City	2	2	2		6
SDO Benguet	2	2	2		6
SDO Ifugao	2	2	2		6
SDO Kalinga	2	2	2		6
SDO Mt. Province	2	2	2		6
SDO Tabuk City	2	2	2		6

SUPEReXCELS *(Supervision Excellence in School Leadership for Southeast Asia)* **for the School Personnel of DepED CAR (Batch 2)**

I. RATIONALE

There are very few jobs as challenging yet, at the same time, as interesting and rewarding as that of supervising people. The supervisors' position requires a combination of intelligence, patience, common sense, good humor and a fundamental understanding of how to work with people. The supervisors' job cannot be considered that easy and they should be continually updated or kept abreast with the current trends.

In a school setting, the DepED personnel with the assistance from the Division Education Supervisors (DES) are responsible for instructional supervision. They provide guidance not only for the teachers but for the students as well. Both must also monitor all activities in the school and are always expected to lead in the knowledge exchange.

Obi[1] noted that to be a successful instructional leader, the primary attention should be given to programs for staff improvement. Specifically, the focus should be on leadership techniques and procedures that will improve the teachers' performance. Although the teachers have been prepared, many seem to experience difficulty in relating with the students who, as a result of the current global technological breakthrough are so inquisitive that more are demanded from the teachers.

As the teachers' supervision is a critical issue in educational leadership, the DepED personnel and the DES should learn to differentiate between administrative duties and management tasks. The approach in instructional supervision should therefore be positive and with open mind[2] and it should be done with the objective of helping the teachers in accomplishing their teaching tasks to be better and it is not be an avenue to pinpoint one's mistake and weaknesses.[3]

In this regard, the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) reaffirms its commitment in providing a better future for every learner in Southeast Asia by introducing the SUPEReXCELS (Supervision Excellence in School Leadership for Southeast Asia) course.

The SUPEReXCELs flexible learning course is designed for DES and DepED personnel. It addresses the need to develop and strengthen their capacity for developmental, differentiated, and clinical supervision.

---

[1] Obi, e. 2002. "Motivation and Organizational Behaviour", (pp. 18 – 25) in A. N. Ndu, L. O. Ocho and B. S. Okeke (eds.), *Dynamics of Educational Administration and Management: The Nigerian Perspective.* Onitsha: Meks Publishers Ltd. as cited in Enueme, C & Egwunyenga, E., 2008

[2] Mohd Kassim Jaafar (1998), *Penyeliaan pengajaran: Amalan dan fungsinya dari persepsiguru,* Unpublished Master of Education Thesis, University Technology Malaysia, Skudai, Johor as cited in Nek Kamal Yunus, et al "The School Principals' Roles in Teaching Supervision in Selected Schools in Perak, Malaysia

[3] Sergiovanni, T. J., & Starratt, R. J., (1979), *Supervision: Human Perspectives*, McGraw Hill Book Co. as cited in Nek Kamal Yunus, et al "The School Principals' Roles in Teaching Supervision in Selected Schools in Perak, Malaysia

The course is based on the Competency Framework for Southeast Asian DepED personnel that SEAMEO INNOTECH developed and validated with the Ministries of Education from the eleven SEAMEO member states.

II.   PROFILE OF LEARNERS

The course is open to all DepED personnel from SEAMEO member countries, particularly from the Philippines' who possesses the following qualifications:

- Computer literate and have easy access to internet connection (required to enable participation in the online course);

- Able to understand, speak, and write in the English language;

- Able and willing to utilize course lessons, and share them, with other teachers and their DepED personnel; and

- Minimum of 3 years in the service.

To qualify, the participants should be officially nominated by the Superintendent or the officials from DepEd CAR or their designated representative/s. The nomination or endorsement letter should include a certification that their qualifications were thoroughly reviewed and that they are qualified to participate in the course.

III.   LEARNING OUTCOMES

At the end of the course, the participants are expected to be equipped with the competencies to develop and strengthen their roles as instructional supervisors while performing their mandates in their respective schools. Specifically, they are expected to be able:

1. Have a shared appreciation and understanding of goals of developmental, clinical, and differentiated supervision as an approach to instructional supervision;
2. Fully understand their roles and responsibilities given the different approaches in supervision; and
3. Enhance their knowledge and skills in implementing developmental, clinical, and differentiated supervision in their schools.

IV.   CONTENT STRUCTURE

The course has three self-learning modules, which are outlined below, together with their corresponding module objectives:

1st Module
Provide Developmental Supervision

After completing this module, the participants are expected to be able to apply and familiarize themselves with the various approaches and processes involved in developmental supervision.

This module has three lessons that will guide the participants through the process of providing developmental supervision in their school. The lessons are:

Lesson 1, *What is Instructional Supervision?* – This lesson provides an introduction to the concept of instructional supervision. It explains and describes the purpose of and various approaches to instructional supervision.

Lesson 2, *What is Developmental Supervision?* **–** The lesson describes how developmental supervision is practiced and discusses the different supervisory beliefs or orientations to developmental supervision.

Lesson 3, *What are the Appropriate Supervisory Orientations?* **–** This lesson will help you assess the levels of commitment and abstraction of your teachers and analyze the different teacher categories as basis for implementing developmental supervision.

2ⁿᵈ Module
Provide Clinical Supervision

This module will help the participants to know more about the clinical supervision by learning the basics of a technique that focuses on the involvement of the DepED personnel in the improvement of the teacher's instructional skills. Clinical supervision is a type of supervision that encourages active, hands-on involvement of the DepED personnel in examining instructional activities within the classroom.

This module has two lessons that will guide the participants through the process of providing clinical supervision in their school. The lessons are:

Lesson 1, *The Clinical System of Supervision: Assumptions and Challenges* – presents assumptions and challenges that will familiarize you with the concept of clinical supervision. The participants will learn the underlying assumptions of clinical supervision and the supervisory requirements for its successful implementation.

Lesson 2, *Implementing Clinical Supervision in Your School* – discusses in detail the five stages of the clinical supervision model. It provides guidelines on how to implement clinical supervision in their school.

3ʳᵈ Module
Provide Differentiated Supervision

This module will familiarize the participants with the concept of differentiated supervision. It will describe the different options under differentiated supervision that they can use to help their teachers achieve their instructional goals. In this module, they will also find out more about how to actually implement the differentiated supervision program in their local setting.

This module has two lessons that will guide them through the processes or providing differentiated supervision in their school. The lessons are:

Lesson 1, *The Differentiated System of Supervision: Options and Challenges* – it shall familiarize you with the concept of differentiated supervision. You will learn the different supervision options available and the advantages and disadvantages of each.

Lesson 2, *Implementing Differentiated Supervision in Your School* – here, you will learn how you can apply and evaluate the differentiated supervision approach in your school.

V.   METHODOLOGIES TO BE USED

The course will be delivered online. The Learners will need, approximately, a total of 54 training hours in order to complete the course. The main source of the materials will be the learning modules that were designed to be interactive and self-instructional. It incorporates the Four A's (i.e. Activity, Analysis, Abstraction and Application) of the adult learning process.

Prior to studying the modules, the Learners will be required to complete a diagnostic self-assessment (self-rating competency checklist) to determine his/her pre-course competency level on the topics to be covered. The information will be used as a benchmark for monitoring progress throughout the course and serve as a guide in prioritizing individual learning needs.

After completing each module, he/she will complete a self-rating competency checklist. By comparing the pre- and post-module ratings, he/she will determine how much the principal shall have learned. The self-instructional modules are designed to allow the learner to monitor his/her own progress. This is done through built-in questions, immediate feedback on performance, pre- and post-tests, application-based practical assignments, summaries, and self-checklists.

In order to fully understand how his/her performance will be assessed, a Rating Rubric Guide and Criteria has been included in the SUPEReXCELS Learning Package.

VI.   EXPECTED OUTPUTS FROM THE LEARNERS

At the end of the SUPEReXCELS Course, the Learner would have successfully completed the following:

1. A minimum of 30 entries per week as contribution in the four-week synchronous discussion sessions;
2. At least one response for each posting of the FLT in the discussion forum or in the four-week asynchronous sessions;
3. Submission of the following course requirements
    *   Three module assignments;
    *   Course Reflection Paper
    *   End of Course Action Plan
4. Accomplished the online "End-of-Course Evaluation"; and
5. Passed the face-to-face Revalida-Interview before a panel of experts.

VII.   LEARNER ASSESSMENT

The Learners will be evaluated based on their participation in the synchronous and asynchronous discussion sessions and their submission of the following written requirements:

1. Module Assignments

    For each module, learners will be required to submit an assignment

2. The End of Course Reflection Paper

    At the end of the course, the Learners will be asked to prepare a reflection paper that highlights their learning needs, brief summary of main learning activities engaged in during the course and the description of major/significant learning insights (in terms of knowledge, skills, attitudes, values) that were gained from the course.

3. The Action Plan

The action plan is one of the last requirements of the course. It should integrate, synthesize and apply the core competencies that were discussed in the course.

Grading shall make use of letter grades with corresponding equivalent adjectival descriptions and the tutor's qualitative narrative or feedback, on whether an output is of high quality, satisfactory, or low/poor quality.

- *High quality (A to A+)* feedback means that the output clearly reflects the specific competency or competencies covered or even surpasses them

- *Satisfactory quality (B to B+)* means meeting the minimum standards of the course.

- *Low/poor quality (C)* means the output does not reflect the specific competencies covered in the course.

The assignments, action plan, reflection paper and the other course requirements are expected to help integrate competencies acquired. They also allow the assessment of higher order thinking skills and encourage application of knowledge to real life situations.

Below is the weight distribution for each requirement.

Activity	Weight
Participation in online discussions either in Forum or Chat for the first module	10%
Participation in online discussions either in Forum or Chat for the second module	10%
Participation in online discussions either in Forum or Chat for the third module	10%
1st Module Assignment	15%
2nd Module Assignment	15%
3rd Module Assignment	15%
Portfolio Reflection Paper	10%
Action Plan	15%
Total	100%

Note that if the Learner missed two of the 6 chat sessions under Module 1, 2, or 3, he/she will automatically get a "C" rating for that category and getting two "C" ratings from the major course requirements will result in an overall rating of "C".

In determining the final grades, the FLT will be guided by the following:

Letter Rating	Equivalent
A+	Excellent

A	Very Good
B+	Good
B	Passed
C	Deficient

VIII. SCHEDULE

The learners will be studying the modules, participate in the synchronous and asynchronous discussions, and submit the course requirements following the prescribed schedule:

Time/ Schedule	Week 1	Week 2	Week 3	Week 4	Week 5
Chat Session 9AM – 12NN or 2PM – 5PM	• Accomplishment of Pre-Test in Module 11 of Competency Assessment • Chat Session No. 1, Lesson 1, Module 11 • Read: Required Readings	• Chat Session No. 2, Lessons 2 & 3, Module 11 • Accomplishment of Post-Test in Module 11 of Competency Assessment • Read: Required Readings	• Accomplishment of Pre-Test in Module 12 of Competency Assessment • Chat Session No. 3, Lesson 1, Module 12 • Submission of Module 12 Assignment	• Chat Session No. 4, Lesson 2, Module 12 • Read: Required Readings • Accomplishment of Post-Test in Module 12 of Competency Assessment	• Accomplishment of Pre-Test in Module 13 of Competency Assessment • Chat Session No. 5, Lesson 1, Module 13 • Submission of Module 13 Assignment
	Week 6	**Week 7**	**Week 8**	**Week 9 or Week 10**	
	• Chat Session No. 6, Lesson 2, Module 13 • Read: Required Readings • Accomplishment of Post-Test in Module 13 of Competency Assessment	• Submission of Module 13 Assignment	• Submission of End-of-Course Reflection Paper and Action Plan	Course Revalida and Graduation Ceremonies	

IX. PROGRAM MONITORING AND EVALUATION

The course will be evaluated based on the following methods:

1. *Online Course Evaluation.* Where the Learners will be required to accomplish the Post-Course Evaluation Questionnaire in the iFLEX. The results of the evaluation will thereafter be communicated to all the concerned; and

2. *Analysis of the Learners' End of Course Reflection Papers*

3. *Qualitative face-to-face interviews with selected stakeholders*. At least a year after the end of the course, SEAMEO INNOTECH will arrange for an online interview or Focus Group Discussion (FGD) with the Learners and their stakeholders, i.e. DepED personnel' supervisors which may include the Schools Division Superintendents or DepEd Regional Office Officials, teachers and students and other members of the academic community;

X.   CERTIFICATE OF COMPLETION

An international Certificate of Competence shall be issued if the Learner will receive a final rating of "A+", "A", "B+" or "B." This means that he/she have successfully met the standards of the course and have gained the expected competency outcomes. He/she will also receive a rating card indicating his/her overall performance rating for the course.

If he/she participated in the course activities but failed to meet the minimum standards he/she will be issued a Certificate of Attendance and a rating card.

XI.   LEARNING MANAGEMENT TEAM

The SEAMEO INNOTECH Core Learning Management Team will be composed of the following:

Name	Designation
1. Louis Mark Plaza	Course/Project Manager
2. Jesus de la Cruz	Technical Support Staff (iFlex Administrator)
3. Jessie Yamson	Technical Support Staff
4. Jan Romar Opinion	Technical Support Staff
5. Mary Rose Almojuela	Technical Support Staff

For any concerns, suggestions or feedback, the following are the contact details of the Learning Management Team:

Email	:	coursemanager@seameo-innotech.org
Telephone	:	+632 9247681 to 84, loc. 182 or 150 or 188
Telefax	:	+632 9269741

The course management team is available from Mondays to Fridays from 9:00am to 5pm.

XII.   LEARNING ENVIRONMENT

Given that the course utilizes access to the internet, a stable internet connection (in school, at home, or at the nearest internet café) and electrical power will be needed. The learners of the course should ideally be capable of navigating their way through the World Wide Web.

The participants or Flexible Learners will be joining other teachers in a class of 10-15 learners and will meet online every week for the live, synchronous (or real-time) three-hour chat and asynchronous (or outside of real-time) discussion sessions using the iFLEX or the SEAMEO INNOTECH's Learning Management System (LMS). The LMS is best viewed using the free and open source web browser called "Mozilla Firefox" that has been developed to be operational in Windows, OSX, and Linux and in almost all android devices.

Another requirement is the presence of the online facilitators termed as Flexible Learning Tutors or FLTs. The FLTs will facilitate the synchronous and asynchronous discussion sessions per class. They are education reform experts from the Ministries of Education of SEAMEO member states and from the partner Higher Education or Teacher Education Institutions who are included in SEAMEO INNOTECH's pool of FLT-experts. To be included in the pool, the experts must meet the minimum qualifications as identified in the FLT Score Card and must have been previously invited as content expert or online facilitator or panel member for SEAMEO INNOTECH's online/flexible or blended learning courses.

The course will officially start on the first chat session on third week of June 2018 and will end with either a face-to-face or online revalidation/interview session before a panel of experts composed of the FLTs and officials from SEAMEO INNOTECH and DepED Regional Office. During the course orientation or two weeks before the start of the synchronous discussion sessions, the Learning Package (composed of SUPEReXCELS modules, Learner's Guide, Required Readings and other course materials) in a USB will be distributed to the Learners.

XIII.   SUPPORT SERVICES TO BE PROVIDED TO THE PARTICIPANTS

The following appropriate arrangements will be made available for the Learners during the conduct of the course:

1. *SUPEReXCELS Learning Package.* A training kit containing the following (a) Two course modules, (b) Required Readings, and (c) the Learners Guide. The Learning Package will be made available online and included in the USB thumb drive;

2. *International Certificate of Competence.* With an equivalent number of training hours of international professional development upon satisfactory completion of the course.

3. *SEAMEO INNOTECH Alumni Membership ID Card.* Benefits of the Alumni Membership ID Card include discounted overnight stay at the SEAMEO INNOTECH International House and free use of the SEAMEO INNOTECH Learning Resource Center;

4. *Perpetual Access to the SEAMEO INNOTECH Alumni Portal.* The portal is a space where the members of the Alumni can get most up-to-date news about education trends and developments and where they can interact with their fellow alumni and share expertise and stories with each other

5. *Advanced Academic Credit* for receiving a final rating of "A+", "A", "B+" or "B" from the SEAMEO INNOTECH Higher or Teacher Education partners all over the Philippines, upon the Learner's enrollment.

6. *CPD Credits.* To be given by the Professional Regulation Commission (PRC) upon submission of appropriate supporting documents.

XIV.   PROGRAM COSTS

The total investment for this program is PhP 15,000 per learner.

This fee, however, excludes meals to be served for the Face-to-face component of the course as well as travel and transportation costs of the participants to and from the training venue and other personal expenses that the individual participant may incur in the duration of the program.

LEADeXCELS *(Excellence in Leading Education in Emergency Situations for Southeast Asian Schools)* for DepEd CAR (Batch 1)

I.   RATIONALE

Background

The Southeast Asian countries have seen the many faces of disasters as portrayed in the human tragedy of lost family members, friends, and jobs. The physical destruction of communities, homes, schools, and hospitals and the financial and economic burden of recovery and reconstruction.

In full realization of this, the next best thing to do is to enhance community disaster resilience and better preparedness in the event disasters strike. Vulnerable communities in particular must ensure that they are well-prepared to respond and provide immediate relief in the period before the arrival of aid-agencies to the disaster affected area. In the last decade, effective early-warning systems and evacuation plans at the national and regional levels, have to a certain extent, greatly reduced the negative impact of disasters.

It is timely, therefore, for local communities including schools to respond accordingly and demonstrate effective disaster preparedness. Undeniably, schools play a primary role in the life of communities. In addition to their central function of providing basic education to children of school-going age, they often serve as a cultural center in the community, a community center for life-long learning and training, and in certain countries, an evacuation center when disaster strikes the community.

In the Philippines, Republic Act No. 10121 or the Philippine Disaster Risk Reduction and Management Act of 2010 mandated all national government agencies to institutionalize policies, structures, coordination mechanisms and programs on Disaster Risk Reduction and Management (DRRM) and the creation of the National Disaster Risk Reduction and Management Council (NDRRMC) with the Secretary of the Department of Education (DepEd) as one of the members. In this regard, DepEd prioritized building the resilience of education by advancing school safety.

Given the provisions of Republic Act (RA) No. 9155 or the Governance of Basic Education Act of 2001, DepED personnel have been given the authority, accountability and responsibility in leading the national educational policies, plans and standards at the school level. The law also affirms that they need to be equipped with the necessary tools and frameworks in order to effectively perform their duties and responsibilities as DepED Personnel. In this regard, personnel will need to be equipped with the knowledge and skills to successfully lead their school to become more resilient and better prepared to face disasters in order to support the contributions of DepEd in the DRRM program of the Philippine government.

In order to complement the programs of DepEd on DRRM, SEAMEO INNOTECH developed the Philippine version of the LEADeXCELS or Excellence in Leading Education in Emergency Situations for Southeast Asian Schools. The Philippine version of the course has been designed to strengthen the capacity of the schools in the Philippines in preparing for and responding to natural and man-made disasters and to ensure that education and learning will continue even in emergency situations.

With the support given by DepEd to the pilot-implementation of the Southeast Asian version of the LEADeXCELS flexible learning course in 2014 and to complement DepEd's thrust of building the capacity of schools in managing their learners' as well as the school communities' safety in times of calamities and other emergencies, SEAMEO INNOTECH offered a scholarship grant to 500 school heads in the Philippines who will be nominated by DepEd. Termed as LEADeXCELS500, officials from DepEd Central Office identified the school heads from DepEd National Capital Region (NCR) as major recipients while SEAMEO INNOTECH also requested the inclusion of the other school heads from disaster prone DepEd areas like Regions V, VII, VIII, X and XIII.

II.   PROFILE OF LEARNERS

The course is open to all DepED personnel from SEAMEO member countries, particularly from the Philippines' who possesses the following qualifications:

- Computer literate and have easy access to internet connection (required to enable participation in the online course);
- Able to understand, speak, and write in the English language;
- Able and willing to utilize course lessons, and share them, with other teachers and their school personnel; and
- Minimum of 3 years in the service

To qualify, the participants should be officially nominated by the Superintendent or the officials from DepEd Region X or their designated representative/s. The nomination or endorsement letter should include a certification that their qualifications were thoroughly reviewed and that they are qualified to participate in the course.

III.   LEARNING OUTCOMES

At the end of the course, Personnel are expected to have the basic competencies to successfully lead the schools to become more resilient and better prepared to face disasters.

Specifically, they are also expected to:

1. Initiate innovative ideas as they confront issues related to building more resilient schools; and
2. Continue student learning during and immediately after calamities and disasters.

IV.   CONTENT STRUCTURE

The course has two self-learning modules, which are outlined below, together with their corresponding module objectives:

Module 1: Lead in Building a More Resilient School

Lesson 1, Planning for a more Resilient School, will learn about role as a school leader in disaster risk reduction and management. The basic concepts related to disaster risk reduction and management, as well as the three phases of the disaster management cycle will be discussed. This knowledge will enable to organize and lead the school DRRM committee to assess the vulnerability of the school to disasters using the disaster vulnerability assessment checklist that would have prepared. In addition, DepED personnel will learn how to develop a school DRRM plan involving school stakeholders, as well as identify strategies for communicating this plan.

Lesson 2, Developing Students as DRRM Champions, describes the different strategies in integrating DRRM in the school curriculum. This lesson will also illustrate how DepED personnel

can lead and guide the teachers in developing learning materials related to DRRM. Besides, He/she will also learn how to plan and organize student activities related to DRRM. The lessons in this module will provide with the essential knowledge and skills related to building a safer school.

Module 2: Manage Continuing Learning

Lesson 1, Managing the School During a Disaster, will enable the personnel to lead the school to safety during a disaster. DepED personnel will learn how to conduct a rapid assessment of the school's situation which will be a very important input for decision-making at the school, local, and national levels.

Lesson 2, Managing the School as a Transition Center, will equip the DepED personnel with the knowledge, skills, attitudes, and values that He/she need to set up temporary learning space when school building and facilities become unit for occupancy.

Lesson 3, Ensuring Continuing Student Learning, how to assess the disaster situation to identify the best ways to continue instruction. It explains possible approaches that DepED personnel can take in order to ensure continuous student learning in the immediate aftermath of a disaster. It will also guide the personnel in evaluating the School DRRM Plan after a recent disaster to show its areas for improvement and to help make the school more resilient to disasters.

V. METHODOLOGIES TO BE USED

The course will be delivered online. The Learners will need, approximately, a total of 54 training hours in order to complete the course. The main source of the materials will be the learning modules that were designed to be interactive and self-instructional. It incorporates the Four A's (i.e. Activity, Analysis, Abstraction and Application) of the adult learning process.

Prior to studying the modules, the Learners will be required to complete a diagnostic self-assessment (self-rating competency checklist) to determine his/her pre-course competency level on the topics to be covered. The information will be used as a benchmark for monitoring progress throughout the course and serve as a guide in prioritizing individual learning needs.

After completing each module, he/she will complete a self-rating competency checklist. By comparing the pre- and post-module ratings, he/she will determine how much the principal shall have learned. The self-instructional modules are designed to allow the learner to monitor his/her own progress. This is done through built-in questions, immediate feedback on performance, pre- and post-tests, application-based practical assignments, summaries, and self-checklists.

In order to fully understand how his/her performance will be assessed, a Rating Rubric Guide and Criteria has been included in the LEADeXCELS Learning Package.

VI. EXPECTED OUTPUTS FROM THE LEARNERS

At the end of the LEADeXCELS Course, the Learner would have successfully completed the following:

1. A minimum of 30 entries per week as contribution in the four-week synchronous discussion sessions;
2. At least one response for each posting of the FLT in the discussion forum or in the four-week asynchronous sessions;
3. Submission of the following course requirements
   - Two module assignments

- Course Reflection Paper
- End of Course Action Plan
4. Accomplished the online "End-of-Course Evaluation"; and
5. Passed the face-to-face Revalida-Interview before a panel of experts.

VII. **LEARNER ASSESSMENT**

The Learners will be evaluated based on their participation in the synchronous and asynchronous discussion sessions and their submission of the following written requirements:

1. Module Assignments

   For each module, learners will be required to submit an assignment

2. The End of Course Reflection Paper

   At the end of the course, the Learners will be asked to prepare a reflection paper that highlights their learning needs, brief summary of main learning activities engaged in during the course and the description of major/significant learning insights (in terms of knowledge, skills, attitudes, values) that were gained from the course.

3. The Action Plan

   The action plan is one of the last requirements of the course. It should integrate, synthesize and apply the core competencies that were discussed in the course.

Grading shall make use of letter grades with corresponding equivalent adjectival descriptions and the tutor's qualitative narrative or feedback. Students are graded according to a Five Point Rating Scale:

Rating	Adjectival Equivalent
A+	Excellent
A	Very Satisfactory
B+	Satisfactory
B	Passed
C	Deficient

The assignments, action plan, reflection paper and the other course requirements are expected to help integrate competencies acquired. They also allow the assessment of higher order thinking skills and encourage application of knowledge to real life situations. Below is the weight distribution for each requirement.

Activity	Weight
Participation in online discussions either in Forum or Chat for the first module	15%
Participation in online discussions either in Forum or Chat for the second module	15%
1st Module Assignment	20%
2nd Module Assignment	20%
Portfolio Reflection Paper	10%
Action Plan	20%
Total	100%

Note that if the Learner missed two of the four chat sessions under Module 1 or 2, he/she will automatically get a "C" rating for that category and getting two "C" ratings from the major course requirements will result in an overall rating of "C".

VIII. **SCHEDULE**

The learners will be studying the modules, participate in the synchronous and asynchronous discussions, and submit the course requirements following the prescribed schedule.

Time/Schedule	Week 1	Week 2	Week 3	Week 4
Chat Session 9am-12nn or 2:00-5:00pm	• Accomplishment of Pre-Test in Module 1 of Competency Assessment • Chat Session No. 1, Lesson 1, Module 1 • Read: Required Readings Total Hours - 8	• Chat Session No. 2, Lesson 2, Module 1 • Accomplishment of Post-Test in Module 6 of Competency Assessment • Read: Required Readings Total Hours - 8	• Accomplishment of Pre-Test in Module 2 of Competency Assessment • Chat Session No. 3, Lesson 1, Module 2 • Submission of Module 1 Assignment Total Hours - 10	• Chat Session No. 4, Lessons 2 & 3, Module 2 • Read: Required Readings • Accomplishment of Post-Test in Module 1 of Competency Assessment Total Hours - 8
	Week 5	**Week 6**	**Week 7 or Week 8**	
	• Submission of Module 2 Assignment Total Hours - 10	Submission of • End-of-Course Reflection Paper and • Action Plan Total Hours – 8	Course Revalida and Graduation Ceremonies	

IX. **PROGRAM MONITORING AND EVALUATION**

The course will be evaluated based on the following methods:

1. *Online Course Evaluation.* Where the Learners will be required to accomplish the Post-Course Evaluation Questionnaire in the iFLEX. The results of the evaluation will thereafter be communicated to all the concerned; and
2. *Analysis of the Learners' End of Course Reflection Papers*
3. *Qualitative face-to-face interviews with selected stakeholders.* At least a year after the end of the course, SEAMEO INNOTECH will arrange for an online interview or Focus Group Discussion (FGD) with the Learners and their stakeholders, i.e. Personnel's supervisors which may include the Schools Division Superintendents or DepEd Regional Office Officials, teachers, students, and other members of the academic community.

X. **CERTIFICATE OF COMPLETION**

An international Certificate of Competence shall be issued if the Learner will receive a final rating of "A" or "B." This means that he/she have successfully met the standards of the course and have gained the expected competency outcomes. He/she will also receive a rating card indicating his/her overall performance rating for the course.

If he/she participated in the course activities but failed to meet the minimum standards he/she will be issued a Certificate of Attendance and a rating card.

XI.   LEARNING MANAGEMENT TEAM

The SEAMEO INNOTECH Learning Management Team will be composed of the following:

Name	Designation
1. Louis Mark Plaza	Course Manager
2. Jess De La Cruz	Technical Support (Registrar)
3. Jessie Yamson	Technical Support Staff
4. Jan Romar Opinion	Technical Support Staff
5. Mary Rose Almojuela	Technical Support Staff

For any concerns, suggestions or feedback, the following are the contact details of the Learning Management Team:

Email   :   coursemanager@seameo-innotech.org
Telephone   :   +632 9247681 to 84, loc. 182 or 150 or 188
Telefax   :   +632 9269741

The course management team is available from Mondays to Fridays from 9:00am to 5pm.

IX.   LEARNING ENVIRONMENT

Given that the course utilizes access to the internet, a stable internet connection (in school, at home, or at the nearest internet café) and electrical power will be needed. The learners of the course should ideally be capable of navigating their way through the World Wide Web.

The participants or Flexible Learners will be joining other teachers in a class of 10-15 learners and will meet online every week for the live, synchronous (or real-time) three-hour chat and asynchronous (or outside of real-time) discussion sessions using the iFLEX or the SEAMEO INNOTECH's Learning Management System (LMS). The LMS is best viewed using the free and open source web browser called "Mozilla Firefox" that has been developed to be operational in Windows, OSX, and Linux and in almost all android devices.

Another requirement is the presence of the online facilitators termed as Flexible Learning Tutors or FLTs. The FLTs will facilitate the synchronous and asynchronous discussion sessions per class. They are education reform experts from the Ministries of Education of SEAMEO member states and from the partner Higher Education or Teacher Education Institutions who are included in SEAMEO INNOTECH's pool of FLT-experts. To be included in the pool, the experts must meet the minimum qualifications as identified in the FLT Score Card and must have been previously invited as content expert or online facilitator or panel member for SEAMEO INNOTECH's online/flexible or blended learning courses.

The course will officially start on the scheduled first chat session and will end with online revalidation/interview session with the assigned Flexible Learning Tutor. During the course orientation or two weeks before the start of the synchronous discussion sessions, the Learning Package will be provided to the Learners through the resources section of the class page.

X.   SUPPORT SERVICES TO BE PROVIDED TO THE PARTICIPANTS

The following appropriate arrangements will be made available for the Learners during the conduct of the course:

1. *LEADeXCELS Learning Package.* A training kit containing the following (a) Two course modules, (b) Required Readings, (c) the Learners Guide, (d) and the orientation videos contained in an online resource site.

2. *International Certificate of Competence.* With an equivalent number of training hours of international professional development upon satisfactory completion of the course.

3. *SEAMEO INNOTECH Alumni Membership ID Card.* Benefits of the Alumni Membership ID Card include discounted overnight stay at the SEAMEO INNOTECH International House and free use of the SEAMEO INNOTECH Learning Resource Center;

4. *Perpetual Access to the SEAMEO INNOTECH Alumni Portal.* The portal is a space where the members of the Alumni can get most up-to-date news about education trends and developments and where they can interact with their fellow alumni and share expertise and stories with each other

5. *Advanced Academic Credit* for receiving a final rating of "A" or "B" from the SEAMEO INNOTECH Higher or Teacher Education partners all over the Philippines, upon the Learner's enrollment.

XIV. PROGRAM COSTS

The total investment for this program is PhP 10,000 per learner. This fee, however, excludes the travel and transportation costs of the participants to and from the training venue and other personal expenses that the individual participant may incur in the duration of the program.

HEALTHeXCELS *(Health Management Excellence for Southeast Asian Schools)* for DepEd CAR (Batch 01)

This proposal has been prepared by SEAMEO INNOTECH. No unauthorized reproduction of this proposal is permitted

I.   RATIONALE

Background[1]

SEAMEO INNOTECH proactively develops innovative educational solutions to concerns encountered by schools and school personnel of Southeast Asia, one of which is the high prevalence of diseases experienced by school-age children. According to the World Health Organization, the Southeast Asian Region covers approximately 25 percent of the total world population and harbors almost 30 percent of the global disease burden.

The link between health and education has been established over the decades by research and experience. Poor health and malnutrition affect children's enrolment in school, retention, cognition and educational performance. This connection was especially recognized during the first World Conference on Education for All in Jomtien, Thailand in 2000. Policy makers, education and health specialists realize that health is a condition for learning to occur and it is also an outcome of effective quality education.

SEAMEO INNOTECH, in partnership with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, is developing a flexible learning short course on Health Management Excellence for Southeast Asian Schools (HEALTHeXCELS).The course is a response to the attainment ofthe United Nations' Millennium Development Goals. MDGs highlight child health, epidemics of certain communicable diseases, and water and sanitation as some of the priority areas that must be addressed. The MDGs give high prominence to health as health is an important contributor to several other goals. This is evidenced by the fact that 6 out of the 8 Development Goals, 9 of the 21 targets, and 23 of the 58 indicators relate directly to health.

HEALTHeXCELS also caters to the felt need of educators as manifested in the Competency Framework for Southeast Asian Schools. This framework was developed and validated by the 10 member states of the Southeast Asian Ministers of Education Organization. The course corresponds particularly to the sub-competency "promote primary health care" under Strand E of the Competency Framework, Creating the Learning Environment.

II.   PROFILE OF LEARNERS

The course is open to all school personnel from SEAMEO member countries, particularly from the Philippines who possess the following qualifications:

- Computer literate and have easy access to internet connection (required to enable participation in the online course);
- Able to understand, speak, and write in the English language;

---

[1] *Source: https://www.seameo-innotech.org/health-management-excellence-for-southeast-asian-school-healthexcels/*

- Able and willing to utilize course lessons, and share them, with other teachers and their school personnel; and
- Minimum of 3 years in the service

To qualify, the participants should be officially nominated by the Superintendent or the officials from DepEd Region V or their designated representative/s. The nomination or endorsement letter should include a certification that their qualifications were thoroughly reviewed and that they are qualified to participate in the course.

III. LEARNING OUTCOMES

At the end of the course, personnel are expected to strengthen their competencies in managing effective school health programs

Specifically, they are also expected to:

1. Improve their school as a healthy setting conducive to learning for its students, faculty, staff, and its immediate community ; and
2. Managing and implementing school based health programs.

IV. CONTENT STRUCTURE

The course has two self-learning modules, which are outlined below, together with their corresponding module objectives:

Module 1: Champion Health Management in School

Lesson 1, Connecting Health and Effective Learning, this lesson enables the school personnel to analyze the relationship between health and effective learning and explain the social determinants of health and their implications on school health programs. Additionally, the elements of health-promoting schools will be discussed.

Lesson 2, Your Role in Managing School Health Programs, the School Personnel will analyze their role as a school manager and leader when it comes to improvement of health and education outcomes. They will identify their strengths and areas for improvement in championing health in their school

Module 2: Manage School Health Programs

Lesson 1, Assessing School Conditions Related to Health, School personnel will assess their school conditions related to health and organize a school health management committee.

Lesson 2, Integrating School Health into Existing School Planning Mechanism,
This will enable the personnel to lead their school community in implementing a school health program based on their school needs and aligned with national school health policies and programs. Also, they will integrate school health into existing planning mechanisms.

Lesson 3, **Implementing an Effective School Health Program**, the lesson will include planning and organizing partnerships and community collaboration for a healthy and supportive school environment. Then, personnel will monitor and evaluate the implementation of their school health program

V. METHODOLOGIES TO BE USED

The course will be delivered online. The Learners will need, approximately, a total of 54 training hours in order to complete the course. The main source of the materials will be the learning modules that were designed to be interactive and self-instructional. It incorporates the Four A's (i.e. Activity, Analysis, Abstraction and Application) of the adult learning process.

Prior to studying the modules, the Learners will be required to complete a diagnostic self-assessment (self-rating competency checklist) to determine his/her pre-course competency level on the topics to be covered. The information will be used as a benchmark for monitoring progress throughout the course and serve as a guide in prioritizing individual learning needs.

After completing each module, he/she will complete a self-rating competency checklist. By comparing the pre- and post-module ratings, he/she will determine how much the principal shall have learned. The self-instructional modules are designed to allow the learner to monitor his/her own progress. This is done through built-in questions, immediate feedback on performance, pre- and post-tests, application-based practical assignments, summaries, and self-checklists.

In order to fully understand how his/her performance will be assessed, a Rating Rubric Guide and Criteria has been included in the HEALTHeXCELS Learning Package.

VI. EXPECTED OUTPUTS FROM THE LEARNERS

At the end of the HEALTHeXCELS Course, the Learner would have successfully completed the following:

1. A minimum of 30 entries per week as contribution in the four-week synchronous discussion sessions;
2. At least one response for each posting of the FLT in the discussion forum or in the four-week asynchronous sessions;
3. Submission of the following course requirements
   - Two module assignments
   - Course Reflection Paper
   - End of Course Action Plan
4. Accomplished the online "End-of-Course Evaluation"; and
5. Passed the face-to-face Revalida-Interview before a panel of experts.

VII. LEARNER ASSESSMENT

The Learners will be evaluated based on their participation in the synchronous and asynchronous discussion sessions and their submission of the following written requirements:

1. Module Assignments
   For each module, learners will be required to submit an assignment

2. The End of Course Reflection Paper
   At the end of the course, the Learners will be asked to prepare a reflection paper that highlights their learning needs, brief summary of main learning activities engaged in during the course and the description of major/significant learning insights (in terms of knowledge, skills, attitudes, values) that were gained from the course.

3. The Action Plan

The action plan is one of the last requirements of the course. It should integrate, synthesize and apply the core competencies that were discussed in the course.

Grading shall make use of letter grades with corresponding equivalent adjectival descriptions and the tutor's qualitative narrative or feedback. Students are graded according to a Five Point Rating Scale:

Rating	Adjectival Equivalent
A+	Excellent
A	Very Satisfactory
B+	Satisfactory
B	Passed
C	Deficient

The assignments, action plan, reflection paper and the other course requirements are expected to help integrate competencies acquired. They also allow the assessment of higher order thinking skills and encourage application of knowledge to real life situations. Below is the weight distribution for each requirement.

Activity	Weight
Participation in online discussions either in Forum or Chat for the first module	15%
Participation in online discussions either in Forum or Chat for the second module	15%
1st Module Assignment	20%
2nd Module Assignment	20%
Portfolio Reflection Paper	10%
Action Plan	20%
Total	100%

Note that if the Learner missed two of the four chat sessions under Module 1 or 2, he/she will automatically get a "C" rating for that category and getting two "C" ratings from the major course requirements will result in an overall rating of "C".

VIII. **SCHEDULE**

The learners will be studying the modules, participate in the synchronous and asynchronous discussions, and submit the course requirements following the prescribed schedule.

Time/Schedule	Week 1	Week 2	Week 3	Week 4
Chat Session 9am-12nn or 2:00-5:00pm	• Accomplishment of Pre-Test in Module 1 of Competency Assessment • Chat Session No. 1, Lesson 1, Module 1 • Read: Required Readings Total Hours - 8	• Chat Session No. 2, Lesson 2, Module 1 • Accomplishment of Post-Test in Module 1 of Competency Assessment • Read: Required Readings Total Hours - 8	• Accomplishment of Pre-Test in Module 2 of Competency Assessment • Chat Session No. 3, Lesson 1, Module 2 • Submission of Module 1 Assignment Total Hours - 10	• Chat Session No. 4, Lessons 2 & 3, Module 2 • Read: Required Readings • Accomplishment of Post-Test in Module 1 of Competency Assessment Total Hours – 8

	Week 5	Week 6	Week 7 or Week 8
	• Submission of Module 2 Assignment	Submission of • End-of-Course Reflection Paper and • Action Plan	Course Revalida and Graduation Ceremonies
	Total Hours - 10	Total Hours – 8	

IX. PROGRAM MONITORING AND EVALUATION

The course will be evaluated based on the following methods:

1. *Online Course Evaluation.* Where the Learners will be required to accomplish the Post-Course Evaluation Questionnaire in the iFLEX. The results of the evaluation will thereafter be communicated to all the concerned; and
2. *Analysis of the Learners' End of Course Reflection Papers*
3. *Qualitative face-to-face interviews with selected stakeholders.* At least a year after the end of the course, SEAMEO INNOTECH will arrange for an online interview or Focus Group Discussion (FGD) with the Learners and their stakeholders, i.e. School Personnel's supervisors which may include the Schools Division Superintendents or DepEd Regional Office Officials, teachers, students, and other members of the academic community.

X. CERTIFICATE OF COMPLETION

An international Certificate of Competence shall be issued if the Learner will receive a final rating of "A" or "B." This means that he/she have successfully met the standards of the course and have gained the expected competency outcomes. He/she will also receive a rating card indicating his/her overall performance rating for the course.

If he/she participated in the course activities but failed to meet the minimum standards he/she will be issued a Certificate of Attendance and a rating card.

XI. LEARNING MANAGEMENT TEAM

The SEAMEO INNOTECH Learning Management Team will be composed of the following:

Name	Designation
1. Louis Mark Plaza	Course Manager
2. Jess De La Cruz	Technical Support (Registrar)
3. Jessie Yamson	Technical Support Staff
4. Jan Romar Opinion	Technical Support Staff
5. Mary Rose Almojuela	Technical Support Staff

For any concerns, suggestions or feedback, the following are the contact details of the Learning Management Team:

Email : coursemanager@seameo-innotech.org
Telephone : +632 9247681 to 84, loc. 182 or 150 or 188
Telefax : +632 9269741

The course management team is available from Mondays to Fridays from 9:00am to 5pm.

IX. LEARNING ENVIRONMENT

Given that the course utilizes access to the internet, a stable internet connection (in school, at home, or at the nearest internet café) and electrical power will be needed. The learners of the course should ideally be capable of navigating their way through the World Wide Web.

The participants or Flexible Learners will be joining other teachers in a class of 10-15 learners and will meet online every week for the live, synchronous (or real-time) three-hour chat and asynchronous (or outside of real-time) discussion sessions using the iFLEX or the SEAMEO INNOTECH's Learning Management System (LMS). The LMS is best viewed using the free and open source web browser called "Mozilla Firefox" that has been developed to be operational in Windows, OSX, and Linux and in almost all android devices.

Another requirement is the presence of the online facilitators termed as Flexible Learning Tutors or FLTs. The FLTs will facilitate the synchronous and asynchronous discussion sessions per class. They are education reform experts from the Ministries of Education of SEAMEO member states and from the partner Higher Education or Teacher Education Institutions who are included in SEAMEO INNOTECH's pool of FLT-experts. To be included in the pool, the experts must meet the minimum qualifications as identified in the FLT Score Card and must have been previously invited as content expert or online facilitator or panel member for SEAMEO INNOTECH's online/flexible or blended learning courses.

The course will officially start on the scheduled first chat session and will end with online revalidation/interview session with the assigned Flexible Learning Tutor. During the course orientation or two weeks before the start of the synchronous discussion sessions, the Learning Package will be provided to the Learners through the resources section of the class page.

X. SUPPORT SERVICES TO BE PROVIDED TO THE PARTICIPANTS

The following appropriate arrangements will be made available for the Learners during the conduct of the course:

1. *HEALTHeXCELS Learning Package.* A training kit containing the following (a) Two course modules, (b) Required Readings, (c) the Learners Guide, (d) and the orientation videos contained through an online resource site.
2. *International Certificate of Competence.* With an equivalent number of training hours of international professional development upon satisfactory completion of the course.
3. *SEAMEO INNOTECH Alumni Membership ID Card.* Benefits of the Alumni Membership ID Card include discounted overnight stay at the SEAMEO INNOTECH International House and free use of the SEAMEO INNOTECH Learning Resource Center;
4. *Perpetual Access to the SEAMEO INNOTECH Alumni Portal.* The portal is a space where the members of the Alumni can get most up-to-date news about education trends and developments and where they can interact with their fellow alumni and share expertise and stories with each other
5. *Advanced Academic Credit* for receiving a final rating of "A" or "B" from the SEAMEO INNOTECH Higher or Teacher Education partners all over the Philippines, upon the Learner's enrollment.

XIV. PROGRAM COSTS

The total investment for this program is PhP 10,000 per learner. This fee, however, excludes the travel and transportation costs of the participants to and from the training venue and other personal expenses that the individual participant may incur in the duration of the program.

Enclosure 3. Information Sheet

Course Title: _____

SDO/ RO FD: _____

1. Name	
2. Email Address	
3. Contact Number	
4. Position and Plantilla Number	
5. Inclusive Dates (Current Position)	
6. Work Station/ Office	
7. Designation/s	
8. Date of Birth	
9. Religious Affiliation	
10. Number of Years in DepED	
11. Work Experience/s Related to the Course Applied	
12. Outstanding Accomplishments/ Innovations (Maximum of 5)	
13. Educational Attainment (School, Course, Specialization, Title of Dissertation)	
14. What challenge have you experienced as a non-teaching personnel? What did you learn from them?	
15. What initiatives do you plan to implement so your school/ office will benefit from this program?	
16. How did you hear about this scholarship opportunity?	