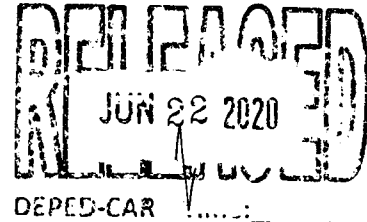




Republic of the Philippines
Department of Education
Cordillera Administrative Region

June 22, 2020

REGIONAL MEMORANDUM
NO. 164-2020



To: Assistant Regional Director
Regional Office Division Chiefs
Schools Division Superintendents
All Others Concerned
All Divisions

REGIONAL PILOT TESTING OF BLENDED/DISTANCE LEARNING DELIVERY

1. Pursuant to the operationalization of the Regional Learning Continuity Operational Plan, anchored on the Basic Education-Learning Continuity Plan (BE-LCP), the DepEd-CAR adopts Blended/Distance Learning Delivery as its learning delivery mechanism for SY 2020 to 2021.
2. The Department is one with the President in his non-negotiable commitment for the health and safety of our learners, teachers, and staff. It is the first and foremost principle of the BE-LCP which details learning opportunities in the time of COVID-19.
3. The blended/distance learning modality will be consistent with the President's preference that we do not send our children to school until it is safe to do so, hence no face-to-face or classroom-based learning shall take place in all public and private schools and Community Learning Centers in the Cordillera Administrative Region for SY 2020-2021.
4. Blended/distance learning modality shall be characterized by the delivery of lessons to all learners in the comfort and safety of their homes, through the following methods:
 - a. Printed or digital modules delivered to the homes of learners, or picked up by their parents or guardians at designated places, within coordinated schedules;
 - b. Online learning resources such as the DepEd Commons, Learning Resources Management System, and other DepEd-authorized learning management systems or platforms;
 - c. Television or radio-based instruction; and
 - d. Blend of printed modules and online, or blend of printed modules and TV/radio-based instruction, or blend of printed modules, online, and TV/radio-based instruction.
5. Relative to the adoption of this modality, DepEd-CAR foresees a series of activities to be undertaken to ensure that our schools are provided the needed technical assistance as they prepare for the new school year. This shall



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include the conduct of a simultaneous pilot testing activity from July 13 to 24, 2020 across all Divisions.

6. The objectives of this pilot testing activity are: a) to try out the efficiency of resources prepared to address learning continuity for all types of learners; b) to immediately check gaps on the plans set for the delivery of learning; and c) to continuously improve the delivery mechanism and strategies.
7. To facilitate, EACH SDO shall choose schools or centers ideal for pilot testing the distance learning delivery.
8. Relative to this endeavor, each SDO shall identify demo-teachers who shall undergo an orientation workshop on June 29 to July 3. Similarly, School Heads of these demo-teachers shall attend a separate orientation workshop on July 7 to 9. Those who have already attended the Regional webinar series hosted by the HRDD for May to June are strongly recommended since they have already acquired initial training on the various learning delivery modalities.
9. Each SDO shall submit complete list of demo-teachers and school heads. Enclosure No. 2 provides guidance on the specific grade level, learning area, and number of required demo-teachers for the pilot testing. The accomplished template shall be submitted on or before June 25 through email at clmd.depedcar@gmail.com
10. Details of the synchronized schedule of activities are attached in Enclosure No. 1.
11. For further clarification and inquiries, please contact Ms. Carmel F. Meris at 09205929554 or Mr. Bryan A. Hidalgo at 09202232514.
12. Immediate dissemination of and strict compliance with this Memorandum is directed.


MAY B. ECLAR PhD, CESO V
Regional Director

CLMD/cfm/pilottesting



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Enclosure No. 1. Template for the List of Schools, School Heads, and Demo-Teachers

Division: _____

NAME OF SCHOOL/CENTER	GRADE/LEVEL	LEARNING AREAS/STRANDS/SKILLS	REQUIRED NO. OF DEMO-TEACHERS	COMPLETE NAME OF DEMO-TEACHER (First, Middle initial, Family Name)	DepEd Email Address of Teacher	COMPLETE NAME OF SCHOOL HEAD (First, Middle initial, Family Name)	DepEd Email Address of School Head
	Kindergarten	Language	1				
	Grades 5	EsP	1				
	Grades 10	Math	1				
	Grade 11	TVL (any component)	1				
	SPED	Any skill or domain	1				
	ALS	Any learning strand	1				



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Enclosure No. 2. Synchronized Calendar of Activities Relative to Pilot Testing

STRATEGIES/ PROCESSES	GOVERNANCE LEVEL TASKS			DATES OF CONDUCT
	RO	SDO	SCHOOLS	
I. Pre-Pilot Testing Activities				
Advocacy Activities	Conduct of Stakeholders' Forum and Focused Group Discussion with School Stakeholders	Participate in the Forum	Participate in the Focused Group Discussion with Parents and Learners	July 2, 3, 10
Module Preparation and Conversion to Various Media for Project Resilience	Conduct of workshop and module guide preparation; partner with out-sources for comic strip writing and illustration, video production; Quality assurance of learning resources; refinement; reproduction; packaging; video editing	Identify module writers, radio script writers, and ICT support on video editing	Teachers to serve as module writers and radio script writers	June 23 to July 10
	<i>Brainstorming of TWG</i>			<i>June 23</i>
	<i>Orientation of Module Writers, Illustrators, Comic Strip, Radio/TV Script Writers</i>	<i>Participation</i>	<i>Participation</i>	<i>June 24</i>
	<i>Provision of TA</i>	<i>Writeshop/LR Development</i>	<i>Writeshop/LR Development</i>	<i>June 25 to July 4</i>
	<i>Provision of TA</i>	<i>Submission of Learning Resources</i>	<i>Submission of Learning Resources</i>	<i>July 6</i>
	<i>Quality Assurance of LRs</i>	<i>Quality Assurance of LRs</i>	<i>Development and Submission</i>	<i>July 6 to 8</i>
	<i>Refinement, Reproduction, and Packaging</i>	<i>Receipt of LRs and Distribution to Schools</i>	<i>Receipt of LRs and Utilization</i>	<i>July 9 to 10</i>





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Guided Workshop for Script writers and Video Demo-teachers	Issuance of Regional Memorandum re Conduct of guided workshop	Identify teacher participants	Teachers to participate, serve as script writers and video demo-teachers	June 29 to July 7
	<i>Orientation of Participants on Script Writing and Video Development</i>	<i>Orientation</i>	<i>Participation</i>	<i>June 29</i>
	<i>Provision of TA</i>	<i>Initial Development of Scripts</i>	<i>Initial Development of Scripts</i>	<i>June 30</i>
	<i>Critiquing of Outputs</i>	<i>Presentation of Outputs-Scripts</i>	<i>Presentation of Outputs-Scripts</i>	<i>July 1</i>
	<i>Critiquing for Refinement</i>	<i>Development and Presentation of Videos and Audios</i>	<i>Development and Presentation of Videos and Audios</i>	<i>July 2</i>
	<i>Provision of TA</i>	<i>Presentation of Refined Videos and Audios; Submission to TWG</i>	<i>Presentation of Refined Videos and Audios; Submission to TWG</i>	<i>July 3</i>
	<i>Video and Audio Editing</i>	<i>Receipt of Edited Videos and Audios; Distribution to Schools</i>	<i>Receipt and Utilization</i>	<i>July 6 to 7</i>
Orientation of Teachers from Schools Participating in the Pilot Testing Activity	Provide guidance on conduct of pilot testing through the issuance of a Regional Memorandum; award certificates of recognition to demo-teachers	Identify School or Center as Pilot Testing venues; Submit list of schools and demo-teachers to RO-CLMD	Identify demo-teachers for K to 3, grades 4 to 6, 7 to 10, SHS, ALS, SPED; Submit list of demo-teachers to SDO-CID Identify the learners and send letter of information to their parents	June 29 to July 3
	<i>Debriefing Session for Teachers</i>	<i>Debriefing Session for Teachers</i>	<i>Participation of Teachers</i>	<i>June 29</i>
	<i>Strategies for Priming Parents and Learners in this New Normal</i>	<i>Strategies for Priming Parents and Learners in this New Normal</i>	<i>Participation of Teachers</i>	<i>June 30</i>
	<i>Orientation on Distance Delivery Modalities (Modular, Online, TV/ Radio-based Instruction) and</i>	<i>Participation</i>	<i>Participation</i>	<i>July 1</i>



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	<i>on Preparation of Weekly Learning Plan and Class Schedule</i>			
	<i>Provision of TA</i>	<i>Provision of TA</i>	<i>Workshop on Preparation of a 2-week Learning Plan and class Schedule</i>	<i>July 2</i>
	<i>Critiquing; Discussion of Agreements for Pilot Testing</i>	<i>Critiquing</i>	<i>Presentation of Workshop Outputs</i>	<i>July 3</i>
Orientation on Remote Instructional Supervision of School Heads from Schools Participating in Pilot Testing Activity	Provide guidance on strategies for remote instructional supervision; award certificates of recognition to School Heads	Identify School or Center as Pilot Testing venues; Submit list of schools to RO-CLMD	School Heads to participate and apply inputs gained through simulation	July 7 to 9
	<i>Debriefing Session for School Heads</i>	<i>Debriefing Session for School Heads</i>	<i>Participation in the Session</i>	<i>July 7</i>
	<i>Orientation on Remote Instructional Supervision</i>	<i>Orientation</i>	<i>Participation</i>	<i>July 8</i>
	<i>Provision of Feedback; Agreements</i>	<i>Provision of Feedback</i>	<i>Queries for Clarification</i>	<i>July 9</i>
II. Pilot Testing Activities				
Pilot Testing of Distance Learning Delivery	Monitor conduct of pilot testing activity; Provide TA where needed	Monitor conduct of pilot testing; Provide TA where needed	Conduct pilot testing activity	July 13 to 24
	<i>Provision of Guidance; Monitoring and Evaluation</i>	<i>Monitoring; Provision of TA</i>	<i>Conduct of pilot testing activity on Testing Materials for Project Resiliency</i>	<i>July 13 to 17</i>
	<i>Provision of Guidance; Monitoring and Evaluation</i>	<i>Monitoring; Provision of TA</i>	<i>Dry-run of Distance Learning Delivery; Dry-run of Remote Instructional Supervision</i>	<i>July 20 to 24</i>
III. Post Pilot Testing Activities				
Feedback and Evaluation	Issuance of Regional Memorandum on conduct of online focused	Participate in the online FGD; Submit feedback to RO-CLMD	Gather feedback from teachers, parents, learners and	July 27 to 31





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	group discussion to evaluate pilot testing activity; facilitate FGD; document conduct of FGD		submit these to the SDO-CID	
	<i>Consolidation of feedback from SDOs</i>	<i>Gather feedback from the participating schools and submit reports to RO-CLMD</i>	<i>School Head, Teachers, Parents, Learners to provide feedback and submit report to SDO-CID</i>	<i>July 27 to 28</i>
	<i>Analysis of Feedback results; Preparation of conclusions and recommendations from the analysis</i>			<i>July 29 to 30</i>
	<i>Finalization of report and submission to ORD; Reporting feedback to the field through a Regional Memorandum</i>	<i>Dissemination of Regional Memorandum to Schools; Utilize feedback to initiate feasible plans for action</i>	<i>Utilize feedback as points for improvement and appropriate actions</i>	<i>July 31</i>
Continual Improvement Mechanisms	Analyze results of FGD and feedback submitted by SDOs and Schools; Provide guidance to fill in gaps arising from pilot testing feedback to ensure support to SDOs and schools	Submit feedback to RO-CLMD; Fill in gaps arising from pilot testing feedback to ensure support to schools	Fill in gaps arising from pilot testing feedback to ensure efficient preparation for the next SY	August 3 to 7
	Dialogue with parents and guardians through online FGD to continuously assure them that they are supported	Participate in the online FGD	Participate in the online FGD	August 6





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	Dialogue with learners through online FGD to continuously assure them that their needs are prioritized	Participate in the online FGD	Participate in the online FGD	August 7
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Enclosure No. 3. Guidance to the Implementation of Distance Learning Delivery in DepEd-CAR

I. OVERVIEW

As stated in the Basic Education Learning Continuity Plan (BE-LCP), the Department's blue print in delivering education in this time of crisis, DepEd is one with the President in his statement not to send our children to school until it is safe to do so. Hence, the directive of DepEd Secretary Leonor M. Briones is to ensure the health, safety and welfare of all learners, teachers, and personnel of the Department, while at the same time, finding ways for learning to continue.

Anchored on the BE-LCP, the President's pronouncement, and DepEd Secretary's directive, the Department of Education – Cordillera Administrative Region, through the leadership of Regional Director May B. Eclar, CESO V, outlines its recommendations through this Learning Continuity Operational Plan to ensure that learning continues across all grade levels in both public and private schools in the whole Region, while it adopts Distance Learning Delivery as its learning delivery mechanism.

Analysis of the current regional situation described by its COVID risk status, index of learning resources, and survey results on technology and alternative learning modality readiness of teachers, learners, and parents have steered the Regional Management Committee to provide support for carrying out Distance Learning Delivery as the teaching-learning mechanism for the conduct of classes in the region. Distance Learning Delivery may be delivered through the following strategies: modular, online, TV/Radio-based Instruction.

II. DISTANCE LEARNING DELIVERY MODALITIES

A. Printed Modules/Modular Distance Learning Delivery

-refer to competency-specific materials that cover the key elements of a lesson, from motivation, instruction, to assessment. These are printed formats prepared for learners who have limited access or have absolutely no access to internet and digital devices.

How printed modules can be used:

1. Teachers distribute modules at the start of the month.
2. Parents will guide learners as they read through the module. They can also consult with teachers via SMS.
3. During the week, parents will take note of which strategies worked and what support they still need for modular learning.
4. The teachers will arrange to collect the outputs of the learners every end of the week.





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B. Online Distance Learning

-learning that is delivered online through DepEd Commons, LRMDS, and/or other online learning management systems; use of other collaboration platforms for teaching and learning delivered through synchronous or asynchronous strategies

Key Assumptions and Requirements:

- Learners and teachers have access to internet
- Learners and teachers have laptops/desktops or mobile phones
- Learners are oriented about the chosen online platform

Considerations:

- Expenses for the delivery of online learning such as load for data and electricity
- Number of household members sharing in the use of laptop/desktop

Delivery Outline Sample:

1. **Instruction:** Teacher uploads instructional material, i.e. videos or readings, on the online platform chosen which the learners may study for a particular day
2. **Discussion:** Teacher should set-up a discussion bin with guide questions where the learners can discuss ideas about the lesson
3. **Activity:** Worksheets will be uploaded for the learners to work on independently, but the teacher should be available for consultation

C. Educational Television

1. Delivery: Network TV shows on a fixed schedule. Schedule to be coordinated with parents and teachers
2. Support: Learning Modules from Teachers. Guidance of parent or guardian in doing activities
3. Content: Scheduled and aligned according to curriculum (MELCs)

D. Radio-based Instruction

-utilizes Self-Learning Modules (SLMs) converted into radio script. It aims to provide learning opportunities to learners through broadcast of lessons.

Delivery Mechanism:

1. Teacher prepares the lesson and script for radio broadcasting
2. Teacher live broadcasts the lesson or Teacher pre-records lesson scripts for radio content
3. Learners listen to the lesson broadcast





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4. Parents monitor the learner's work
5. Teacher gives feedback via phone call or home visits
6. Teachers/community partners/para-teachers collect outputs of learners at the end of every week.

III. DELIVERY STRUCTURE AND BASIC CONSIDERATIONS

Considerations	Strategies	Technology Needed	Roles and Accountabilities		
			Teachers	Learners	Parents/ Guardians/ Para- Teachers
1. Modular Distance Learning Delivery					
- use of competency-based modules in print and non-print formats -modules supported by Self-learning materials for use of learners -based on the Most Essential Learning Competencies -went through quality assurance -authorized for distribution by DepEd -such may be distributed by asking parents to go to school on schedule (while strictly observing health protocols)	-weekly parent/guardian orientation or consultation with teacher -SMS messaging or call -delivery of modules to learners through parents or through other feasible means	- laptop/desktop /mobile phone -printer -photocopier -LR Portal -DepEd Commons	-prepares weekly self-learning kits or materials based on MELC-based modules -prepares weekly learning plans -prepares schedule for modular learning -regularly communicates with parents and learners to consistently follow-up learning progress and further clarify lessons delivered	-engages fully with modular instruction -accomplishes expected tasks and submit requirements on schedule -communicates regularly with teacher/s for further instruction and parent/guardian for guidance	- communicates with teacher and receives instruction for tasks to be accomplished by their child/ren -guides child/ren while accomplishing module-based tasks -facilitates home-based learning tasks of child/ren -ensures timely submission of required tasks to teacher
Other related strategies that may prove helpful in enhancing modular learning delivery: <ul style="list-style-type: none"> • Use SMS (Mobile Learning) to send mini-lessons, activities, and important communications to parents or learners • Educational CDs/Videos, MP3 Players, and Audio recordings of lectures with a lesson guide accompaniment to be given to parents to support modules given • Lesson preparation through slide deck presentations that may be saved in CDs or USBs and given to learners through their parents to support modules given • Home visitation (if allowed) – especially needed for kindergarten to grade 1 learners and those with special education needs since these group need one-on-one teaching-learning sessions • Work with community leaders, delivery persons, local police to distribute learning modules or packets to learners 					
2. Online Distance Learning Delivery					
-strong internet or connectivity	-synchronous: online learning that occurs at	-connectivity -laptop/ desktop/	-daily or regular communication with the	-regular visit to the online classroom	-daily or regular communica





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Considerations	Strategies	Technology Needed	Roles and Accountabilities		
			Teachers	Learners	Parents/ Guardians/ Para- Teachers
-availability of laptop/desktop, mobile phone -installation of online platform in the communication technology	the same time using the same link	mobile phone -Email account -LR Portal -DepEd Commons -online classrooms through a collaboration platform like, but not limited to: Microsoft Teams, Google Classroom, Edmodo	parent/guardian on online class schedules and tasks to be accomplished by the child/ren -sets up an online classroom through the collaboration platform to post class tasks and conduct virtual classes on schedule -facilitates the virtual classroom -limits screen time according to given standards -prepares learning plan and class schedule for online synchronous classes through the agreed-upon collaboration platform	-attends scheduled virtual interaction with teacher and classmates	tion with the teacher on online class schedules and tasks to be accomplished by their child/ren -ensures access of child/children to the online classroom -guides the child/ren while attending online synchronous classes
	-asynchronous: online learning that does not occur at the same time	-connectivity -laptop/desktop/mobile phone -Email account -collaboration platform like, but not limited to: Microsoft Teams, Google Classroom, Edmodo	-prepares learning plan -prepares tasks uploaded or shared through the online classroom -follows-up timely submission of given tasks	-regular visit to the online classroom -accomplishes given tasks and submits these on schedule -regular communication with teacher	-daily or regular communication with the teacher on tasks to be accomplished by their child/ren -ensures access of child/children to the online classroom -guides the child/ren while accomplishing given tasks and ensures timely





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Considerations	Strategies	Technology Needed	Roles and Accountabilities		
			Teachers	Learners	Parents/ Guardians/ Para- Teachers
					submission of tasks
Other Strategies: <ul style="list-style-type: none"> • Use of electronic mails – for elementary learners, teacher sends activities and feedback through the email addresses of parents/guardians. For learners in the secondary levels, teacher sends activities and feedback through the email addresses of the learners. • Use of social media platforms like Facebook, Twitter, and the like – this may be more applicable to learners at the secondary level. • Use resources that are available even after you download them 					
3. TV/Radio-based Instruction					
-contract or MOA with TV or radio station in the locality -prepared Screen (TV) or radio scripts aligned to learning competencies to be delivered through broadcast or air time -teachers to facilitate screen or radio broadcasting -contracted schedule for broadcast or air time	-instructional television or “telecourse” -radio-based instruction -use of megaphones for public announcement systems	-television or radio -TV or radio script -mobile phone (with radio)	-prepares a learning plan from which he or she culls the script to be delivered through TV or radio broadcasting but only for an allotted time and day or week schedule -communicates the screen or air time schedule to parents so they could guide their child/ren -prepares follow-up or reflection-based tasks that learners should accomplish and submit after TV/radio-based instruction	-tunes in during learning time through TV or radio delivery -accomplishes task required after TV/radio-based instruction -submits required tasks on time	- communicates with teacher on schedule/s for TV/radio-based instruction -receives instruction from teacher for tasks to be accomplished by their child/ren -guides child/ren while participating in TV/radio-based instruction -facilitates home-based learning tasks of child/ren -ensures timely submission of required tasks to teacher
Combination Structures (whichever may be applicable): <ul style="list-style-type: none"> ➢ Modular and Online ➢ Modular and TV/Radio-based Instruction ➢ Modular with Online with TV/Radio-based Instruction 					

Other Significant Considerations Applicable to All Distance Delivery Structures:

- Ensure physical and mental health and wellness of all learners, teachers, parents, and other school personnel





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- Ensure that all learners are able to cope with the new learning mechanism and with the competencies being delivered. Deliver equitable learning opportunities for all types of learners.
- Apply the principles of Universal Design for Learning and Whole Brain Theory in the delivery of instruction to ensure that all learning needs of all types of learners are addressed even when delivering education through distance learning. The following UDL strategies may serve as significant reminders:
 - *Multiple Means of Representation – focus on the learning strengths of all types of learners and provide varied learning format applicable to distance learning like allowing access to educational audios and videos related to competencies to be taught*
 - *Multiple Means of Action and Expression – aside from paper and pencil activities, include activities in the learning plans that will allow learners to prove extent of learning like video-taping an oral presentation of their essay or speech, submitting a visual or three-dimension project as a learning output.*
 - *Multiple Means of Engagement – in a distance learning delivery mode, a variety of structures may be employed to make learners be exposed to various learning delivery modes. To illustrate, a teacher's class program or weekly learning plan may be designed to allow older learners to receive learning through radio-based instruction for an hour every day, shift to modular learning for the next hour; synchronous online learning for the next day; and the rest of the week will be devoted to self-learning, independent learning, or guided learning with a parent or guardian. Exposing learners to varied modes may instill flexibility and enhance their creativity and decision-making skills.*
- Support teachers with their technology needs
- Support parents with their needs. Teachers need to reach parents first with content before reaching out to learners
- Call parents directly and have a conversation with them about their individual child's needs
- Recommend online sites that are authorized by the Department of Education for security reasons
- Set teleconferencing protocols or rules to follow like timeliness, courtesy, patience
- Limit screen time to a maximum of two hours and perhaps lesser for younger children
- When dealing with elementary learners, make sure the parent or guardian-facilitator is with them during online synchronous and asynchronous learning
- Give clear instructions, provide schedule of activities, and specify any requirements
- Provide timely feedback and maintain open and constant communication with the learners and parents or guardians
- Facilitate online discussions and group activities (synchronous learning delivery) especially when the entire class is raising the same issues about a task or about learning instructions.
- Involve students actively, use real-life examples, and allow them to contribute with their own experiences

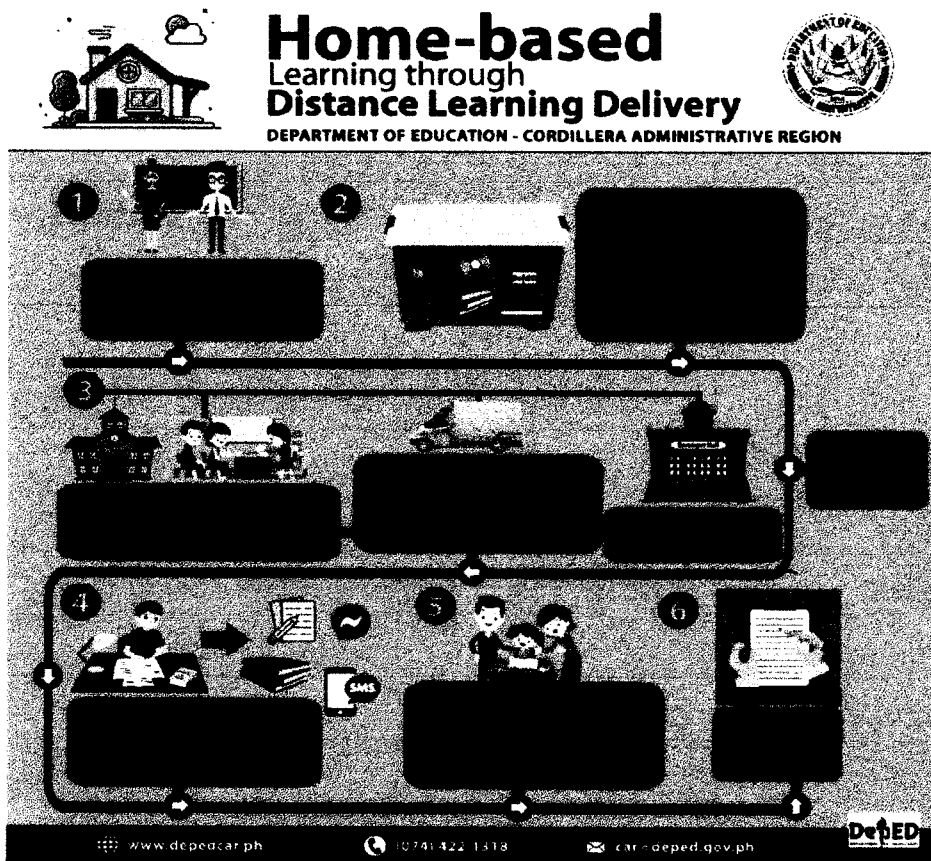




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- Use the virtual classroom sessions (if applying online delivery mode) for highly interactive activities—it is important to promote collaboration even online.
- Include assessment activities at the end of each topic, unit, course module, and entire course.

IV. **FLOW OF HOME-BASED LEARNING THROUGH DISTANCE LEARNING DELIVERY**



V. **SAMPLE WEEKLY LEARNING PLAN**

KINDERGARTEN				Q1, WEEK 1
Day and Time	Learning Area/Blocks of Time	Learning Competency	Learning Tasks	Mode of Delivery
MONDAY				
8:00 – 9:00	Meeting Time 1	Nakikilala ang sarili	Mga tamang paraan ng Pagpapakilala sa sarili	TV Broadcasting
9:00 – 9:50	Work Period 1		Pagpapakilala sa sarili sa pamamagitan ng pagsasabi ng	Modular-Parent-guided





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KINDERGARTEN				Q1, WEEK 1
Day and Time	Learning Area/Blocks of Time	Learning Competency	Learning Tasks	Mode of Delivery
			sariling pangalan at apelyido	
9:50 – 10:10	Meeting Time 2		Pag-awit patungkol sa kagandahan ng pagkakaroon ng sariling pangalan	Modular Parent-guided
10:10 – 10:25	Rest/Recess		Pagkilala sa pangalan ng mga pagkain na kakainin	Parent-guided
10:25 – 10:45	Story Time		Kuwento tungkol sa pagpapahalaga sa sariling pangalan	Story-telling through Radio-based instruction
10:45 – 11:30	Work Period 2		Pagkilala sa mga letra ng sariling pangalan sa pamamagitan ng paglalaro ng lumad (“clay”)	Online synch Play-based
11:30 – 11:50	Indoor/Outdoor	Nakikilala ang sarili	Pag-ehebersisyo sa pamamagitan ng pagbuo ng letra ng sariling pangalan (letter formation through body exercise)	Parent-guided following the module; Hands-on/Actual
11:50 – 12:00	Meeting Time 3		Pagpapakilala sa sarili sa pamamagitan ng pagsabi ng buong pangalan at pagsusulat ng sariling pangalan	Modular
TRINIDAD				
8:00 – 9:00	Meeting Time 1	Nakikilala ang sarili	Ano ang ibig sabihin ng ating kasarian? (pagiging babae o lalaki)	TV Broadcasting
9:00 – 9:50	Work Period 1		Pagsusuri ng larawan ng isang babae at lalaki	Modular- Parent-guided
9:50 – 10:10	Meeting Time 2		Sa tulong ng mga manika (isang babae, isang lalaki), naihahambing	Modular Parent-guided





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KINDERGARTEN				Q1, WEEK 1
Day and Time	Learning Area/Blocks of Time	Learning Competency	Learning Tasks	Mode of Delivery
			ang pagkakaiba ng lalaki sa babae	
10:10 – 10:25	Rest/Recess			Parent-guided
10:25 – 10:45	Story Time		Kuwento tungkol sa gawain ng isang batang babae at batang lalaki	Story-telling through Radio-based instruction
10:45 – 11:30	Work Period 2		Pagtukoy kung ang ipinakitang larawan ng guro ay larawan ng lalaki o babae; Pag-awit tungkol sa tamang gawain at pagrespeto sa sariling kasarian	Online synch Play-based
11:30 – 11:50	Indoor/Outdoor	Nakikilala ang sarili	Pagsasagawa ng mga gawaing ipapagawa ng magulang ayon sa kakayahan bilang babae o lalaki	Parent-guided following the module; Activity-based
11:50 – 12:00	Meeting Time 3		Pagkilala sa sariling kasarian; pagsasabi kung ano ang sariling kasarian	Modular
WEDNESDAY				
8:00 – 9:00	Meeting Time 1	Nakikilala ang sarili	Pagpapahalaga sa sariling gulang	TV Broadcasting
9:00 – 9:50	Work Period 1		Pagtatanto sa sariling gulang at kapanganakan sa pamamagitan ng paglalahad ng magulang	Modular-Parent-guided
9:50 – 10:10	Meeting Time 2		Pagpapakilala sa sarili sa pamamagitan ng pagbanggit ng buong pangalan, gulang, at kapanganakan	Modular Parent-guided
10:10 – 10:25	Rest/Recess			Parent-guided
10:25 – 10:45	Story Time		Kuwento tungkol sa mga inaasahang	Story-telling through Radio-





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KINDERGARTEN				Q1, WEEK 1
<i>Day and Time</i>	<i>Learning Area/Blocks of Time</i>	<i>Learning Competency</i>	<i>Learning Tasks</i>	<i>Mode of Delivery</i>
			magawa ng mga batang kasinggulang nila	based instruction
10:45 – 11:30	Work Period 2		Paglalaro hinggil sa pagkilala kung kalian ang sariling kapanganakan at totoong gulang	Online synch
11:30 – 11:50	Indoor/Outdoor		Pagsagot sa mga detalyeng hinihingi sa porma patungkol sa sariling gulang ant kapanganakan	Parent-guided following the module
11:50 – 12:00	Meeting Time 3		Pagpapakilala sa sarili sa tulong ng pagbanggit ng buong pangalan, gulang o edad, at kapanganakan	Modular
TRINIDAD				
8:00 – 9:00	Meeting Time 1	Nakikilala ang sarili	Ano ang ibig sabihin kung ang isang bagay, tao, o Gawain ay gusto o di-gusto ng bata	TV Broadcasting
9:00 – 9:50	Work Period 1		Tukuyin ang mga gusto at di-gustong bagay, katangian ng tao, at gawain	Modular-Parent-guided
9:50 – 10:10	Meeting Time 2		Magpapakita ang magulang ng larawan at sasabihin ng bata kung gusto nya o hindi ang nasa larawan. Kailangang maipaliwanag din nya kung bakit nya gusto o hindi ang nasa larawan	Modular Parent-guided
10:10 – 10:25	Rest/Recess			Parent-guided





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KINDERGARTEN				Q1, WEEK 1
<i>Day and Time</i>	<i>Learning Area/Blocks of Time</i>	<i>Learning Competency</i>	<i>Learning Tasks</i>	<i>Mode of Delivery</i>
10:25 – 10:45	Story Time		Pagkukuwento kaugnay sa gusto at hindi gusto	Story-telling through Radio-based instruction
10:45 – 11:30	Work Period 2		Pangungumusta ng guro tungkol sa mga gusto at di-gusto ng mga bata; malayang pagtatalakay o kuwentuhan	Online synch Play-based
11:30 – 11:50	Indoor/Outdoor		Pagpipiliin ang bata kung alin sa mga nabanggit na gawain ang gusto nyang gawin sa oras na ito	Parent-guided following the module; Hands-on/Actual
11:50 – 12:00	Meeting Time 3		Malayang pagpapahayag ng bata ng gusto at hindi nya gustong gawain, katangian ng tao, o bagay	Modular
FRIDAY				
8:00 – 9:00	Meeting Time 1	Nakikilala ang sarili	Pagtatalakay sa mga tamang ekspresyon sa pagpapakilala sa sarili, "Ako si _____"	TV Broadcasting
9:00 – 9:50	Work Period 1		Paglalahad kung ano ang natutunan sa napanuod	Modular-Parent-guided
9:50 – 10:10	Meeting Time 2		Pagpapakilala sa sarili gamit ang tamang ekspresyon	Modular Parent-guided
10:10 – 10:25	Rest/Recess			Parent-guided
10:25 – 10:45	Story Time		Kuwento tungkol sa batang marunong magpakilala sa sarili	Story-telling through Radio-based instruction
10:45 – 11:30	Work Period 2		Gawain: Pagtatanong ng guro at pagkatapus ay sasagot naman ang mga bata gamit ang	Online synch Play-based





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KINDERGARTEN				Q1, WEEK 1
<i>Day and Time</i>	<i>Learning Area/Blocks of Time</i>	<i>Learning Competency</i>	<i>Learning Tasks</i>	<i>Mode of Delivery</i>
			tamang ekspresyon	
11:30 – 11:50	Indoor/Outdoor		Ang magulang naman ang magtatanong at sasagutin siya ng bata gamit ang tamang ekspresyon	Parent-guided following the module; Hands-on/Actual
11:50 – 12:00	Meeting Time 3		Punan ng tamang ekspresyon ang nailahad	Modular
MONDAY				
8:00 – 9:00	Meeting Time 1	Nakikilala ang sarili	Pagbabalik-tanaw sa mga natutunan sa buong linggo	TV Broadcasting
9:00 – 9:50			Tatanungin ng magulang ang bata kung naunawaan nya ang pagpapaliwanag sa TV	Modular-Parent-guided
9:50 – 10:30	Pagtataya		Pagpapakilala sa sarili gamit ang tamang ekspresyon at paglalahad ng sumusunod: buong pangalan, edad, kapanganakan, gusto at di-gusto; Punan ng tamang detalye ang panulat na pagtataya	Modular Parent-guided
10:30 – 10:50	Paglalahat		Sa pamamagitan ng paglalahad, sasabihin ng bata kung ano ang natutunan nya sa buong lingo	Modular Parent-guided

VI. SAMPLE CLASS SCHEDULE

KINDERGARTEN
Content Standard: Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin
Performance Standard: Ang bata ay nakapapamalas ng kakayahang kontrolin and sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain





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Most Essential Learning Competency: Nakikilala ang Sarili							
Quarter 1, Week 1							
TIME SCHEDULE	Competencies	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 - 9:00	Meeting Time 1	TV School	TV School	TV School	TV School	TV School	TV School
9:00 - 9:50	Work Period 1	Modular	Modular	Modular	Modular	Modular	Modular
9:50 - 10:10	Meeting Time 2	Modular	Modular	Modular	Modular	Modular	Modular
10:10 - 10:25	Rest/Recess	Health Break					
10:25 - 10:45	Story Time	Radio-based	Radio-based	Radio-based	Radio-based	Radio-based	Radio-based
10:45 - 11:30	Work Period 2	Online Synch	Online Synch	Online Synch	Online Synch	Online Synch	Online Synch
11:30 - 11:50	Indoor/Outdoor Activities	Modular Hands-on	Modular Hands-on	Modular Hands-on	Modular Hands-on	Modular Hands-on	Modular Hands-on
11:50 - 12:00	Meeting Time 3	Modular	Modular	Modular	Modular	Modular	Modular
2:00 - ---	Teacher conducts Meeting with Parents/Guardians/ Para-teachers	---	Face-to-face/Online/SMS/Messenger	---	---	Face-to-face/Online/SMS/Messenger	---

nothing follows



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