GUIDELINES ON CONTEXTUALIZED LEARNING RESOURCE DEVELOPMENT PROCESSES & WORKFLOW

I. RATIONALE

The Department of Education (DepEd) has embarked on a major plan to raise the overall quality and to improve the effectiveness and efficiency of basic education through the K to 12 Basic Education Program (K-12) as described in the Philippines Development Plan 2011-2016, the Basic Education Sector Reform Agenda (BESRA) and as part of its commitment to achieve the MDG/EFA goals.

To meet the demands of the new curriculum and the increased enrollments in urban, regional and remote schools, DepEd is implemented a range of initiatives to bring educational resources and services closer to learners nationally. The Learning Resources Management and Development System (LRMDS) developed with the assistance of the Australian Government (AusAID) under the STRIVE program is one initiative. AusAID continued to assist the DepEd to implement the systems nationally by providing technical assistance to DepEd to enhance the LRMDS system and to build capacity for a national rollout. The national rollout is defined by the issuance of DepEd Order 76, s. 2011. The DepEd through the LRMDS is seeking to exploit as best possible ICT to increase the level of quality, relevance, reach and access to education by all.

As part of this system, DepEd is digitizing all existing DepEd-developed K to 12 teaching and learning materials, developing new digital, interactive and print-based materials aligned to the new curriculum to distribute via the LRMDS repository teaching and learning resources to all DepEd regions, divisions, schools and learning centers.

Research findings showed that the desired 1:1 textbook: student ratio did not exist in most schools surveyed; most teachers had no teacher manuals; teachers were used their own money to augment the instructional resources in the schools; schools which lose their textbook collection because of calamities do not get replacements; and, that few supplementary materials are available at the schools.

Baseline studies for Stage II of STRIVE also identified highly variable distribution of resources across all levels and in most subject areas, (English, Mathematics, Science, ALS and TLE). The lack of resources was also highly variable across divisions sampled. Again, there was no instance within the study sites of a 1:1 ratio for textbooks. The research also identified the current procurement process for textbooks and supplementary materials as being problematic. That is, when the bidding process fails to identify qualifying bidders the process needs to be recommended and during which time no resources are available except what the Division or schools may purchase independently using local funds or donations (Baseline Research STRIVE II 2008).

The Department of Education encourages all teachers to develop learning resources in order to utilize it in the teaching learning process. Learner's engagement to a learning materials results to a better academic performance. The development of learning resources also helps in augmenting the shortage of textbook as provided by the DepEd central office.

In our division, a few teachers are developing their own learning resources to enhance the teaching and learning process and to increase the academic performance of learners. The development and quality assurance of learning resources take a period in order that it will achieve its objectives.

Currently, there is no existing mechanism to cater to contextualized learning resources that is credited as innovation and/or publication in the division. Thus, this guideline on the development processes & workflow is proposed.

II. SCOPE

The mechanism will include <u>all</u> contextualized learning resources which are developed and utilized by teachers within the Schools Division of Baguio City. Thus, all contextualized learning resources can be utilized as innovation and/ or publication provided these learning resources undergone the quality assurance processes & workflow as prescribed by the Learning Resource Management Section (LRMS).

- This guideline covers all submitted **contextualized learning resources** as defined in the Framework for LRMDS v2.0 Series 2010 which includes the following learning resource types:

  o learner's resource
  o teaching resources
  o professional development materials

These learning resources are presently classified as:

A. Text-based
   Print materials:
      Activity Sheets
      Learner's Material
      Modules
      Strategic Intervention Materials (SIMs)
      Storybooks (Big and small books)
      Reader
      Workbook

   Non-print materials:
      Educational Audios
      Interactive Learning Resources
      Educational Videos
      Presentation Programs / Application Software (Apps)
      Tactile Learning Resources

B. Non-text based/ Learning Tools and Equipment (LTE)
   Mathematics Equipment
   Science Equipment
   TLE / TVL Equipment
   Manipulatives
   Artifacts

C. Any relevant learning resources

III. DEFINITION OF TERMS

As defined in DepEd Order N. 32 S. 2015
- **Contextualization.** Refers to the educational process of relating the curriculum to a setting, situation or area of application to make the competencies relevant, meaningful and useful to all learners.

- **Indigenization** refers to the processes of enhancing the curriculum, competencies, education resources, and teaching learning process in relation to the bio-geographical, historical and socio-cultural context of the learner's community.

- **Localization** refers to the process of relating learning content specified in the curriculum to local information and materials in the learners' community.

As defined in the LRMDS Framework v. 2, Series 2010 as stated in DepED Order No. 76 S. 2011 Re: National Rollout and Implementation of LRMDS

- **Learning Resources (LR).** Refers to any of the text-based materials (print or non-print) or non-text—based materials (devices, tools, equipment, manipulative toys) aligned to the K to 12 curriculum used as primary bases or supplements to teaching and learning process.

CLASSIFICATION OF LEARNING RESOURCES

A. *Learner's Resource* (LR) is any educational resource with a learning purpose and must be aligned to the K to 12 Curriculum. This resource is designed to be used directly by the student learners and or integrated into teacher-developed lesson plans.

   Print-based Learning Resources

   - **Activity Sheets (AS)** are consumable learning resources with practice exercises for learners to work on.

   - **Learner's Materials (LM)** is a prototype learning resource that is completely and sufficiently developed based on the prescribed learning competencies and curriculum standards for a specific grade level in a target subject area.

   - **Modules** are learning resources that provide course materials in a logical, sequential order, guiding the learners through the content and assessments in the order specified by the learning facilitators. It is conceptualized as a self-contained, self-instructional, self-paced, interactive learning resource for learning a specific topic or lesson.

   - **Strategic Intervention Materials (SIMs)** are meant to re-teach the concept(s) and skill(s) (Least Mastered Competencies). It is a material given to the learners to help them master a competency-based skill which they were not able develop during regular classroom teaching (Bunagan, 2012).

   - A **Storybook** is a contextualized teacher-made reading learning resource that supports the implementation of the Mother Tongue Based Multilingual Education (MTB-MLE) and the development of literacy domains in the K to 12 Curriculum.

   - A **Reader** is a comprehensive but brief learning resource that provides authoritative information on a specific topic representing the best example of knowledge in a discipline and presentation of specific ideas of authors with different perspectives. A reader is used by learners to read, reflect, and respond. Teachers use readers to guide discussions with consideration for age-appropriateness and time allotment. It is most suitable for topics with general coverage and not sequential or are stand-alone topics. Materials are already written about the topics and are available.

   - A **Workbook** is a compilation of worksheets used by the learners to practice what they are learning in a class.

Non-text based/ Learning Tools and Equipment (LTE)

- Learning Tools and Equipment are the constructed prototypical tools or equipment patterned to an object which can be used in the teaching-learning processes to help improve learning outcomes. These are learning resources for science, math, and TVL i.e., manipulative, models, devices, safety equipment and first aid kit, hand tools and power tools, machines and another laboratory equipment.

- A **Model** is a reproduction of a real object in a small scale, large scale or exact size but made of synthetic, indigenous and/or recycled materials. It is a substitute for a real object which may or may not be operational (*adapted from Brown, et al 1969*).

- A **Diorama** is a three-dimensional representation of events, ideas or concepts either in miniature or a large-scale by placing objects, figures, etc., against a scenic background.

- *Teaching Resource* (TR) is any educational resource digital or non-digital that supports teachers in curriculum development, delivery and pedagogy or teacher trainers in the delivery of professional development programs such as:
  Daily Lesson Log
  Daily Lesson Plan
  Lesson Exemplar
  Teacher's Guide

  A **Teacher's Guide (TG)** is a prototype K to 12 teacher's resource with learning objectives, suggested teaching-learning strategies, developmental activities, and evaluative measures that complement with the contents of the accompanying Learner's Material for a specific grade level in a specific subject area.

Professional Development Material (PDM) is any digital or non-digital education training and development resource or program designed with a training and development purpose. Such programs may contain or reference LRs and TRs.

- **Manual** contains step-by-step instructional procedures in the development of a skill.
  Professional Development Workbook
  Professional Development Activities for Teachers

IV.   POLICY STATEMENT

The Schools Division of Baguio City through the Learning Resources Management Section (LRMS) supports the program of DepEd to raise the overall quality and improve the effectiveness and efficiency of basic education through the implementation of K to 12 Basic Education Program (K-12).

This guideline on contextualized learning resource development processes and workflow adopted in the Schools Division of Baguio City supports the Department's undertaking of providing quality learning materials for all Filipinos learners.

V. PROCEDURE

PROPOSAL / REPORT FORMATTING

Paper Size: A4
Font Style: Bookman Old Style
Font Size: 12
Spacing: Single Spaced
Margin: 1" all sides

PROPOSAL PHASE

CONTENTS OF CONTEXTUALIZED LEARNING RESOURCE INNOVATION PROPOSAL

1. Learning Resource Title
2. Learning Resource Developer
3. Learning Resource Material Type *(select one)*
   a. Learner's Resource
   b. Teaching Resource
   c. Professional Development Material

4. Basis of Development of Learning Resource *(any one or more of the following)*
   a. Identified Least Learned Competency
   b. Identified Critical Content
   c. Gaps / Issues / Problems /Need
   d. Offshoot of a research

5. Budgetary Requirements

6. Learning Resource Utilization Plan
   a. Narrate how will you use the Learning Resource

7. Attach the following:
   a. Finalized Learning Resource
   b. Daily Lesson Log (except for PDMs and Textbooks)
   c. Signed QA Forms (School and /or Division Level)

IMPLEMENTATION PHASE

CONTENTS OF CONTEXTUALIZED LEARNING RESOURCE INNOVATION REPORT

1. Learning Resource Title
2. Learning Resource Developer
3. Learning Resource Type *(select one)*
   a. Learner's Resource
   b. Teaching Resource
   c. Professional Development Material

4. Basis of Development *(any one or more of the following)*
   a. Identified Least Learned Competency
   b. Identified Critical Content
   c. Gaps / Issues / Problems
   d. Offshoot of a research

5. Summary of implementation of Learning Resource containing the Narrative Feedback / Evaluation Report
   5.1 Alternatively, the proponent can submit any of the following MOVs:
   a. Approved research paper highlighting the tests of effectiveness

   b. Summary of narrative Feedback or Evaluation Report of Demo-teaching conducted where LR was used and found to be effective as material during the teaching learning process (attach individual narrative feedback or evaluation of teachers/participants during the demo-teaching

   c. For smalls schools with one teacher in the grade level or learning area, you may present test analysis result with an appropriate statistical tool as an MOV, validated by the school head

  6. Attach the following:
   a. Finalized Learning Resource
   b. Daily Lesson Log (except for PDMs and Textbooks)
   c. Signed Learning Resource Quality Assurance Tools
   d. Signed Individual Narrative Feedback or Evaluation Tool and/or Alternative MOVs

WORKFLOW PROCEDURE

A. PROPOSAL

Step 1:	Developer prepares documents for the Learning Resource Innovation Package
	    a. Accomplished Learning Resource Innovation Proposal Form *(Form 1)*
	    b. Learning Resource Innovation Proposal
	    c. Finalized Learning Resource
	    d. Daily Lesson Log (except for PDMs and Textbooks)
	    e. Signed QA Forms (School and/ or Division Level)

Step 2:	Developer submits Learning Resource Innovation Package for endorsement and approval. Signatories will sign on the Learning Resource Innovation Proposal *(Form 1)*
	    a. School LR Coordinator
	    b. *Department Head (if applicable)*
	    c. School Head
	    d. PSDS
	    e. EPS – Learning Area
	    f. EPS – LRMDS
	    g. CID Chief
	    h. ASDS
	    i. SDS

B. IMPLEMENTATION

	School Level	District Level		Division Level
Step 1:		Developer fills up the Learning Resource Innovation Report form *(Form 2)*		
Step 2:	Developer prepares learning resource innovation report	- same procedure -		- same procedure -
Step 3:	Developer distributes at least three (3) Learning Resources for Utilization to at least three (3) classes / sections in school *Attach: Individual Narrative Feedback or Evaluation Tool* - or – * For small schools with one teacher in the grade level or learning area, you may present test analysis result with an appropriate statistical tool as an MOV, validated by the school head.	Developer distributes at least three (3) Learning Resources for Utilization to at least three (3) schools within the district - or – * Approved research paper highlighting the tests of effectiveness within the district		Developer distributes at least three (3) Learning Resources for Utilization to at least three (3) schools from different districts in the division - or – * Approved research paper highlighting the tests of effectiveness within the division
	- or – * Approved research paper highlighting the tests of effectiveness			
Step 4:	Developer summarizes the implementation of Learning Resource containing the Narrative Feedback or Evaluation Report	- same procedure -		- same procedure -

Step 5:	Developer finalizes the Learning Resource Innovation Package: a. Finalized Learning Resource (with Daily Lesson Log) b. Signed Learning Resource Quality Assurance Tools c. Signed Individual Narrative Feedback or Evaluation Tool and/or Alternative MOVs	- same procedure -		- same procedure -
Step 6:	Developer submits learning resource innovation package to signatories Signatories will sign on the Learning Resource Innovation Report Form *(Form 2)* a. School LR Coordinator *b. Department Head (if applicable)* c. School Head d. PSDS e. EPS – Learning Area f. EPS – LRMDS g. CID Chief h. ASDS i. SDS	- same procedure then include PSDS *(if intended for district implementation)*		- same procedure -

VI. MONITORING AND EVALUATION

Schools Division Office through the Curriculum Implementation Division (CID)-Learning Resource Management Section (LRMS) in coordination with the School Governance Operations Division (SGOD)-M&E shall closely monitor and ensure the implementation of this guidelines. It shall continuously gather feedback on the implementation and conduct a review to further enhance its provisions and effectiveness.

The overall program assessment will be done after one (1) year implementation for the purpose of adjustments. However, if deemed necessary, immediate adjustments may be done through a division memorandum.

VII. REFERENCES

- The following are the legal basis for the development, quality assurance and contextualization of the learning resource.

  - **Republic Act 10533**
    Enhanced Basic Education Act of 2013
    Section 5, Item H Under Curriculum Development:
    > *"The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced learning and teaching materials shall be encouraged, and approval of these materials shall devolve to the regional and division education units."*

  - **DepEd Order No. 32 S. 2015**
    Adopting IPEd Framework, Page 15, 16 under Key Elements of an Indigenous Peoples Education Curriculum, Number 4
    > *"Learning Resources - Instructional Materials and other learning resources shall be developed and utilized with the described curriculum contact and teaching-learning process"*

  - **Deped Order No. 76 S. 2011**
    National Adoption and Implementation of LRMDS
    > *"The LRMDS Framework serves as the guideline instrument for the implementation and ongoing operation of LRMDS at all levels of DepEd. It is supported by guidelines and process documents for all sub-systems, a quality assurance framework, standards and specifications"*

  - **LRMDS Framework v.2 Series 2010**

  - **DepEd Memo No. 82 S. 2017**
    LRMDS Implementation in the Rationalized DepEd Structure
    > *"The LRMDS is a system designed to support increased distribution and access to learning, teaching and professional development resource at the Central Office, Regional Office, Schools Division Offices and school/cluster levels of DepEd. The system also includes the standards, specifications, and guidelines for assessing and evaluating, acquiring & harvesting, modifications, development and production of learning resources."*

  - **Definition of Strategic Intervention Material**
    Bunagan, F. (2012). Strategic Intervention Material. Retrieved from http://www.slideshare.net/felixbunagan/strategic-intervention-material, Accessed August 8, 2019

Issuances on innovation:
- **DepEd Order No. 66 S. 2007**
  Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching and Non-Teaching Positions
  - *Point System for Innovation*

- **Regional Memo No. 161 S. 2015**
  Implementation of the Regional Internal Guidelines / Policies for Appointment and   Promotion
  Section 4: Innovations under item number 4:
  "Contextualization of learning materials is an innovation"

- **Division Memo No. 99 S. 2018**
  Implementation of the Division Internal Guidelines for Appointment and Promotion
  - Section 4: Innovations under item number 5:
  "Contextualization of teaching and learning materials is an innovation"
  - *Point System for innovation*

VIII.   EFFECTIVITY/TRANSITORY PROVISION

This guideline shall take effect after the signing of this proposal and its issuance in a form of a memorandum.

*GUIDELINES ON THE DEVELOPED CONTEXTUALIZED LEARNING RESOURCES

A. September 11, 2015 to September 12, 2016
   Harvesting of Learning Resources

   - shall follow D.O. 66 s. 2007
   *Innovative work plan properly documented, approved by immediate chief and attested by authorized regional/division official
   - conceptualized
   - started the implementation
   - fully implemented in school
   - adopted in the district
   - adopted in the division

B. September 13, 2016 to September 12, 2019
   1st Conduct of Division Quality Assurance of Learning Resources
   -shall also follow D.O. 66 s.2007 but must be quality assured in the school, division or region

C. September 13, 2019 to present – Follow the Guidelines on Contextualized Learning Resource Development Processes & Workflow

*GUIDELINE ON THE DEVELOPED CONTEXTUALIZED LEARNING RESOURCES AS PUBLISHED MATERIAL

September 13, 2016 to present
- Covers all Learning Resources that were quality assured/evaluated in the division and region and published in the official DepEd Learning Resource Portal (lrmds.deped.gov.ph)
- MOV: Certification from the Learning Resources Management Section (LRMS) containing the URL of the learning resource in the official DepEd Learning Resource Portal (lrmds.deped.gov.ph) & screenshot of the uploaded learning resource

CONTEXTUALIZED LEARNING RESOURCE INNOVATION PROPOSAL

LR Innovation Tracking Number:	
Name of Developer:	
Learning Resource Title:	
Learning Resource Type:	

Developer Contact Number:		Developer Email:	
School:		District:	
School Address:		Sch. Phone No.:	

SCHOOL LEVEL
Quality Assured:

_____
School LR Coordinator
Date:

_____   _____
Department Head (If applicable)   *School Head*
Date: *Date:*

DISTRICT LEVEL
Noted by:

_____
Public School District Supervisor
Date:

DIVISION LEVEL
Quality Assured:

_____   **ARMI VICTORIA A. FIANGAAN**
EPS – Learning Area   *EPS – LRMDS*
Date: *Date:*

Reviewed:

_____
JULIET C. SANNAD, EdD
Chief Education Supervisor, CID
Date:

Date:

Approved:

_____
MARIE CAROLYN B. VERANO, V
Schools Division Superintendent
Date:

CONTEXTUALIZED LEARNING RESOURCE INNOVATION REPORT

LR Innovation Tracking Number:	
Name of Developer:	
Learning Resource Title:	
Learning Resource Type:	

Developer Contact Number:		Developer Email:	
School:		District:	
School Address:		Sch. Phone No.:	

SCHOOL LEVEL
Endorsed by:

_____
School LR Coordinator
Date:

_____   _____
Department Head (If applicable)   *School Head*
Date: *Date:*

DISTRICT LEVEL
Endorsed by:

_____
Public School District Supervisor
Date:

DIVISION LEVEL
Endorsed by:

_____   **ARMI VICTORIA A. FIANGAAN**
EPS – Learning Area   *EPS – LRMDS*
Date: *Date:*

Reviewed:

JULIET C. SANNAD, EdD
Chief Education Supervisor, CID
Date:

Approved:

_____
 MARIE CAROLYN B. VERANO, V
Schools Division Superintendent
Date:

Guidelines on Contextualized Learning Resource Development Processes & Workflow (v. 1.1)

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ISO 9001:2015 Certified
Quality Management System
CRN RU-19.2560.026
Issued on 12/27/2019