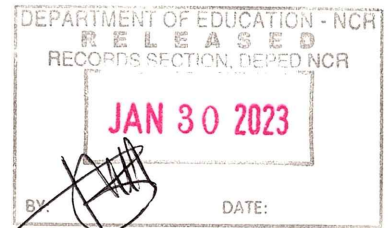




Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



DNCR-F-ORD-038/RO/01112019

Advisory No. 039 s. 2023
January 30, 2023

In compliance with DepEd Order No. 8 s. 2013
this advisory is issued not for endorsement per DO 28, s, 2001,
but for the information of DepEd Officials,
Personnel, as well as the concerned public
(visit www.deped.gov.ph)

**Center for Human Research & Development Foundation Inc.
(CHRDF) Series of NEAP Recognized Programs**

The Center for Human Research & Development Foundation Inc. (CHRDF), an accredited CPD provider and authorized NEAP Learning Service Provider will be conducting a series of NEAP-Recognized programs from January to June 2023 to be participated by public and private schools, colleges, and universities educators.

Complete details are provided in the attached letter.

For more information, please contact:

Mr. Jeffrey M. Mayor, LPT
Program Director, CHRDF Inc.
Contact Number: (632) 3719083 (632) 3321114
Email: chrdf.inc@gmail.com

This is issued for information purposes and not an endorsement of the activity.





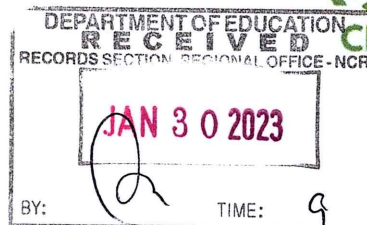
Center for Human Research & Development Foundation Inc.

7-B Cavite Street Barangay Paltok West Ave., Quezon City 1100 Philippines

January 27, 2023

The Office of Regional Director
National Capital Region
Department of Education

Thru: **Office of the HRDD-NEAP**



Dear Sir/ Madam:

Warm greetings!

Since 1994, the Center for Human Research and Development Foundation Inc. as a non-stock and non-profit organization collaborated to various community stakeholders in providing high quality and relevant learning and development programs. As the new year begins, we have designed year-long professional development programs for teaching personnel. We are well aware on the various steps carried out by the Commission on Higher Education to improve the tertiary education in the country over the years. We are one in lauding and celebrating all these unwavering efforts and achievements.

As an accredited CPD provider for licensed professional teachers and authorized NEAP Learning Service Provider continuously develops professional development programs that can further hone and enhance the competencies of our teachers using the Philippine Professional Standards for Teachers (PPST) and Philippine Professional Standards for School Heads (PPSSH) as a framework.

We are pleased to invite you to our contextualized NEAP recognized training programs for different needs/ areas of specializations of teachers. This trainings is open to all interested participants both in public and private schools/ colleges and universities.

NEAP Recognized Program	Date/ Venue
Engaging Learners in any Settings through Child Friendly School PD-2021-0050-0901	January 27-29, 2023 via Zoom App Target participants: Teacher I-III
Leaders of Learning: School Supervision & Leadership in the New Normal PD-2021-0023-0706 (NEAP & CPD Program)	February 24-26, 2023 via Zoom App Target participants: School Heads
Gender Equality for Education PD-2021-0026-0727 (NEAP & CPD Program)	March 24-26, 2023 via Zoom App and Quezon City (Blended) Target participants: Teaching and Non-teaching personnel
Reimagining Education through Effective Curriculum Implementation PD-2021-0024-0706	April 28- May 1, 2023 Teachers Camp Baguio City



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Seminar Workshop on Learner-Centered Education as Key to Meaningful Teaching & Learning PD-2021-0025-0727 (NEAP & CPD Program)	Target participants: Teacher I-III and Master Teachers
Leaders of Learning: School Supervision & Leadership in the New Normal PD-2021-0023-0706 (NEAP & CPD Program)	May 11-13, 2022 via Zoom App and Quezon City (Blended) Target participants: School Heads and NQESH takers
Social Emotional Learning (SEL) as The Heart of Education PD-2021-0049-0901 (NEAP & CPD Program)	June 10-12, 2022 via Zoom App and Quezon City (Blended) Target participants: Teacher I-III

All these programs will undergo the CPD accreditation process to secure credit units for licensed professional teachers useful for renewal of license. NEAP professional credit points is assured for all completers of these NEAP programs/courses.

Consistent to D.O. 9 s. 2005 Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith, this training program will be conducted outside DEPED official time/working hours.

We hope that your office can help us disseminate this information to all target audiences through a division advisory/issuance. Interested participants may email us at chrdf.inc@gmail.com for complete details.

Attached in this letter are the complete details of each professional development programs, NEAP recognition certificates and CPD accreditation as provider.

We are truly grateful to your usual assistance and continued partnership with us towards the continuing education and lifelong learning of our hardworking teachers in DEPED.

Thank you and we look forward to hearing from you.

Sincerely yours,


Mr. Jeffrey M. Mayor, LPT
Program Director, CHRDF Inc.



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Program: Engaging Learners in any Settings through Child Friendly School		
Program designed for	Teacher I-III	CPD credit units for accreditation
Program Recognition No.: PD-2021-0050-0901		
Program Description	<p>Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Teacher training is a central part of encouraging a child friendly and inclusive school environment. There is also a need to encourage teachers to reconsider their perceptions of children coming from different situated communities. This program is designed to promote the shift toward a whole child education that has far-reaching implications in the education system to promote children’s learning, well-being, and healthy development.</p> <p>By the end of this Program, participants will be able to:</p> <ol style="list-style-type: none"> 1. Acquire new knowledge about the diversity of learners by rigorously examining emerging culture of social generation sensitive to various learners’ contexts and experiences; 2. Adapt the tenets of the Whole Child Approach by communicating to school stakeholders how the definition of academic success varies and must be understood in the light of different learners’ gender, needs, strengths, interests and experiences; 3. Adjust instructional planning by uncovering and immersing into Self-Determination Theory (SDT) and research findings on how to motivate and engage the learners; 4. Analyze the concepts and practices on discipline while creating new knowledge about the different factors affecting learners’ social emotional development; 5. Increase self-knowledge on current beliefs and approaches in managing learner’s behavior; and 6. Show clear understanding of positive psychology by applying psychological flexibility and self-care by creating a personal self-care plan 	
Duration	Topic	Session Coverage
4 hours	The Emerging Culture among Generation Z Learners	Diversity of learners
4 hours	Teaching the Whole Child for New Normal	Child Person Education
4 hours	Promoting Student Engagement in Any Settings	Self-determination theory
4 hours	Understanding Discipline in the Context of Teaching & Learning	Positive discipline
4 hours	Exploring Different Approaches in Classroom Management	Approaches in Classroom Management
4 hours	Cultivating Positive Psychology among Teachers & Learners	Student wellbeing



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Program: Leaders of Learning: School Supervision & Leadership in the New Normal		
Program designed for	School Heads	CPD credit units
For accreditation		
Program Recognition No.: PD-2021-0023-0706		
Program Description	<p>This program is designed to acknowledge various challenges brought by the learning crisis amid the pandemic. The courses in this program are designed to further appreciate the relationship and significant role of Professional Learning Communities in the form of effective conduct of Learning Action Cell in schools and using school-wide action research as intervention to address various challenges in the implementation of the Learning Continuity Plan. Through research-based practices in collaborative approach in solving school problems, the creation of the school improvement plan stems from collective experiences of all school stakeholders, especially the learners and the teachers.</p> <p>By the end of this Program, participants will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding in the process of creating a data-driven school improvement plan for the contextualized planning and implementation of the Learning Continuity Plan. 2. Initiate or continue professional development for teachers through effective planning, implementation and evaluation of Learning Action Cell that enhance teachers' strengths and address performance gaps in the teaching-learning process. 3. Develop necessary skills as a school leader in identifying teachers' strengths, capabilities, and potentials in order to initiate school-wide action research as a tool in gathering data for school improvement and possible policy evaluation through data-driven actions and decision making. 4. Design a collaborative school improvement plan inclusive of all the experiences of the school and community addressing concerns of all school stakeholders especially the teachers and the learners. 5. Apply principles and enabling laws in creating operational plans that ensures occupational safety. 	
Duration	Topic	Session Coverage
4 hours	Leading Schools Strategically in the time of Crisis	Address emerging school concerns in the implementation of the flexible and blended learning
5 hours	Environment, Security, Safety and Health in the Workplace	risk reduction and resilience in school campus
5 hours	Social Emotional Learning for School Leaders	SEL competencies, stress management
5 hours	Improving Open & Distance Learning through Professional Learning Communities	Goals and Purpose of Learning Action Cell, Professional Learning Communities
5 hours	Solving Distance Education Challenges through Action Research	Building culture of research, Creating research agenda



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5 hours	Creating a Data-Driven School Improvement Plan	Making connections with data and enhancement of teaching, learning and school leadership and management
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Program: Gender Equality for Education		
Program designed for	Teacher I-III	CPD credit units for accreditation
Program Recognition No.: PD-2021-0026-0727		
Program Description	<p>This new course offering is based on the increasing need to better understand and address gender related issues of young people in their everyday lives. The course is designed to equip teachers, administrators, guidance counsellors, community youth organizers, social workers, and organizations with youth programs, to better support youth wellbeing. It provides an in-depth appreciation of young people’s views of gendered social expectations and their ways of coping. The course is directed at engaging participants in a holistic understanding of the support that young people need to feel safe and secure regardless of their gender and sexuality. The topics include gender issues of the youth related to mental health, addressing gender discrimination in schools, and creating gender responsive and inclusive social environments for student/youth wellbeing.</p> <p>By the end of this Program, participants will be able to:</p> <ol style="list-style-type: none"> 1. Gain an in-depth understanding of the emerging gender-based issues in their everyday lives such as multiple burden, economic marginalization, political subordination, gender stereotyping, gender-based violence, double standard, and sexist language; 2. Engage in critical discussion on how gender equity is relevant in schools, communities, economic development, national and international policies; and 3. Integrate gender-fair language and gender-equity themes in learning activities and in development of instructional materials. 	
Duration	Topic	Session Coverage
4 hours	. Gender Perspectives and Practices	Presentation of emerging views on sex and gender, various gender issues
4 hours	Child’s Rights and Welfare	Understand the importance of using Child Rights perspectives and framework in working with children
4 hours	Online Sexual Abuse and Exploitation of Children	Identify educator’s roles and the different skills and strategies needed in handling cases of Online Sexual Abuse and Exploitation of Children (OSAEC)
4 hours	Understanding and Upholding Safe Spaces	Enhance skills based on RA11313 or Safe Spaces Act on how to fight Gender-based Violence through Socio-virtual Movements amidst online harassment, gender-based



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		hate crimes, porn revenge and other forms of sexual harassment.
4 hours	Addressing Gender Related Challenges in the Community	Discuss emerging issues and challenges related to sexual health (SDT, HIV, AIDS, Teenage pregnancy, Family planning)
4 hours	Promoting Gender-Fair Education in the Classroom	Gender-fair language and gender-sensitive instructional materials

Program: Reimagining Education through Effective Curriculum Implementation		
Program designed for	Teacher I-III	CPD credit units
For accreditation		
Program Recognition No.: PD-2021-0024-0706		
Program Description	<p>This program is designed to help teachers on how to manage, contextualize and localize the curriculum. The different courses within this program are highly significant to ensure that the standards within the K to 12 curriculum is achieved by the learners. This will be done by revisiting the purpose of the curriculum, exploring the different approaches in the implementation of the content standards and learning competencies and improvement in the preparation of learning plans in areas of unpacking standards, setting of learning objectives and content curation.</p> <p>By the end of this Program, participants will be able to:</p> <ol style="list-style-type: none"> 1. Show clear understanding on how the curriculum responds to students' various learning needs and contexts by performing an interdisciplinary approach in unpacking learning standards and competencies. 2. Change the role of a traditional teacher who just delivers content to being a content curator of learning in purposively designing and unfolding of the specific essential competencies set by the Department of Education in self-learning modules and lessons. 3. Apply various strategies in the alignment of specific learning objectives, instructional activities and assessment from the Most Essential Learning Competencies (MELCs) using integrated or emergent curriculum approach. 4. Contextualize the Learning Plans to MELC outcomes cognizant of the remote learning constraints and difficulties by incorporating learner-centered principles and research-based practices. 5. Create instructional plans that are learner-centered by nature to enhance students' engagement in the learning process. 	
Duration	Topic	Session Coverage
4 hours	Defining the Curriculum	DEPED Order no. 021 s. 2019 Understanding the Curriculum Support System K12 Curriculum Review Results
5 hours	Contextualizing the Curriculum	Curricular Contextualization CORD's REACT Strategy Learning Experience Design to Enhance Instructional Materials



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5 hours	Unpacking the Curriculum	Unpacking of MELCs Alignment of Learning Objectives, Instructional Activities and Assessment
5 hours	Interdisciplinary Curriculum Implementation	Professional Learning Community Interdisciplinary Approach Performance Task using GRASPS
5 hours	Learner-Centered Approach for Curriculum Implementation	Learner-Centered Education Design Thinking Learning Plan using UbD

Program: Learner-Centered Education as Key to Meaningful Teaching & Learning		
Program designed for	Master Teacher I-III	CPD credit units For accreditation
Program Recognition No.: PD-2021-0025-0727		
Program Description	<p>This program is designed to provide capacity building for Master Teachers I-III in the area of instructional leadership. As their duties and responsibilities include mentoring and guiding co-teachers in content delivery and teaching skills difficulties, conduct demonstration teaching to share effective teaching techniques or strategies, initiate improvement in instructional program, introduce innovative teaching approaches and strategies, perform regular class monitoring using observation tools and conduct of post-conference with teachers for feedback on teaching-learning process. We believe that this program will surely help them fulfill their daunting tasks.</p> <p>By the end of this Program, participants will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a practical understanding of major concepts, theoretical perspectives and empirical researches on learner-center education. 2. Critically evaluate the current teaching practices like instructional planning for module, online and blended learning modalities using learner-centered principles as a model; 3. Facilitate critical discussion on the traditional teaching and learning method via a vis research-based pedagogical approach on educational psychology fit for K-12 education; 4. Make informed inferences about the appropriateness of the learner-centered education teaching model in specific educational contents, varied learners and learning environments; and 5. Apply learner-centered principles and various educational psychology principles in designing learning activities such as formative and summative assessment while developing the 21st century competencies. 	
Duration	Topic	Session Coverage
5 hours	Exploring Learner- centered Psychological principles	APA Learner-Centered Psychological Principles Framework
5 hours	Psychological Principles in	Top 20 Psychological principles from PreK-



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	K12 Education	12 Teaching and Learning
5 hours	Teaching Diverse Learners	Principles of Learning, Differentiated Instruction Recalibrating Self-learning module
5 hours	Designing Learner- Centered Instruction	Functionality of Content in ODL and blended learning modalities Use of the Understanding by Design

Program: Social Emotional Learning as The Heart of Education		
Program designed for	Teacher I-III	CPD credit units for accreditation
Program Recognition No.: PD-2021-0049-0901		
Program Description	<p>This program is designed to help teachers to understand the value of purposefully forming affective domains in teaching and learning. Based on many research and literature, Social Emotional Learning can help students learn better and achieve academic success. SEL can help teachers too through better connection with your students and help them work on five SEL core competencies.</p> <p>By the end of this program, participants will be able to:</p> <ol style="list-style-type: none"> 1. Engage in reflective practice as a teacher to solve various challenges brought by the teaching profession; 2. Identify one's metaphor of learning and how it affects teaching perspectives and current educational practices; 3. Apply a research-based models such as Zones of Regulation and Control, Influence, Accept Model in overcoming adversities in the teaching profession; 4. Integrate SEL components in student formation and teacher development programs using Kolb's Experiential Learning Cycle. 5. Acquire adequate skill in writing effective learning objectives integrating Social Emotional Learning Competencies; and 6. Design learning experience developing SEL components by integrating them in instructional activities such as mindfulness and empathy. 	
Duration	Topic	Session Coverage
4 hours	Teachers Leading in Crisis	Reflective Teaching Social Emotional Learning Stress Management
4 hours	Addressing Learning Gaps: Looking at Metaphors of Learning	Theory of Learning Teaching Philosophy
4 hours	Tapping Teachers' Adversity Quotient	Theories on Adversity Quotient Zone of Regulation Cognitive Behavioral Therapy
4 hours	Developing a classroom-wide Social-Emotional Learning	Non-Cognitive Factors

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4 hours	Continuation of promoting SEL in the Classroom	UbD 6 facets of understanding SEL competencies
4 hours	Leveraging Empathy and Mindfulness	Mindfulness and SEL in the classroom