



PULLAAN ELEMENTARY SCHOOL
PANGIL ELEMENTARY SCHOOL
EWON ELEMENTARY SCHOOL
GUINADIONGAN ELEMENTARY
SCHOOL LOPERO ELEMENTARY
SCHOOL NABABARERA
ELEMENTARY SCHOOL
KATIPUNAN ELEMENTARY
SCHOOL DAO PRIMARY SCHOOL
SAN JUAN ELEMENTARY
SCHOOL ARAWANE
ELEMENTARY SCHOOL KUBANG
MANDULAN PRIMARY SCHOOL

CURRENT SITUATION AND PRACTICES OF MULTIGRADE SCHOOLS IN THE PHILIPPINES CASE STUDIES



**CURRENT SITUATION AND PRACTICES OF
MULTIGRADE SCHOOLS IN THE PHILIPPINES
CASE STUDIES**

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Acronyms and Abbreviations

| | | | |
|--------|--|---------|---|
| 4Ps | Pantawid Pamilyang Pilipino Program | IP | Indigenous People |
| ALS | Alternative Learning System | IPEd | Indigenous Peoples Education |
| ARMM | Autonomous Region in Muslim Mindanao | KPI | Key Performance Indicator |
| BARMM | Bangsamoro Autonomous Region in Muslim Mindanao | KII | Key Informant Interview |
| BLD | Bureau of Learning Delivery | LAC | Learning Action Cell |
| BLR | Bureau of Learning Resources | LAPG | Language Assessment for Primary Grades |
| BoW | Budget of Work | LGU | Local Government Unit |
| CO | Central Office | LM | Learning Material |
| COT | Classroom Observation Tool | LP-MG | Lesson Plan for Multigrade Classes |
| DCP | DepEd Computerization Program | LP | Lesson Plan |
| DEAR | Drop Everything and Read | LRDMS | Learning Resource and Development Management System |
| DepEd | Department of Education | M&E | Monitoring and Evaluation |
| DI | Differentiated Instruction | MAPEH | Music, Arts, Physical Education and Health |
| DLL | Daily Lesson Log | MG | Multigrade |
| DLP | Daily Lesson Plan | MG-DLP | Multigrade Daily Lesson Plan |
| DM | DepEd Memorandum | MG-TLP | Multigrade Teach-Learn Package |
| DO | DepEd Order | MG-TRP | Multigrade Training Resource Package |
| DOH | Department of Health | MLC | Minimum Learning Competencies |
| DRRM | Disaster Risk Reduction and Management | MLC-MG | Minimum Learning Competencies-Multigrade |
| DSWD | Department of Social Work and Development | MLM | Multi-Level Material |
| EBEIS | Enhanced Basic Education Information System | MOA | Memorandum of Agreement |
| ECCD | Early Childhood Care and Development | MOOE | Maintenance and Other Operating Expenses |
| ELLNA | Early Language, Literacy and Numeracy Assessment | MPPE | Multigrade Program in Philippine Education |
| EPS | Education Program Supervisor/ Specialist | MT | Mother Tongue |
| ES | Elementary School | MTS | Mother Tongue Subject |
| FGD | Focus Group Discussion | MTB-MLE | Mother Tongue-Based Multilingual Education |
| GAD | Gender and Development | M&E | Monitoring and Evaluation |
| ICT | Information and Communications Technology | NAT | National Achievement Test |
| IMG-LP | Integrated Multigrade Lesson Plan | NCR | National Capital Region |
| | | NGO | Non-Governmental Organizations |

| | |
|--------------------|--|
| PAP | Project Advisory Panel |
| PS | Primary School |
| PSDS | Public Schools District Supervisor |
| PTA | Parent-Teacher Association |
| RO | Regional Office |
| SBM | School-Based Management |
| SDG | Sustainable Development Goal |
| SDO | Schools Division Office |
| SDS | Schools Division Superintendent |
| SEAMEO INNOTECH | Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology |
| SEF | Special Education Fund |
| SGC | School Governance Council |
| SHA | Special Hardship Allowance |
| SIP | School Improvement Plan |
| SLAC | School Learning Action Cell |
| SPED | Special Education |
| SRC | School Report Card |
| SY | School Year |
| TEI | Teacher Education Institution |
| TG | Teacher's Guide |
| TIC | Teacher-in-Charge |
| TLP | Teacher Learning Package |
| TS-MPPE | Technical Support to Multigrade Program in Philippine Education |
| TWG | Technical Working Group |
| UNICEF | United Nations Children's Fund |
| WinS | Water, Sanitation and Hygiene in Schools |

Introduction

BACKGROUND

Since 1993, the Philippine Department of Education (DepEd) has considered multigrade education as a practical solution to bring education to school-age children located in geographically isolated, disadvantaged, conflict-affected and sparsely populated communities. The Philippine Multigrade program provides opportunities for community schools with low enrolments and limited number of teachers in remote areas the ability to offer a complete cycle of elementary education. The most recent data from DepEd reveals that in School Year (SY) 2017 to 2018, 18.6% (7,234 out of the 38,911) of public elementary schools in the Philippines were multigrade in nature, with Eastern Visayas (19.41%), Cagayan Valley (7.64%), and the Cordillera Administrative Region (9.51%) having the most number of multigrade schools.

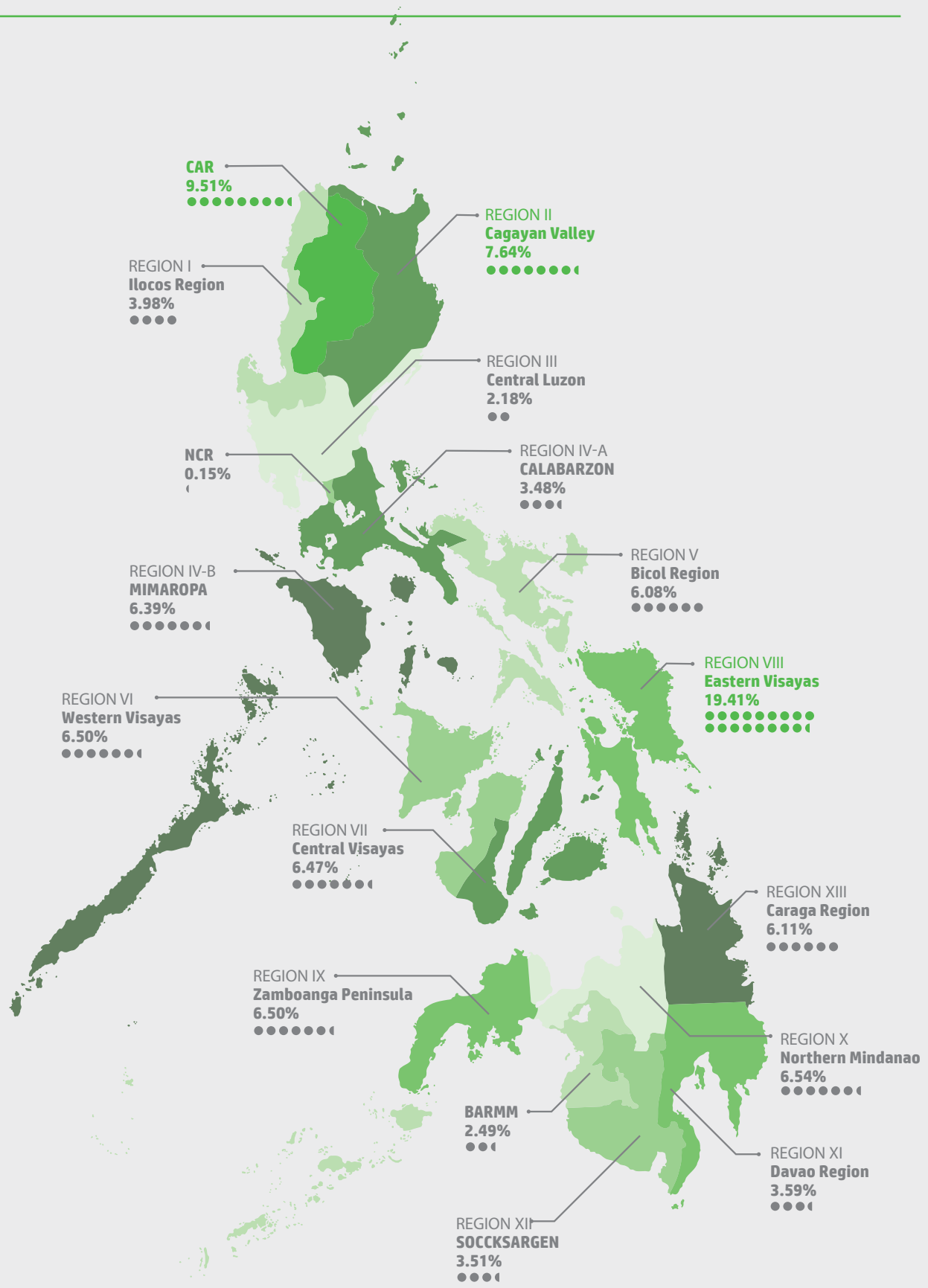
TECHNICAL SUPPORT TO MULTIGRADE PROGRAM IN PHILIPPINE EDUCATION'S (TS-MPPE) PROGRAM REVIEW

Inasmuch as multigrade education was deemed as an innovative instructional delivery system that needed to be evaluated, modified, and strengthened, DepEd, UNICEF and SEAMEO INNOTECH forged a tripartite cooperation on Technical Support to Multigrade Program in Philippine Education (TS-MPPE) in 2017 aimed to determine the overall effectiveness of MPPE as a modality of delivery of basic education and help build DepEd's capacity to design and utilize monitoring and evaluation systems and tools for program quality assurance.

Under TS-MPPE's first phase, a program evaluation entitled, A Review of the Current Situation and Practices of Multigrade Schools in the Philippines was conducted from 2017 to 2019 as the first systematic and comprehensive evaluation of DepEd's multigrade program implementation, encompassing all programmatic components. The program review process was anchored on the following four research questions: (1) How well has the MPPE been implemented against pre-set standards and guidelines?; (2) What facilitating and constraining factors contribute in achieving the goals of MPPE?; (3) To what extent has the MPPE contributed to student learning outcomes?; and (4) To what extent was MPPE able to improve access to quality education in disadvantaged communities?

The study applied mixed methods in collecting data. A combination of causal comparative, nationwide survey of multigrade schools and schools divisions, and qualitative methods of evaluation, such as consultative workshops through key informant interviews (KIIs) and focus group discussions (FGDs), including qualitative case studies of eleven (11) selected multigrade schools were employed to answer the questions pertaining to the status of multigrade education in the Philippines. The data gathered from the case studies through classroom observations, FGDs, and KIIs were integrated in the Review's findings to provide the qualitative context to and provide a better understanding of the survey findings. The Review was published in two volumes, a summary report and a full report in 2020 (pdf copies are available on SEAMEO INNOTECH's website: <https://www.seameo-innotech.org>).

FIGURE 1. DISTRIBUTION OF MULTIGRADE SCHOOLS IN THE PHILIPPINES (%)



Source: Education Management Information Systems Division, DepEd (SY 2017-2018)

CASE STUDIES ON THE CURRENT SITUATION AND PRACTICES OF MULTIGRADE SCHOOLS IN THE PHILIPPINES

This report dwells on case studies conducted in select multigrade schools across the country to have an in-depth assessment of the current situation and practices of multigrade schools in the Philippines.

While the full report featured eighteen (18) case study snapshots, highlighting good practices and experiences from the selected multigrade schools, this separate volume focuses on the full stories of eleven (11) multigrade schools.

The case studies conducted from 10 January to 28 March 2018, involved site visits, classroom observations, KIIs, and FGDs. These were intended to obtain more detailed qualitative and personal narratives of experiences and processes of program implementers i.e., schools division multigrade program coordinator, district multigrade program coordinator, school heads, and teachers; and stakeholders, i.e., learners, parents, and community members to surface good practices in the school's current context of multigrade implementation.

Specifically, the case studies aimed at determining (a) the factors that affect multigrade instruction as a delivery for increasing access to inclusive, equitable, and quality education; and (b) how the enabling environment comprising of instructional leadership, capacity building, monitoring and evaluation, learning facilities, and parents and community participation contribute to teaching and learning in a multigrade setting.

METHODOLOGY

SAMPLING

The task of identifying schools for the case studies was undertaken by the Technical Working Group (TWG) for TS-MPPE, comprising representatives of the DepEd's Bureau of Learning Development (BLD), UNICEF, and SEAMEO INNOTECH, in consultation with the multigrade schools' respective Schools Divisions.

Eleven (N = 11) multigrade schools (Table 1) were chosen based on four criteria. First, the school must be a pure multigrade school. Second, safety of travel to the school site is ensured. Third, the school must be accessible, entailing no more than four hours of travel time from the Schools Division Office. Fourth, the school is listed as among the 'top performing multigrade schools' in the region based on mean scores obtained from the Grade 3 Language Assessment for the Primary Grades (LAPG) and/or in Grade 6 National Achievement Test (NAT) for school year 2014-2015. The Schools Divisions where selected multigrade schools were located validated whether the selected multigrade school matched the said criteria. Otherwise, the Schools Divisions were requested to nominate based on the set criteria. The eleven case study sites consist of 4 multigrade schools from Luzon, 3 from Visayas, and 4 from Mindanao.

TABLE 1. SCHOOLS SELECTED FOR CASE STUDIES (N=11)

| NO. | REGION | DIVISION | MULTIGRADE SCHOOL | SCHOOL ADDRESS |
|-----|--------|---------------------|--------------------------------|---|
| 1 | I | Ilocos Norte | Pangil Elementary School (ES) | Pangil, Pasuquin, Ilocos Norte |
| 2 | IV-A | Oriental Mindoro | San Juan Elementary School | Brgy. San Juan, Bulalacao, Oriental Mindoro |
| 3 | V | Camarines Sur | Nababarera Elementary School | Baa, Camarines Sur |
| 4 | VII | Bohol | Ewon Elementary School | Ewon, Sevilla, Bohol |
| 5 | VIII | Leyte | Guinadiong Elementary School | Brgy Capoocan, Daram, Leyte |
| 6 | VIII | Northern Samar | Arawane Elementary School | Arawane Daram, Northern Samar |
| 7 | IX | Zamboanga Del Norte | Lopero Elementary School | Lopero, J. Dalman, Zamboanga Del Norte |
| 8 | XIII | Siargao | Dao Primary School | Siargao, Surigao del Norte |
| 9 | | | Katipunan Elementary School | |
| 10 | CAR | Ifugao | Pullaan Elementary School | Pullaan, Lagawe, Ifugao |
| 11 | ARMM | Tawi-Tawi | Kubang Mandulan Primary School | Mandulan, Bongao, Tawi-Tawi |

FGD AND KII PARTICIPANTS

A total of two hundred eighty-three (283) individuals from eleven (11) schools in the case studies were involved in various FGDs and KIIs (Table 2, Figures 2 to 3). Dao Primary School in Surigao del Norte (N=28), Pangil Elementary School in Ilocos Sur (N=30), and Nababarera Elementary School in Camarines Sur (N=28) were the three case study schools that had the highest number of participants in FGDs. On the other hand, Kubang Mandulan Primary School in Tawi-Tawi (N=20) had the lowest number of participants.

In terms of category or type of KII and FGD respondents, majority of the participants were parents (N=73) followed by community members (N=72), and pupils (N=68). There were also Schools Division representatives (N=30) and teachers (N=29) from these eleven schools. All school heads (N=11) of these case study schools also attended the FGDs.

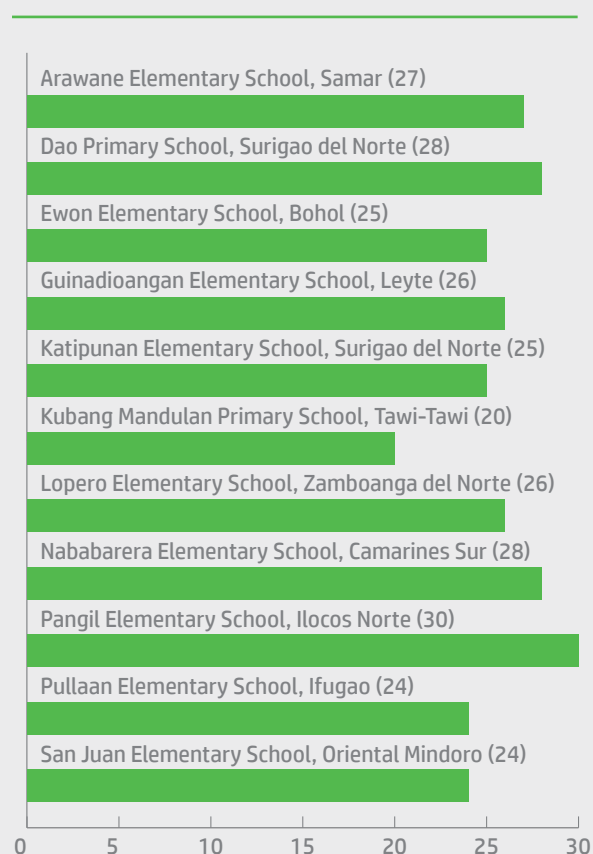
FIGURE 2. FGD PARTICIPANTS OF CASE STUDY SCHOOLS (N = 284)

TABLE 2. FGD PARTICIPANTS FROM CASE STUDY SCHOOLS (N = 283)

| MULTIGRADE SCHOOL AND LOCATION | DIVISION REP | TEACHER | SCHOOL HEAD | PUPILS | PARENT | COMMUNITY | TOTAL |
|--|--------------|-----------|-------------|-----------|-----------|-----------|------------|
| Arawane Elem School (ES), Samar | 5 | 3 | 1 | 6 | 6 | 6 | 27 |
| Dao Primary School (PS), Surigao del Norte | 1 | 1 | 1 | 6 | 10 | 9 | 28 |
| Ewon ES, Bohol | 4 | 3 | 1 | 6 | 6 | 5 | 25 |
| Guinadiongan ES, Leyte | 3 | 3 | 1 | 6 | 6 | 7 | 26 |
| Katipunan ES, Surigao del Norte | 5 | 3 | 1 | 5 | 7 | 4 | 25 |
| Kubang Mandulan PS, Tawi-Tawi | 1 | 1 | 1 | 6 | 6 | 5 | 20 |
| Lopero ES, Zamboanga del Norte | 1 | 3 | 1 | 9 | 6 | 6 | 26 |
| Nababarera ES, Camarines Sur | 2 | 3 | 1 | 7 | 8 | 7 | 28 |
| Pangil ES, Ilocos Norte | 4 | 3 | 1 | 6 | 6 | 10 | 30 |
| Pullaan ES, Ifugao | 2 | 3 | 1 | 5 | 6 | 7 | 24 |
| San Juan ES, Oriental Mindoro | 2 | 3 | 1 | 6 | 6 | 6 | 24 |
| TOTAL | 30 | 29 | 11 | 68 | 73 | 72 | 283 |

DATA COLLECTION INSTRUMENTS

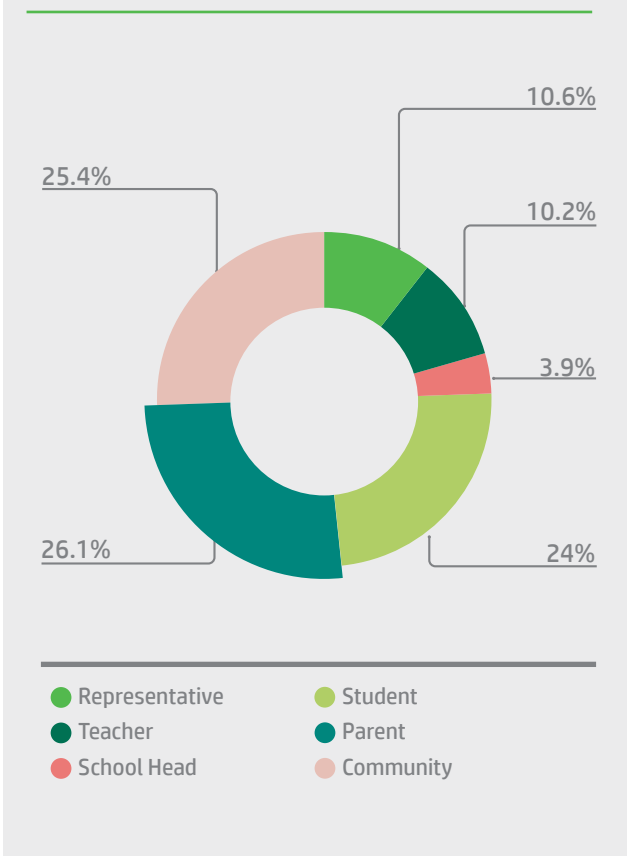
Case Study FGD/Interview instruments

Eight (8) instruments were used during the case study data collection. The first two instruments were used for classroom observation. Case Study Form 1 (Annex A) was completed by a member of the research team assigned to conduct school visits for the case studies. This tool elicited the profiles of multigrade teachers and learners and assessed the classroom learning environment.

The second instrument (Case Study Form 2) is the Classroom Observation Tool (Annex B). Following the standard classroom instruction procedures, the tool covered the preparatory school activities

such as use of lesson plans and approved Budget of Work (BOW); instructional delivery, particularly the presentation of the lesson and response to pupil questions, use of instructional materials and methods, and assessment techniques; classroom management that included classroom structure, classroom atmosphere, use of time, routines, and management of learners' behaviors; remedial and/or enrichment activities. Faculty members of selected regional and private teacher education institutions (TEIs) were requested to assist by conducting the observations and marking specific activities, behaviors, materials or procedures as evident (E) or not evident (N) during the observation period and noting salient points in multigrade instructional delivery.

FIGURE 3. CASE STUDY PARTICIPANTS BY CATEGORY (%)



Two (2) interview guides were devised for separate individual meetings with the schools division superintendent, multigrade coordinator or any schools district official (Annex C), and with the school head or teacher-in-charge (Annex D). The two instruments had included six areas of interest, namely, 1) the informant's accomplishments pertinent to multigrade education; 2) issues, problems and challenges encountered; 3) innovations introduced; 4) actions or activities that might be considered good practices in the implementation of the multigrade program; 5) areas for improvement and recommendations; and, 6) their vision for the multigrade school in the next five years.

However, specific questions varied following the specific positions of the respondents. The interview guide for Schools Division Superintendents and equivalent DepEd personnel focused more on the

implementation of the multigrade program in the Schools Division, and division-related tasks such as research on multigrade education. On the other hand, the school heads or teachers-in-charge/head teachers were asked to respond to parallel questions but with reference to leadership, management, and teaching strategies used in the achievement of learning outcomes.

Four (4) separate FGD guides were developed for multigrade teachers (Annex E), students (Annex F), parents (Annex G), and community members (Annex H).

The same six (6) general areas of interest discussed during individual interviews with the schools division superintendents, multigrade coordinators, schools district officials, and school heads, teachers-in-charge, head teachers were considered in these FGDs. Groups of teachers, students, parents and community members were guided to describe in detail their accomplishments in relation to multigrade education; innovations brought in by teachers or as observed by students, parents and community members; good practices; areas for improvement and recommendations; and their vision for the multigrade school in the next five years.

Teachers and parents were asked to identify what they thought were issues, problems, and challenges in multigrade education, while students and community members were asked to share only the challenges encountered in relation to the multigrade program. For teachers, specific interview questions pointed to instructional and assessment methods, pupils' home language (mother tongue), resources, and innovations, while for students, parents, and community members, issues of safety and security and geographical distance of multigrade schools from homes were asked.

Students were particularly asked to also describe their multigrade classes, their participation in school, favorite subjects, school activities, learning resources and facilities, classroom organization, groupings and set-up, teachers' instructional and assessment practices, and parental and community support.

For the parents in each school, specific questions about their perceptions of their children's multigrade education and learning, the academic and non-academic development of their children, their ways of showing support for their children, and their participation in the parent-teacher association. Similarly, other members of the community who participated in FGDs were requested to narrate their participation in, and contributions to, the multigrade schools; the general perceptions or sentiments of the community about multigrade education, including what they thought about its advantages and disadvantages; resource allocations for multigrade schools, and partnerships with the schools.

DATA COLLECTION PROCEDURE

Site visits per multigrade school were carried out by research teams consisting of four to six members representing SEAMEO INNOTECH, UNICEF, DepEd, and TEI from January to March 2018 (Table 3). During the site visits, two multigrade teachers were observed by a faculty member a of partner TEI located in the area, except in Dao Elementary School in Siargao, Surigao del Norte, where only one multigrade teacher in the primary school was observed. In all schools, the TEI representatives conducted a total of twenty-two (22) multigrade classroom observations.

DATA ANALYSIS

For the first case study objective of determining the factors that affect multigrade instruction as a delivery for increasing access to inclusive, equitable, and quality education, remarks and narratives of the education experts represented by faculty members from teacher education institutions were noted in the classroom observations conducted during the site visits. Notes from covering preparatory school activities, instructional delivery, classroom management, remedial/enrichment activities, surfacing both good practices and challenges were fully documented and included in the case stories. Transcripts of interviews with the multigrade teachers were also used to validate and deepen the findings from the classroom observations.

For the second case study objective, gaining an understanding on the enabling environment comprising of instructional leadership, capacity building, monitoring and evaluation, learning facilities, and parents and community participation contribute to the teaching and learning in a multigrade setting, narratives based on the lenses of the multigrade implementers, i.e., schools division multigrade program coordinator, district multigrade program coordinator, school heads, and teachers; and multigrade stakeholders, i.e., learners, parents, and community members were woven to describe the implementation of the multigrade

TABLE 3. RESEARCH TEAM IN SCHOOL VISITS FOR CASE STUDIES

| NAME OF SCHOOL | DATE OF VISITS | INNOTECH | DEPED | UNICEF | TEI | TOTAL |
|--------------------------------|------------------------|----------|-------|--------|-----|-------|
| Pangil ES, Ilocos Norte | Jan. 10-13, 2018 | 2 | 1 | 0 | 1 | 4 |
| Katipunan ES, Siargao | Jan. 17-18, 2018 | 2 | 1 | 1 | 1 | 5 |
| Dao PS, Siargao | Jan. 19, 2018 | 2 | 1 | 1 | 1 | 5 |
| Ewon ES, Bohol | Jan. 23-25, 2018 | 2 | 1 | 0 | 1 | 4 |
| Pullaan ES, Ifugao | Feb. 6-9, 2018 | 2 | 1 | 1 | 1 | 5 |
| San Juan ES, Oriental Mindoro | Feb. 13-16, 2018 | 2 | 1 | 1 | 1 | 5 |
| Lopero ES, Zamboanga Del Norte | Feb. 20-23, 2018 | 2 | 1 | 1 | 1 | 4 |
| Nababarera ES, Camarines Sur | Feb. 26 - Mar. 1, 2018 | 2 | 0 | 0 | 1 | 4 |
| Arawane ES, Northern Samar | Mar. 12-14, 2018 | 2 | 1 | 0 | 1 | 4 |
| Guinadiongan ES, Leyte | Mar. 14-16, 2018 | 2 | 1 | 2 | 1 | 6 |
| Kubang Mandulan PS, Tawi-Tawi | Mar. 26-28, 2018 | 2 | 1 | 0 | 1 | 4 |

education program in detail at the school unit-level. To do this, transcripts from voice recordings of the FGDs and individual interviews conducted were prepared. Responses that were relevant to questions anchored on appreciative inquiry (AI) to highlight good practices were specifically noted. Using similar categories as reflected in the full report, researchers classified the responses accordingly to address the second case study objective.

Teachers' lesson plans and/or learning guides, Budget of Work (BoW), barangay profile, class schedules, enrolment and dropout lists, School Improvement Plans (SIP), School Report Cards (SRC) and similar documents were also collected from key informants of the case studies. These materials were used to confirm (triangulate) the information obtained through FGDs, interviews and observations. Additional insights about how multigrade education was carried out in different settings were obtained from these documents. Whenever possible, the information collected from documents was verified with individual sources during informal discussions.



CASE STUDY NO. 1

Planting Seeds of Hope and Change: The Story of Pullaan Elementary School

DEPED SCHOOL ID NO. 135892, PULLAAN, LAGAWE, IFUGAO, CORDILLERA ADMINISTRATIVE REGION

BACKGROUND

THE PULLAAN COMMUNITY

Established in the 1950s, Pullaan started as a small “*sitio*” or community of Luta, Ifugao. School-age children used to go to Luta Elementary School, almost an hour’s hike from Pullaan to pursue education. This distance made it challenging for many Pullaan children to go to school and get the education they aspired for.

In 1961, Pullaan was created as a separate barangay of Lagawe, a municipality of Ifugao. Pullaan is 265 kilometers away from the Municipality of Lagawe. It takes an hour of trekking to reach the school from Barangay Luta or a 30-minute motorcycle ride passing the alternate route going to Barangay Ponghal. It is one of the remote barangays of lower Ayangan in the Municipality of Lagawe, Ifugao, which is bounded by the following eight barangays: on the east by Barangay Ponghal and Abinuan, on the west by Barangay Caba and Tungod, on the south by Barangay Luta, on the north by Barangay Jucbong and Montabiong, on northwest by Barangay Boliwong, and on the southeast by Barangay Abinuan. Based on the actual 2017 data of the Barangay Local Government Unit (BLGU) of Pullaan, its total population is three hundred twenty-eight (328) with a total land area of approximately 991 hectares and a population density of one person for every 3,021 hectares.

Pullaan’s land area is subdivided into: (a) swidden fields or “*kaingin*” or “*inuman*” in Ifugao which are found in steep mountain slopes intended for planting upland rice and which are intercropped with root crops, legumes, vegetables, ginger, pineapple and some fruits like bananas, papaya and citrus plants; (b) private agro-forest planted with rattan, coffee, and other seasonal fruit trees and used for firewood and lumber; (c) grassland, pastureland abandoned by the kaingin farmers after some years of tilling and became fertile; (d) rice land called

LEFT: All pupils of the Pullaan Elementary School for SY 2017 to 2018 belong to the Ifugao (Ayangan) IP group.

Photo by SEAMEO INNOTECH (2018)



“*pajeaw*,” a pond area intended for planting rice which can be intercropped with fish and some shells that can thrive; and (e) residential forest/agro-forest, where houses are built with the presence of maintained backyard fruit trees for firewood and lumber trees that surround the houses.

Predominantly agricultural, the community of Pullaan depends on rice and other farm products such as sweet potato, banana, ginger, turmeric, and vegetables as its main source of livelihood. The residents also raise livestock such as chickens, ducks, pigs, carabaos, cows, goats, and sheep which serve as a source of food and income.

Majority of the population in Pullaan can read and write since most of them (43%) reached elementary level. However, only a few residents graduated from college (see Table 4) due to: 1) early marriage, 2) lack of financial support from the family, and 3) distance of Pullaan from Lagawe. Amidst this background, most parents, during the focus group discussion, said that they dream of seeing their children finish college and achieve their dreams of becoming a teacher, doctor, or an engineer.

ABOVE: Ms. Jane Dulawan, Schools Division of Ifugao’s Multigrade Program Focal Person shows Pullaan Elementary School’s multi-learning center. Pullaan ES is situated on an upland agricultural area.

Photo by SEAMEO INNOTECH (2018)

TABLE 4. PULLAAN’S POPULATION DISTRIBUTION BY EDUCATIONAL ATTAINMENT AS OF JANUARY 2018

| EDUCATIONAL ATTAINMENT | NUMBER | % OF TOTAL |
|------------------------|------------|------------|
| Elementary level | 89 | 43 |
| Elementary graduate | 11 | 5 |
| High school level | 54 | 26 |
| High school graduate | 13 | 6 |
| College level | 12 | 6 |
| College graduate | 14 | 7 |
| Vocational graduate | 5 | 2 |
| No grade completed | 10 | 5 |
| TOTAL | 208 | 100 |

Source: Pullaan Barangay Profile

THE SCHOOL PROFILE

The community played a crucial role in the establishment of Pullaan Elementary School on July 1, 1961 under the leadership of Barangay Lieutenant Juan Buyagawon. Manuel Ngitit, a native and a resident of Pullaan, was the first teacher who taught pupils in the first grade. The native house of Abfig Tennen was used as a temporary classroom for first grade pupils.

The residents constructed makeshift rooms made up of bamboo and cogon to serve as the school's temporary building. These rooms were built through the "*chang-ah*" or *bayanihan* system, in which the whole community worked together towards a common goal. The structure was improved when the local officials and residents of Pullaan constructed a building made up of wood and galvanized iron roof, again through "*chang-ah*," which lasted more than 50 years.

As the school population had increased, two one-room school buildings were constructed for Grades 1 and 2 pupils in 1962. Another teacher was hired to help Mr. Ngitit. Higher grade pupils (Grades 3 to 6) were sent to Luta and Ponghal Elementary Schools to continue their elementary education. The late Mr. Benito Bumanghat and Mrs. Helen Bumanghat took the place of the first two teachers in School Year (SY) 1963-1964 as they opened Grades 1 to 3.

The school held the first Commencement Exercise in March 1968. When Mr. and Mrs. Bumanghat transferred to Caba Elementary School in 1976, they were replaced by the late Andres Dinamaan followed by Mr. Teodoro Butticon.

In 1993, Pullaan ES started offering a kindergarten class and six years of elementary education using multigrade instruction under the supervision of Mr. Robert Bahni. The teaching staff during that time was composed of Ms. Verginia Tayaban (Grades 1 and 2), Mr. Orlando Pablo (Grades 3 and 4) and Mrs. Ana Bahni (Grades 5 and 6). In 1996, Ms. Teresita Quihao, now Mrs. Guinyang, a product of the school, was appointed to teach at Pullaan ES to replace Ms. Tayaban. When Mr. Bahni retired in 2005, he was replaced by a teacher from Lagawe, Ms. Eileen B. Napadawan. Another product of Pullaan ES, Ms. Mailyln Pahalon Dilagan took the post of Mrs. Ana Bahni in 2009. She took the item of Mrs. May Patnaan who was promoted to head teacher and now the cluster head of the school. Ms. Dilagan handled Grades 1 and 2 from 2009 to 2013 and included Kindergarten in 2014 until today. When Mrs. Napadawan requested to be transferred near her residence after nine (9) years of stay in Pullaan ES, another teacher Mrs. Angelina Dulnuan Baliwang was hired in 2015 to handle Grades 5 and 6.

TABLE 5. PULLAAN ES' ENROLMENT (SY 2017 TO 2018)

| GRADE COMBINATION | MALE | % | FEMALE | % | TOTAL | % |
|----------------------|-----------|------------|-----------|------------|-----------|-------------|
| Kinder; Grades 1 & 2 | 10 | 62% | 6 | 38% | 16 | 34% |
| Kinder | 3 | 75% | 1 | 25% | 4 | 25% |
| Grade 1 | 5 | 62% | 3 | 38% | 8 | 50% |
| Grade 2 | 2 | 50% | 2 | 50% | 4 | 25% |
| Grades 3 & 4 | 8 | 57% | 6 | 43% | 14 | 30% |
| Grade 3 | 3 | 37% | 5 | 63% | 8 | 57% |
| Grade 4 | 5 | 83% | 1 | 17% | 6 | 43% |
| Grades 5 & 6 | 10 | 59% | 7 | 41% | 17 | 36% |
| Grade 5 | 5 | 63% | 3 | 37% | 8 | 47% |
| Grade 6 | 5 | 56% | 4 | 44% | 9 | 53% |
| TOTAL | 28 | 60% | 19 | 40% | 47 | 100% |

Source: School Report Card, SY 2017-2018

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

For SY 2017-2018, Pullaan ES has 47 enrolled pupils. Sixty percent (28) were boys and 40 percent (19) were girls (see Table 5). A significant gender imbalance in favor of the males was evident. The classes offered were a kindergarten monograde class and three combination classes as follows: Grades 1 and 2, 3 and 4, and 5 and 6. The combination classes were handled by three teachers who were supervised by a cluster head.

Pullaan ES provides inclusive education, by addressing the diverse needs of learners regardless of gender and ability, as well as by facilitating the increased participation of Indigenous Peoples (IPs) and reducing exclusion of learners from the remote areas of the Cordilleras. In this school, MG teachers reported that they ensure all pupils in their class understand the lesson. Teachers mentioned that they spend more time with pupils to master the least-learned competencies. One teacher cited that she does not move on to the next lesson until she is confident that the class has achieved the desired learning outcomes from the current lesson.

As shown in Table 6, all pupils of Pullaan ES for SY 2017-2018 belong to the Ifugao (Ayangan) IP group in the Cordilleras. Thirty-four percent (16) of the learners are recipients of the *Pantawid Pamilyang Pilipino Program* (4Ps) of the Philippine government. Administered by the Department of Social Welfare and Development (DSWD), the program aims to eradicate extreme poverty in the country by providing indigent families incentives to prioritize health and education.

In addition to IP learners, the school also reported accepting overage learners (8.5 percent of total enrolment).

TABLE 6. PULLAAN ES' CLASSIFICATION OF LEARNERS (SY 2017 TO 2018)

| GRADE LEVEL | NO. OF OVERAGE LEARNERS | NO. OF IP LEARNERS | NO. OF 4PS LEARNER-RECIPIENTS |
|--------------|-------------------------|--------------------|-------------------------------|
| Kinder | 0 | 4 | 0 |
| Grade 1 | 0 | 8 | 1 |
| Grade 2 | 0 | 4 | 1 |
| Grade 3 | 0 | 8 | 4 |
| Grade 4 | 1 | 6 | 0 |
| Grade 5 | 1 | 8 | 4 |
| Grade 6 | 2 | 9 | 6 |
| Total | 4 | 47 | 16 |

Source: School Report Card, SY 2017-2018

PROGRESSION AND COMPLETION

In the last four school years, the enrolment at Pullaan ES has declined (see Table 7). According to parents and community members, this downward trend can be attributed to migration of some families to other barangays/municipalities, distance of the school, lack of financial support, and increased awareness and implementation of the family planning program spearheaded by the Barangay Health Service Unit.

The average completion and cohort survival rates in the last four school years stand at 85 and 83 percent, respectively. The average promotion and graduation rates are both high at above 95 percent. The average drop-out rate is relatively low at 0.8 percent. Despite government interventions, poverty is still cited as the main reason why the school has not attained 100 percent in these performance indicators. Pupils were sometimes not able to perform well or complete their schooling because they have to help their parents earn a living or take care of their younger siblings while their parents work in the farm.

TABLE 7. PULLAAN ES' PERFORMANCE INDICATORS (SY 2014- 2015 TO SY 2017-2018)

| INDICATORS | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | AVERAGE |
|-------------------------|-----------|-----------|-----------|-----------|---------|
| Enrolment (N) | 61 | 56 | 54 | 47 | 55 |
| Completion Rate (CompR) | 88.00% | 82.00% | 82.00% | 88.00% | 85.0% |
| Cohort Survival Rate | 80.10% | 82.00% | 82.00% | 88.00% | 83.0% |
| Drop-out Rate (DR) | 3.00% | 0.00% | 0.00% | 0.00% | 0.8% |
| Promotion Rate | 94.00% | 96.53% | 96.00% | 95.74% | 95.6% |
| Graduation Rate | 100.00% | 90.00% | 100.00% | 100.00% | 97.5% |
| NAT VI/GA | 94.62% | n/a | n/a | n/a | 94.6% |

Source: School Report Card, SY 2017-2018

LEARNING OUTCOMES

Grade III pupils who took the Language Assessment for Primary Grades (LAPG) in SY 2014-2015 obtained exceptionally higher scores relative to the national and regional (CAR) mean percentage scores. Pullaan ES pupils did not take the MTB-MLE exam—hence the lack of scores—since their mother tongue, Ayangan, was not one of the mother tongue languages offered by DepEd (see Table 8).

The results of the National Achievement Test (NAT) of Pullaan ES' Grade VI pupils for the period SY 2014 to 2015 were similarly outstanding. They outscored other pupils from both the regional and national levels in all five (5) subject areas (see Table 9).

Maintaining an outstanding performance in NAT was reportedly one of the primary motivations of the school in planning out its activities since 2011. It is worth noting that Pullaan ES ranked first in the NAT exam results in 2011 and ranked third in 2014, both in the Division and District levels.

In addition to the school's NAT and LAPG outstanding performance, Pullaan ES has continuously garnered awards from various competitions at the district and division levels such as in athletic meet, district level competition on Applique or technology and livelihood education competition (e.g., crocheting and embroidery), sales inventory, and science quiz bee. In the last five years, the school has received six (6) of the awards from the District and Division Offices and another one was a school-based recognition program (see Table 10).



ABOVE: Grade 4 pupils record their observations in an outdoor Science experiment, conducted when the Grades 3 and 4 class was divided into grade level groups.

Photo by SEAMEO INNOTECH (2018)

TABLE 8. PULLAAN ES' MEAN PERCENTAGE SCORES IN LAPG (SY 2014 TO 2015)

| SUBJECT | PULLAAN ES MEAN % SCORE | NATIONAL MEAN % SCORE | REGIONAL MEAN % SCORE (CAR) |
|---------|-------------------------|-----------------------|-----------------------------|
| English | 92.22 | 69.27 | 66.78 |
| Tagalog | 81.33 | 74.35 | 72.34 |
| MTB-MLE | - | 73.90 | 72.66 |

Source: DepEd-BEA and Pullaan ES data

TABLE 9. PULLAAN ES' MEAN PERCENTAGE SCORES IN NAT (SY 2014 TO 2015)

| SUBJECT | PULLAAN ES MEAN % SCORE | NATIONAL MEAN % SCORE | REGIONAL MEAN % SCORE (CAR) |
|----------|-------------------------|-----------------------|-----------------------------|
| English | 95.63 | 72.88 | 72.30 |
| Filipino | 91.25 | 68.86 | 67.63 |
| Math | 99.38 | 72.79 | 70.97 |
| Science | 91.88 | 67.37 | 62.61 |
| Hekasi | 95.00 | 70.73 | 67.66 |
| Overall | 94.63 | 70.53 | 68.24 |

Source: DepEd-BEA and Pullaan ES data

TABLE 10. PULLAAN ES' AWARDS (2014 TO 2017)

| TITLE OF AWARD | YEAR | AWARD-GIVING BODY |
|-------------------------------------|------|-------------------|
| Pupil and Teachers | | |
| Applique | 2017 | District |
| Asexual Propagation | 2017 | Division |
| Sales Inventory | 2017 | District |
| Science Quiz Bee | 2017 | District |
| Athletics | 2017 | Division |
| School | | |
| Leader School to Luta ES | 2017 | School |
| 3rd in the Division, NAT in Grade 6 | 2014 | Division |

Source: School Report Card, SY 2017-2018

FACTORS AFFECTING THE PERFORMANCE OF PULLAAN ELEMENTARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Alignment with K to 12 Curriculum

Despite the reported absence of the updated Budget of Work (BoW) and Daily Lesson Plans (DLPs) teachers mentioned that they ensured the alignment of the lessons with the K to 12 curriculum standards. The BoW was distributed on February 20, 2017 as soon as the Central Office disbursed the funds and gave signal for the reproduction and training. They used the BoW upon receipt, and found the BoW very useful because it has covered all the learning competencies for lesson planning. Teacher Teresita Guinyang, Grade 3 and Grade 4-level teacher, quipped, “BoW is helpful because it is ready to use.” However, the teachers mentioned the need for more trainings on the utilization of BoW.

With regard to localization of the curriculum, the school head reported that they implemented this by using mother tongue as medium of instruction and by citing examples from the pupils’ own cultural context. However, the School Head reported

the following factors constraining localization of the curriculum, i.e., difficulty in class programming, reconciling/aligning competencies, mismatch between the community’s language and MTB-MLE language from DepEd, and time allotment difference.

Teaching and Learning Resources

1. *Learning Facilities*

Pullaan ES has a three-classroom building, with a learner to seat ratio of 1:1. It was noted during the interview with the school head that the school has six (6) computers and an LCD projector, which were supplied through the DepEd Computerization Program (DCP). The school head added that the school plans to buy two new computers from the school’s MOOE to replace the old and inoperative computers to continuously enhance the teaching-learning process.

Reading corners, science corners, and a computer laboratory-cum-mini-museum are available. However, school library and internet connection are among the learning resources reported as unavailable.



LEFT: Pullaan Elementary School's classrooms feature desks and chairs. These classroom facilities allow for more flexible grouping arrangements.

Photo by SEAMEO INNOTECH (2018)

2. Teaching Resources

Aside from BoW, DLP, and teachers' guide, newly developed instructional materials (e.g., strategic intervention materials, pupils' activities, enrichment cards, and MTB-MLE materials) were reported to have helped the multigrade teachers in their instruction. However, based on the survey, the school reported late distribution of, insufficient, outdated, and inappropriate materials and manuals.

During the focus group discussion with MG teachers, Ms. Angelina mentioned that she has been using interactive learning materials (e.g., board work for group activities) to teach science. The challenge, however, lay in the limited hands-on experience of children with computers and interactive learning materials which could help them fully visualize and grasp the lessons. The pupils need more exposure to information technology to work on their school assignments/projects.

The innovation that was evident during the classroom observation for Grades 5 and 6 was the use of teacher-made indigenous learning materials like wooden blocks and other real objects. The contextualized alphabet in Ayangan language was also noticeable in the Kinder, Grades 1 and 2 classrooms (e.g., F for "*fafoy*").

3. Learning Materials

The teachers reported that in the past years, they made use of leveled reading materials donated by UNICEF. The teachers found these materials useful and effective in improving the pupils' reading comprehension because the learning activities provided in these materials were designed according to pupils' level of cognitive development and echoed the standard/desired learning competencies of DepEd. Educational audio visual presentations that enhance the pupils' understanding of the lessons were also available. Teachers likewise prepared appropriate visual-aid materials such as manila paper and strips of cartolina, for

activities related to the day's lesson. The school also reported the availability of manipulatives and science kits.

However, due to limited number of textbooks available, pupils from different grade levels had to share books. Additionally, it was mentioned that their MTB-MLE textbooks were inappropriate since the MTB-MLE resources provided by DepEd, i.e., Ilocano, does not match the community's language, i.e., Ayangan.

Instructional Delivery

It was visible during the actual classroom observation how the two teachers, namely Ms. Angelina Baliwang and Ms. Teresita Guinyang, effectively delivered the days' lessons in Mathematics and Science. They easily set the tone for the class and prepared engaging activities per grade level. The teachers were able to systematically pace their instruction based on the planned objectives. They used indigenous instructional/ learning materials in explaining the new concepts of the lesson as well as in the conduct of learning activities. Both teachers also made use of tangible materials available in the community to explain and highlight the important concepts.

In the combined Grades 5 and 6 Mathematics class of Ms. Angelina, she started the discussion with a review of the previous lesson using the whole-class approach. The Grade 5 class reviewed the concept of prism, while the Grade 6 class was asked to find the area of a circle. Then, she used differentiated instruction to explain the concepts covered by the day's lesson, i.e. while Grade 5 pupils worked with peers to solve a given problem, Ms. Angelina explained the concept to Grade 6 pupils through the use of examples. Grade 6 pupils were introduced to the new lesson— circle—with an activity that appealed to the senses or used wooden shapes and realia (e.g., can of sardines) to get the pupils' attention and encourage their participation. Grade 5 pupils, meanwhile, were shown a magic box on top of the table containing wooden-shaped materials. She asked the pupils to name each of the different wooden-shaped blocks within their group. This



strategy familiarized the pupils with the different shapes and further deepened their understanding of the mathematical concepts associated with shapes.

To hone the pupils' problem-solving skills, Ms. Angelina first did board work for math drills. For seat work, she prepared activities which made use of manila paper and cartolina strips. Throughout the learning session, it was observed that the pupils were more participative in class discussion and motivated, and were not at all hesitant to express their ideas or even to ask questions. The self-confidence of the Grade 6 pupils was evident in their sharing of outputs, which seemed to encourage the Grade 5 pupils to also participate more actively in their own separate group activity. This created a more meaningful learning experience for all.

In one problem-solving activity, Ms. Baliwang asked the Grade 6 pupils to measure the diameter of an empty can. The activity allowed them to connect the idea of a cylinder with actual representation (empty can) and to practice measuring a real-life object. Students were then given an opportunity to explain to the class how they did their computation. One pupil, who arrived at a wrong answer, was asked to re-do his work. The teacher said, "Let us go over

ABOVE: Ms. Angelina Baliwang delivers the day's lessons for Grades 5 and 6 Mathematics class.

Photo by SEAMEO INNOTECH (2018)

your computation and we do it all together." This allowed the pupil to identify and correct his error. The teacher's positive approach helped in building better rapport between her and the pupils.

In another multigrade class (Grades 3 and 4), Ms. Guinyang, motivated the pupils by asking them to sing a song about bodies of water in preparation for the science lesson on photosynthesis. She used the whole-class approach to review the previous lesson. She encouraged the pupils to share their ideas on environmental issues, such as the impact of water pollution to the people and the community.

Ms. Guinyang asked questions that stimulated higher order thinking skills (e.g., what happens if we have dirty surroundings?). Her modulated voice enabled the pupils to clearly understand each fact essential to learning. She used two pictures (i.e., Picture A shows a dirty environment while picture B shows clean surroundings) as visual aids to



ABOVE: Ms. Teresita Guinyang, started her Science class for Grades 3 and 4 with a review of the previous lesson using the whole-class approach.

Photo by SEAMEO INNOTECH (2018)

introduce the concept of waste management and environmental protection. The pupils were also asked to draw their preferred body of water and were given an opportunity to explain their work.

Ms. Guinyang organized the Grade 4 class into small groups to complete the indoor and outdoor activities aimed at observing the school surroundings (e.g., objects, plants and animals) and recording the groups' observation. Through collaborative learning, pupils were actively involved in the science experiment. Ms. Guinyang stirred pupils' curiosity and critical thinking by asking questions on what they have observed in their surroundings. She asked the pupils to examine the data collected, analyze the recorded data, and present the results to the class.

During the group presentation of Grade 4 pupils, one pupil said that the blackboard was wet. Ms. Guinyang confirmed the pupil's observation but also informed the class that after 10 minutes the blackboard will turn dry. During the group presentation, the teacher gave some follow-up questions relevant to the pupil's level of

understanding such as: Why do you think (children) the blackboard dried up?

It was also observed that no pupil went "off-task" because the teacher went around to check the group outputs and gave assistance to the pupils to enable them to accomplish the task. The level of ability of each pupil was taken into consideration in the conduct of learning activities. The pupils were grouped according to grade level. The teacher assigned a pupil leader who was responsible in encouraging the group members to complete their tasks. It was observed that the tasks given by the teacher were basic and not very differentiated, which gave pupils little opportunity to learn more from the instructional material. Nonetheless, the activities given during the classroom observation were sequentially organized which partially helped in attaining the objectives.

According to the teachers, depending on the day's lesson, the teachers decide what can be accomplished by the whole class and in smaller groups. Both teachers ensure that the individual and/or group activities implemented (e.g., role play, games, group presentations, etc.) are aligned with the objectives of the lesson. This approach results in smoother flow of discussion of the days' lesson and interactive classroom.

TABLE 11. PULLAAN ES LEARNERS' LITERACY LEVEL IN FILIPINO BASED ON PHIL-IRI (SY 2017 TO 2018)

| GRADE | FRUSTRATION (F) | INSTRUCTIONAL (I) | INDEPENDENT (IND) | F & I | TOTAL |
|---------------------------|--------------------|----------------------|----------------------|-----------|-----------|
| FILIPINO – TAHIMIK | | | | | |
| III | 3 | 4 | 1 | 7 | 8 |
| IV | 2 | 2 | 2 | 4 | 6 |
| V | 1 | 5 | 2 | 6 | 8 |
| VI | 0 | 6 | 3 | 6 | 9 |
| Total | 6 | 17 | 8 | 23 | 31 |
| FILIPINO - ORAL | | | | | |
| III | 6 | 3 | | 8 | 8 |
| IV | 4 | 2 | | 6 | 6 |
| V | 5 | 3 | | 8 | 8 |
| VI | 3 | 6 | | 9 | 9 |
| Total | 17 | 14 | | 31 | 31 |

Source: School Report Card, SY 2017-2018

TABLE 12. PULLAAN ES LEARNERS' LITERACY LEVEL IN ENGLISH BASED ON PHIL-IRI (SY 2017 TO 2018)

| GRADE | FRUSTRATION (F) | INSTRUCTIONAL (I) | INDEPENDENT (IND) | F & I | TOTAL |
|-------------------------|--------------------|----------------------|----------------------|-------------|-----------|
| ENGLISH – SILENT | | | | | |
| III | 4 | 4 | - | 8 | 8 |
| IV | 2 | 4 | - | 6 | 6 |
| V | 2 | 5 | 1 | 7 | 8 |
| VI | 2 | 5 | 2 | 7 | 9 |
| Total | 10 | 18 | 3 | 28 | 31 |
| % | 32% | 58% | 9.7% | 90% | |
| ENGLISH - ORAL | | | | | |
| III | 5 | 3 | - | 8 | 8 |
| IV | 4 | 2 | - | 6 | 6 |
| V | 5 | 3 | - | 8 | 8 |
| VI | 4 | 5 | - | 9 | 9 |
| Total | 18 | 13 | - | 31 | 31 |
| % | 58% | 42% | | 100% | |

Source: School Report Card, SY 2017-2018

During the FGD, the teachers shared that the use of explicit teaching in Early Literacy on Language and Numeracy (ELLN) was helpful for Kindergarten, Grades 1, 2, and 3 pupils. Explicit teaching, as defined by ELLN, is a method which includes the teacher modeling the process of how the pupils can do independent work. This aims to improve reading and numeracy skills of pupils following the K to 12 basic education curricula. The teachers monitored their pupils' literacy level, both in English and Filipino, and provided interventions to those pupils classified under the "frustration level" or non-readers and pupils under the "instructional level" or those who can read with the support of the teacher. (Philippine Informal Reading Inventory Manual 2018). Tables 11 and 12 show the data on literacy level of Grades 3 to 6 pupils in English and Filipino, both on silent and oral reading, for SY 2017 to 2018. As reported, there were thirty-one (31) oral readers in English and Filipino from Grades 3 to 6 who were classified as under frustration and instructional levels. For independent English silent readers, three (3) were reported for Grades 5 and 6 and eight (8) for Grades 3 to 6. Grades 3 to 6 pupils of Pullaan ES would need to further improve their oral reading skills since more than half were at the frustration level.

Based on the MG survey results, the school reported that aside from whole-class approach, cooperative learning, and explicit teaching, Pullaan ES teachers also use subject staggering, spiral curriculum, curriculum rotation, and peer tutoring as an organizational/ grouping approach, and competitive group learning, demonstration/ modeling, field trip, hands-on/ learning by doing, homework, peer tutoring, role playing, and self-directed learning as teaching strategies.

Classroom Management

The research team observed that the classroom is large enough to allow the mobility of learners, and provide adequate space for different learning areas (e.g., mini library, science and math corner). The pupils were seated apart from each other during the individual activities to train them to learn independently.

There was also a clear daily schedule followed by pupils and teachers to assist in establishing classroom expectations. Teachers ensured that all pupils understand the classroom rules and routines. For instance, Friday was set as a day for assessment and feed-backing. Pupils were given short quizzes in every subject. The results were announced at the end of each class, and at the same time called the attention of pupils with lower scores. To address the needs of slow-learners, Saturday classes were conducted as needed with consent of the parents.

Learning Assessment

The Mathematics and Science skills of Grades 3 and 4 were assessed and enhanced through individual recitation, group work, and board work. Pupils were trained to apply critical thinking in problem-solving activities. The teacher gave them opportunities to recite in front of the class to explain how they arrived at the correct answer. On the other hand, Grades 1 and 2 were given paper and pencil type of assessment and more enrichment activities to answer at home.

During the FGD, the multigrade teachers shared that they also normally give performance-based assessments before the end of each class and discipline awards per subject to deserving pupils to encourage them to keep up their good work, push their limits and to inspire others to study harder so they can also receive an award.

In the survey, the school head reported that the teachers usually employ both traditional (e.g., quiz, assignments, projects, standardized tests) and non-traditional (e.g., actual performance, portfolio assessment, teacher observation, analysis of pupils' output, self-evaluation) assessment methods.

Remedial and Enrichment/ Extra-curricular Activities

One of the school projects which the school head has continuedly supported is Project CARRES which means "Come and Review-Read Every Saturday." This was established in 2009 with the consent of the parents and the barangay officials. Project CARRES aims to improve the pupils' academic performance, specifically those in Grades 3, 5, and 6 by preparing

them for the NAT exam. The pupils attend Saturday review sessions for eight months starting August until the first week of March or until the NAT is administered. For Grades 5 and 6, the least learned competencies identified during the previous NAT are given emphasis during the teaching-learning encounters and a written assessment is administered to the pupils during regular classes.

Additionally, competencies that have not been mastered by learners are reviewed during the Saturday class. Although as a matter of policy, DepEd does not encourage holding of classes during weekends, the teachers, pupils and parents expressed willingness to sacrifice their time to ensure that every child will have a chance to improve their reading skills. For Grade 3 pupils, the remedial lesson focuses on addressing gaps in basic reading and comprehension skills. The teachers take turns in teaching the slow readers without any additional compensation. The parents and community members, including barangay officials, prepare morning and afternoon snacks and viand for lunch (e.g., sweet camote with sugar, cassava, and vegetables) for the pupils. The funds used in Project CARRES usually come from voluntary donations of the Pullaan ES benevolent stakeholders.

MULTIGRADE ENVIRONMENT

Governance

1. Technical Support from the Schools Division of Ifugao

Ms. Jane Dulawan, Division Multigrade Coordinator and Education Program Supervisor for Science of DepEd Division of Ifugao, shared during the key informant interview (KII) that education should be available to all types of learners whether they live in the farthest barangay or in the poblacion as manifested in the Ifugao Schools Division motto: “No Ifugao Child Left Behind.”

According to Ms. Dulawan, one of the biggest challenges that multigrade teachers confront in the Division of Ifugao is the preparation of many daily lesson plans. She said that to address this issue, they conduct In-Service Training for

Teachers (INSET) on a semi-annual (mid-year) and annual basis which includes the schemes and resource preparation and in which they identify the learning competencies that need to be strengthened. These competencies focus on Mathematics, Science, and English. After the learners’ competency gaps (least learned competencies) are identified, the Division Office, together with the help of curriculum experts who are mostly multigrade teachers, develops a complete set of instructional materials which are distributed to MG schools. This saves teacher’s time in the preparation of their daily lesson plan. The funds used for this activity are drawn from the school MOOE and Special Education Fund (SEF) and support to MG Fund from the central office. Continuous trainings on contextualization, differentiated instruction (DI), and the use of BoW are being implemented by the Schools Division to help teachers modify and adapt the learning activities to make these appropriate to the learners. Trainings are also given to school heads, so that they can give technical assistance to multigrade teachers as the needs arise.

Ms. Dulawan further identified the following issues surrounding multigrade program implementation in Ifugao:

- Variation in existing languages in Ifugao serves as a challenge in the contextualization process and the implementation of the Mother Tongue Based Multilingual Language Education (MTB-MLE) since the indigenous peoples who reside in different parts of the division speak three main dialects (i.e., Ayangan, Tawali, Kalanguyya). Ayangan, which is the dialect of Pullaan, also has distinct variations depending on the barangay/ municipality, i.e., Haliap, Cawayan of Asipulo, Mayoyao, Ducligan, Banaue and Kiangan. Since the MTB-MLE resources available in Ifugao are in Ilocano, not in any of the Ifugao dialects, MG teachers have a difficult time translating the materials. The school cannot participate in the LAPG on MTB-MLE because it is not available in the learners’ mother tongue.

- The Schools Division encourages teachers trained on multigrade education to stay in a multigrade school for three more years. Though this has been articulated as a division policy, it poses no guarantee that they will stay. Ms. Dulawan recognized that the division needs to find better ways to keep the assigned MG teachers to stay in far-flung barangays. Some of those trained teachers had moved to a monograde school. As mentioned by the cluster head, a former MG teacher requested to transfer to a monograde school near her residence.

As part of the multigrade teachers' welfare and incentives, aside from the special hardship allowance provided by DepEd Central Office, the Division Praise Committee (DPC) continued to recognize teacher's dedication and passion by giving awards (e.g., "Most Outstanding Multigrade Teacher," "Most Outstanding MG School"). These awards ignite the teachers' passion to teach knowing that they can gain recognition from the Division Office.

2. Monitoring and Evaluation

Monitoring the school's performance as well as the school's issues and concerns is the shared task of the District Supervisors, Division Subject Supervisors, and the MG Coordinator. They monitor as a group, interview the school head, and do classroom observations. After that, a post-conference is conducted to assess the teacher's competencies and provide suggestions on how the teacher can improve his/her teaching skills and/or strategies. The issues and concerns of the teachers and school heads are also considered during the monitoring and assessment and serve as the Schools Division's basis for crafting policies, plans, projects and activities that benefit all teachers. Although the Schools Division tries to conduct these M&E activities quarterly, the MG Coordinator revealed that the number of MG schools, the remoteness of multigrade schools, plus various DepEd activities, constrain the team from visiting the MG schools regularly.

The MG coordinator admitted that she has not been able to regularly visit the Pullaan ES. In 2017, the MG Coordinator managed to visit the multigrade schools, including Pullaan ES, only once. Nonetheless, all schools were visited by the District Supervisor. District Supervisors are fielded in the districts to give technical assistance to all the schools under her/his district.

3. School Management

Ms. May Cecilia F. Patnaan, the newly-assigned principal of Pullaan ES, was a private school teacher prior to her appointment as one of the teachers of Pullaan ES on October 15, 1998. She never thought that she would be teaching in a multigrade school for nine years before being promoted as cluster head of monograde and multigrade schools from 2013 to 2016. In school year 2017-2018, she was appointed cluster head of two pure multigrade schools (Pullaan ES and Ponghal ES). Under her term, she aimed to improve school enrolment, maintain a zero drop-out rate, achieve a hundred percent participation rate among its pupils, efficiently manage all school activities and projects with the help of the stakeholders, and improve NAT results to above 95 percent.

For personal and professional development, Ms. Patnaan preferred to download multigrade leadership materials from the internet and self-study using these materials. She said that she usually applies the new approaches in teaching to benefit not only the teachers and pupils, but also the entire community. On the huge administrative tasks resting on her shoulders, she said that she practices prioritization and efficient time management so she can comply with the Division Office requirements.

Pullaan ES has an existing School Governance Council (SGC), composed of barangay school board, council of elders, alumni, and parents, which meets twice a year. The SGC inputs to the annual School Implementation Plan (SIP). With the help of the 5 percent annual barangay special fund, SGC funds school projects, such as fencing; construction of the

rest room; installation of water system; and training seminars for teachers. The community members reported that these activities ensure stakeholder ownership as well as the quality and sustainability of the multigrade program in their community.

4. *Instructional Supervision*

As a cluster head, Ms. Patnaan shared that it was a challenge to monitor Pullaan ES because there are two pure multigrade schools under her supervision. She revealed that although she attempts to budget her time to visit the two schools at least once or twice a week, she tended to stay longer in the mother school.

Some of the issues that she encountered as a cluster head are the overlapping responsibilities of monitoring the teachers, increasing administrative functions (e.g., report preparation), and the unavailability of internet access to download DepEd materials from the LRMDS portal.

Ms. Patnaan, explained that monitoring is normally done through classroom observation. She has been using the generic district monitoring tools (DepEd's classroom observation tools 1-4, and STAR approach) which are also used in monograde schools. She usually conducts post-conference sessions with multigrade teachers to give them feedback on their teaching skills, motivate them, and provide counseling if needed. She said that she found it easy to give feedback to the teachers of Pullaan ES. She said she could talk to them any time during lunch break and over a cup of coffee or turmeric tea. She described her instructional support as somewhat informal, but she found it effective since the teachers can openly share their opinions and suggestions on how to improve their quality of teaching.

Table 13 shows the school head and teachers' enhancement program for the SY 2017-2018 indicating the activities and budget per activity, and identifying MOOE as the fund source.

TABLE 13. PULLAAN ES' SCHOOL HEAD AND TEACHERS' ENHANCEMENT PROGRAM (SY 2017 TO 2018)

| ACTIVITIES | PERSON(S) RESPONSIBLE | SCHEDULE | BUDGET PER ACTIVITY | BUDGET SOURCE |
|--|---------------------------------|-----------------|---------------------|---------------|
| Accomplish Teachers' Strengths and Needs Assessment (TSNA) | School Head | June-July 2017 | 1,000 | MOOE |
| Fill-up Individual Professional Development Plan (IPDP) | School Head | January 2018 | 1,000 | MOOE |
| Prepare Training Design | School Head and Inset Committee | August 2017 | 1,000 | MOOE |
| Attend Training to either District, Division, Regional, National level aligned to IPDP | Teachers School Head | July-April 2018 | 10,000 | MOOE |
| Conduct Classroom Supervision | School Head | June-March 2018 | 1,000 | MOOE |
| Conduct monthly LAC session | School Head Assigned Teacher | June-March 2018 | 5,000 | MOOE |
| Attend one Recollection each year | School Head | October 2017 | 5,000 | MOOE |

Source: Annual Implementation Plan, SY 2017-2018

5. *Management of Resources*

Ms. Patnaan takes pride in the establishment of a mini-museum, an innovation that has benefitted the school. The mini-museum includes a science corner, computer laboratory, and a cultural awareness corner that displays Ayangan clothes, musical instruments, and other important cultural artifacts.

She mentioned that barangay officials have started the construction of a native house that will be part of the mini-museum and will serve as the school's Reading Center. A council of elders will be invited to share Ayangan folklore with the pupils. This initiative aims to inspire pupils to respect their ethnicity and be proud of their heritage at a younger age.

Teacher Competence and Quality

1. *Multigrade Teachers Profile*

Table 14 shows the profile of three MG teachers of Pullaan ES. Ms. Dilagan finished her academic requirements in Master of Education (MAED) while Ms. Guinyang has 34 master's units. Ms. Baliwang, a new teacher with 2 years of experience, has a degree in Bachelor of Elementary Education. Ms. Dilagan and Ms. Guinyang are both seasoned MG teachers with more than five years of MG teaching experience. The MG teachers shared that they have attended DepEd division-wide training programs on K to 12 curriculum and MG teaching pedagogy. They said that these trainings have helped them understand the need for as well as to handle multiple activities in multigrade classes. Furthermore, these trainings strengthened the teachers' competence in delivering their lessons.

TABLE 14. PULLAAN ES TEACHERS' PROFILE (SY 2017 TO 2018)

| TEACHERS' PROFILE | NAME OF TEACHER | | |
|---------------------------------------|------------------------------|--|---|
| | MAILYN P. DILAGAN | TERESITA Q. GUINYANG | ANGELINA D. BALIWANG |
| Position | Teacher II | Teacher III | Teacher I |
| Date of Appointment | July 1, 2009 | July 7, 1997 | July 7, 2015 |
| Date of Latest Appointment | September 15, 2015 | January 4, 2013 | July 7, 2015 |
| Highest Educational Attainment | Master of Education (MAED) | 34 units in Master of Education (MAED) | Bachelor of Elementary Education (BEED) |
| No. of Years Teaching MG | 8 years | 20 years | 2 years |
| Class Handled | Kindergarten, Grades 1 and 2 | Grades 3 and 4 | Grades 5 and 6 |

Source: Pullaan ES, 2018

During the FGD, the three multigrade teachers shared the peak moments when they felt most proud as multigrade teachers of Pullaan ES. Teacher Mailyn shared that every time her pupils would learn how to read, she would get more inspired to prepare learning materials. Teacher Teresita revealed that when Pullaan ES topped the NAT in the Division of Ifugao, she felt that they were able to correct the common perception that multigrade schools are second-class schools. On the other hand, Teacher Angelina, who taught in a private school prior to joining a multigrade school, said that her current post as a multigrade teacher poses more challenges. When she was assigned to Pullaan ES, she did not have any idea of what a multigrade school is, and more so how to handle a multigrade class. Many times, she would get frustrated, especially when she could not address the children's individual needs. Amid these difficulties, she persisted and found motivation from seeing pupils perform well, gain self-worth and strive more in their studies.

The teachers also shared that despite the challenges faced by a multigrade school, such as the lack of resources, they felt pressured to excel as teachers because parents are fully supportive of their children's schooling. Ms. Teresita also mentioned that in her 20 years of service, she has viewed her pupils as her own children, and felt responsible for how they turn out as adults. She cited this as the reason for always giving her best as a teacher, especially in forming the values of her pupils.

When asked how they see themselves in the next five years, all three teachers signified that "they still see themselves teaching in Pullaan ES since teaching is really their passion," and "that in their simple and humble way, they can become instruments in improving the lives of the pupils who will in turn help in transforming their community to become progressive."

The high morale and dedication of multigrade teachers enabled them to go the extra mile, beyond what is expected from them as teachers, such as the conduct of home visits to follow-up a child at risk of dropping out or to partner with parents in providing academic guidance to their children. They aspire to develop pupils who have high hopes and dreams of becoming future teachers, community doctors and other professionals. Two current teachers (Teacher Angelina and Teacher Teresita) are alumni of Pullaan ES and are themselves success stories. They expressed a desire to give back to the community through public service as multigrade teachers in Pullaan ES.

2. Teacher Training and Professional Development

Teacher quality has been identified as the most important factor in pupils' academic success. Cognizant of this, multigrade teachers attended trainings to equip them with skills to effectively deliver multigrade lessons. The three multigrade teachers of Pullaan ES reported that they feel privileged to have attended different training programs/seminars, most of which were sponsored by the DepEd Division Office and other private organizations over the past five years.

Some of these trainings tackled the following topics: K to 12 Curriculum, Multigrade Teaching, Contextualization of Learning Materials, Early Language, Literacy, and Numeracy (ELLN), Financial Management and Operations Manual (FMOM), and Strategies in Teaching Music. As shown in Table 15, two teachers participated in the ICT and Effective Communication Programs while one teacher attended the Indigenous Peoples Education (IPEd) and Contextualization of Lesson Plan in Grade IV.

TABLE 15. TRAININGS ATTENDED BY PULLAAN ES SCHOOL HEAD AND TEACHERS

| TITLE OF TRAININGS | YEAR | ORGANIZER | NO. OF TEACHERS WHO ATTENDED |
|---|------|----------------------------|------------------------------|
| Workshop on Multigrade Teachers & School Heads on MG Lesson Exemplars and Teaching Strategies | 2018 | DepED Division Office (DO) | 3 |
| Proper Use of Budget of Work (BoW) | 2017 | DepEd-DO | 2 |
| Information Communication and Technology (ICT) | 2017 | DepEd-DO | 2 |
| K-12 Curriculum | 2017 | DepEd-DO | 3 |
| Strategies in Teaching Music | 2017 | DepEd-DO | 3 |
| Effective Communication | 2017 | DepEd-DO | 2 |
| Early Language, Literacy, and Numeracy (ELLN) | 2017 | DepEd-DO | 3 |
| Financial Management Operations Manual (FMOM) | 2017 | DepEd-DO | 3 |
| Indigenous Peoples Education (IPEd) | 2017 | DepEd-DO | 3 |
| Contextualization of Lesson Plan in Grade IV | 2017 | DepEd-DO | 1 |
| Contextualization of Learning Materials | 2017 | DepEd-DO | 3 |

Source: School Report Card, SY 2017-2018

As a result of attending these training programs, the multigrade teachers reported that their teaching strategies have improved; they are now more passionate and reflective about teaching; and they are more conscious about the need to produce competitive, confident, responsible, and outstanding pupils.

3. Learning Action Cell (LAC)

DepEd supports teachers' active participation in Learning Action Cell (LAC) sessions at all levels to enhance their teaching skills and performance as facilitators of learning. In their District, LAC sessions are held in an open space atop a mountain where there is cell service signal. Three MG teachers from Pullaan ES and four teachers from Ponghal ES attend the monthly LAC sessions depending on their availability. They usually bring their own personal laptops or gadgets (tablet or mobile phone) and the school's pocket wifi, which is funded by the school MOOE. Teachers normally download MG learning materials during LAC sessions at the waiting shed boundaries of

Barangay Ponghal and Pullaan. Peer coaching and discussion of school issues and concerns transpire in LAC sessions. MG teachers become more creative in their approach to teaching through discussion and sharing not only of techniques, but other interesting topics that are worth taking up in the classroom (e.g., bullying).

4. Fostering Relationships with Pupils and their Families

It is important for school teachers to foster good working relationships with both pupils and their families. In Pullaan ES, the rapport between pupils and teachers has led to the cooperation to improve pupils' behavior and performance. One pupil shared in an interview: "*Gusto ko po ang teacher ko kasi mabait siya sa pagtuturo. Kasi tinuturuan nya ako noong sumali ako sa Sales Inventory noong January 10, 2018 at nang matapos ang paligsahan, masayang-masaya akong umuwi.*" (I like my teacher because she is kind in teaching us. She guided me when I joined the Sales Inventory last January 10, 2018 and when the competition was over, I went home

very happy). That was the time when Pullaan ES won a Sales Inventory Competition at the District level, wherein pupils felt so proud and happy. As a result, the pupils were motivated to study harder and continue to show their talents in different school competitions.

5. Community's High Regard for Multigrade Teachers

The community members interviewed shared that they have full respect for the MG teachers because they are well aware of the difficulties associated with MG teaching. One community respondent said, "*mahirap talaga sa part ng teacher*" (It is really very hard on the part of the teacher.) but because of the teachers' dedication to teaching, everything becomes easier. Knowing the time and effort required to improve quality of learning in multigrade classes, the community does its part to lighten the load of MG teachers.

Support Infrastructure and Services

1. Support facilities

The school has ICT, science and math equipment placed in a mini-library inside the classroom. Table 16 shows the newly delivered equipment of the school provided by DepEd Central Office. It also has its own multi-learning center with a mini reading corner, a computer and laboratory room, and a mini-museum. Pupils can go here during their free time or even use the multi-learning center during class activities to maximize learning and enjoy their lessons in class.

A display of IPEd costumes, practices, and symbols used during the performance of rituals are displayed in the mini-museum for cultural awareness and to make pupils appreciate IPEd as integral to the multigrade education curriculum.

TABLE 16. PULLAAN ES' EXISTING EQUIPMENT

| TYPE OF EQUIPMENT | QUANTITY |
|------------------------|----------|
| ICT Equipment | |
| Laptop computer | 1 |
| Host PC | 1 |
| Computer desktop | 1 |
| Tin client | 6 |
| Led monitor | 6 |
| Mouse | 7 |
| Key boards | 7 |
| Computer printer | 2 |
| Projector | 2 |
| Projector screen | 1 |
| Speaker | 1 |
| UPS | 1 |
| Networking peripherals | 1 |
| AVR | 1 |
| LCD projector | 2 |
| Science Equipment | |
| Double-pan balance | 2 units |
| Dry cell holder | 2 pcs |
| Science cabinet | 1 set |
| Human torso | 1 set |
| Math Equipment | |
| Cuisenaire rods | 1 set |
| Plastic rulers | 5 pcs |
| Measuring cups | 5 pcs |
| Double-pan balance | 2 units |

Source: School Report Card, SY 2017-2018

2. Safe, Secure and Healthy Infrastructure for Learners

The school undertakes measures to ensure pupils have a safe and healthy school environment. Parents take turns in safeguarding the school vicinity. Some of the pupils who live in far-flung sitios walk 4 km daily or about two hours of hiking.

Since absenteeism is an issue among Pullaan ES pupils, the parents are in a rotational duty to make sure that their children are safe inside the campus by serving as security guards during class hours.

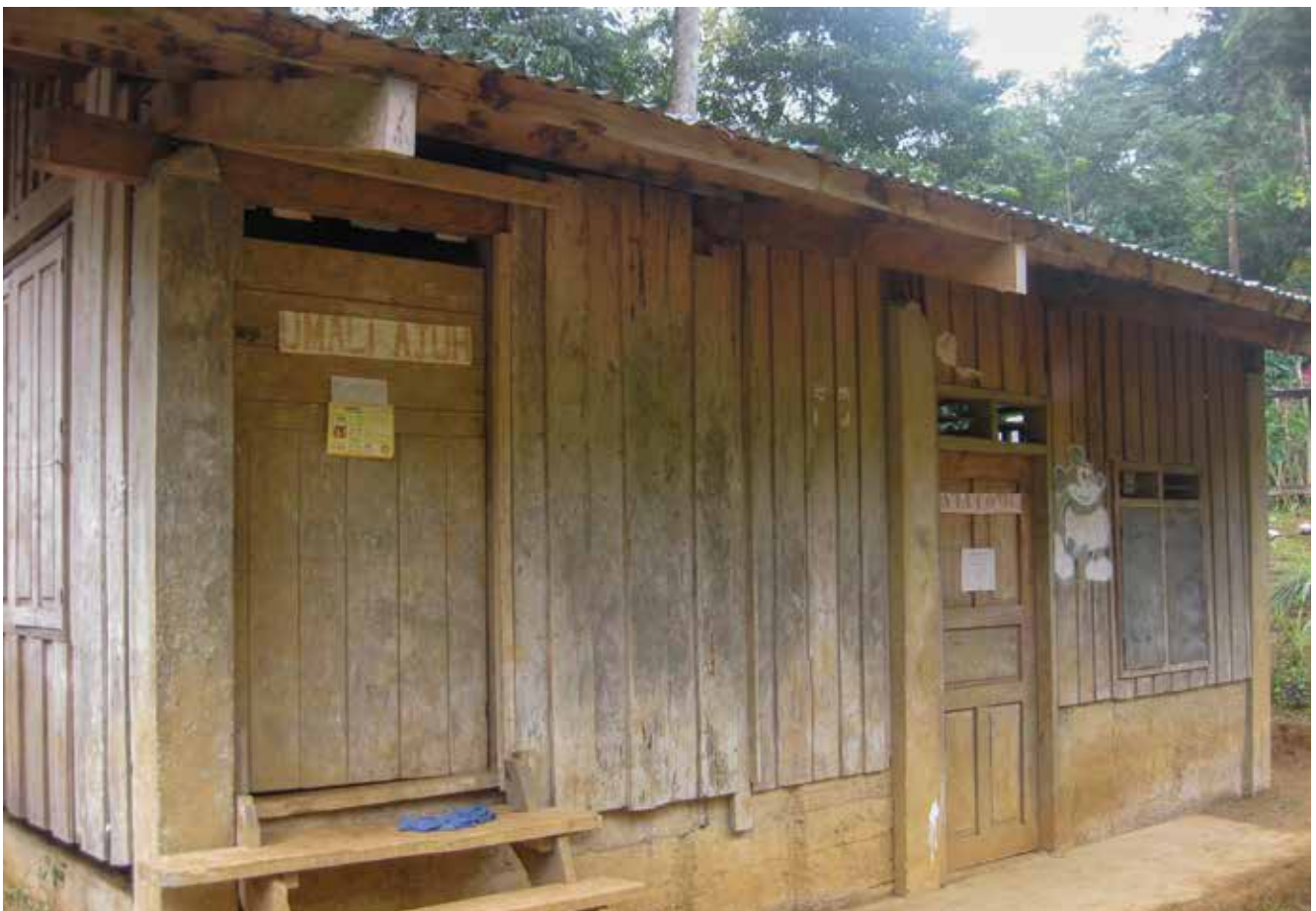
Considering the distance and the slippery terrain going to the school, especially during rainy season, the teachers and parents agreed to construct a small house or an improvised dormitory near the school to accommodate the pupils.

Pupils who stayed in the improvised dormitory were given daily assignments to clean its surrounding area. At night, some teachers who stay in the same dormitory also assisted the pupils in their assignments and gave them activity sheets/exercises to answer.

During its initial establishment, pupils were visited by family members and were supervised by the school personnel. However, despite this operation being an ideal setup for the parents and community members, it only lasted for two (2) months. It was reported that while parents chip in for food, the assigned cook of the dormitory had to migrate to another area far from the school grounds to look for other means of livelihood.

BELOW: Pullaan Elementary School initially constructed a small house to serve as an improvised dormitory in the campus to accommodate some pupils residing in far-flung sitios.

Photo by SEAMEO INNOTECH (2018)



Parental and Community Involvement

1. Shared Aspirations of the School and Community

After five decades since Pullaan ES' establishment as a district school, it remains steadfast in finding innovative ways to facilitate effective teaching and learning in a multigrade setting. Through the support of school authorities and other stakeholders such as the parents-teachers association (PTA), community members, BLGU, and the local government unit (LGU) of Lagawe, the school has been successful in improving the pupils' academic performance.

The school and the community cited respectful interactions and positive relationships built on trust as factors in attaining their common goal. The interviewees shared that while leadership has changed over time, the collective commitment of the community to partner with the school remains the same. Since they are culturally cohesive, the school and the community make an effort to address the issues and concerns through consensus before making a decision or taking action.

For instance, they all agreed to sustain Project CARRES, which was established way back in 2009. The project has brought hope to the community that children will one day rise above poverty, become successful in their chosen careers, and make a difference in the community. As long as Project CARRES exists, the PTA and the Barangay Local Government Unit (BLGU) are committed to work collaboratively to help the school teachers and pupils achieve their shared goals of quality teaching and learning. The PTA and BLGU have also been providing cash assistance to pupils who represent the school in district- and division-level competitions and typically accompany the pupils for moral support.

During the focus group discussion with the community members and the parents, most of the informants shared that pupils' achievements had created a new energy and enthusiasm in the

whole barangay, especially when they made it to the top in the NAT examination for Grade 6 for SY 2010-2011, SY 2011-2012, and SY 2014-2015.

2. Community Participation in School Activities

The stakeholders' participation in different school activities was evidently very strong. According to Mr. Michael Patnaan, the incumbent barangay captain and father to two pupils in Grades 1 and 2, people from the community were delegated specific responsibilities. As committee members, they took care of logistical concerns (e.g., food committee, maintenance, washing dishes, and peace and order committee) to ensure the success of any school-based program and/or activity.

The stakeholders' participation during extra and co-curricular activities, general assemblies, homeroom PTA meetings, *Brigada Eskwela*, and other school programs and celebrations is one of the reasons why Pullaan ES teachers are committed to helping pupils achieve their aspirations. Having seen the physical improvement of the school—from a simple makeshift classroom to a concrete school building—many pupils have become inspired to go to school and study harder. The sacrifices of each member of the community in terms of helping the school are worth the effort as Pullaan ES pupils continue to soar high amidst the challenges of living in one of the remotest barangays of Lagawe.

It was reported that parents and community members supported the school by fund raising and free labor assistance. The SGC provides the mechanism for soliciting support. This body issues resolutions recommending improvements to the school. Among the priorities that they intend to pursue in the future are as follows: exclusive training for MG teachers on methods and strategies; sufficient learning/instructional materials; additional compensation for MG teachers; addressing teacher absences due to trainings; provision of ICT materials. Meanwhile, they reported a number of issues, such as lack

of support from parents and the community, lack of time and interest among parents, low level of literacy skills, and the small population of the community.

Furthermore, Pullaan ES has embarked on a partnership with various external organizations. Among those highlighted by the community members were their collaboration with the Department of Health (DOH) for procurement of medicine for the pupils and Japan International Cooperation Agency (JICA) that provided funds to support school projects.

BELOW: Through its Parents-Teachers Association's (PTA) partnership with the Department of Health (DOH) and the Japan International Cooperation Agency (JICA), Pullaan ES has procured medical supplies for its pupils.

Photo by SEAMEO INNOTECH (2018)

3. Addressing School-Community Challenges

Even though its budget is small, the BLGU can help the school mobilize funds to implement school improvement projects, such as the pupils' dormitory. BLGU can assist the school in tapping the support of or forging partnerships with external organizations. The BLGU has prepared resolutions and proposals to solicit funds for school projects from other non-government and private organizations. In partnership with the Department of Health (DOH), the BLGU was able to procure medicines for Pullaan ES. The BLGU has continued to allot a budget from the barangay funds to support the feeding program, fence construction, beautification of the school, and provision of allowances to pupils and teachers attending seminars, and school competitions.



TABLE 17. PULLAAN ES' STAKEHOLDERS' ACCOMPLISHMENTS (SY 2017 TO 2018)

| ACTIVITIES/PROJECTS | SOURCE OF FUND | AMOUNT IN PHP |
|--|----------------|----------------------|
| Construction of one unit, three-classroom new building | PPP | 1,204,000 |
| Reimbursement of teachers and personnel travels to attend trainings, meetings and seminars | MOOE | 97,000 |
| Concrete canal | PLGU | 170,000 |
| Semi-concrete perimeter fence | PLGU | 100,000 |
| 25m x 3m High ground routed riprap | MLGU | 250,000 |
| Semi-concrete perimeter fence with ground routed riprap | MLGU | 150,000 |
| Concrete court | MLGU | 40,000 |
| Ground leveling | BLGU | 50,000 |
| Meals during nutrition month's culminating activity | BLGU | 10,000 |
| Meals during the Closing Exercises | BLGU | 10,000 |
| Meals and travel expenses of athletes during the one day zonal athletic meet | BLGU | 8,000 |
| Meals during the conduct of General Assembly meeting | BLGU | 8,000 |
| Water system rehabilitation | BLGU | 5,000 |
| Brigada Eskwela | Donation | 6,900 |
| Ground Levelling, weeding and cleaning of school premise (free-labor) | PTA | 5,000 |
| Total | | PHP 2,113,900 |

Source: School Report Card, SY 2017-2018 and School Data

The different stakeholders of Pullaan ES support the funding of school projects to ensure the quality and sustainability of multigrade education in the community. Table 14 shows the detailed accomplishments of the different stakeholders for SY 2017-2018, the source of funds, and the amount allotted for school activities and projects.

The other challenges that surfaced during the FGD which need to be addressed by the school-community stakeholders are the following:

- Teaching takes time. Preparation time and the amount of materials required to effectively teach in a multigrade classroom become burdensome to teachers and may poorly impact their morale. The teachers have so many things to do, but have so little time to accomplish all these things.
- The importance of clean and accessible comfort rooms is neglected. The location of the comfort room is far from the classroom. This is sometimes the reason why the pupils go out to play outside instead of going back immediately to their classrooms.

KEY POINTS

1. Teachers' Commitment to Quality Education

Pullaan ES has a corps of dedicated teachers. Two of the three multigrade teachers, namely Teacher Mailyln and Teacher Teresita, hail from the same community. The two local-teachers are also seasoned multigrade teachers who have served in a multigrade setting for 8 and 20 years, respectively. The third teacher, Teacher Angelina, is a newly-hired teacher from the lowland who travels for almost two hours or rides a motorcycle in rough road, or even hikes along steep mountain curves for almost an hour, if the slopes are slippery from rainfall. Meanwhile, the School Principal is a current resident of the barangay since she married a local.

As manifested in this case study, the commitment and dedication of competent and experienced multigrade teachers coming from the same community was deeper and stronger. It goes beyond work and career as teachers are driven by their passion to give back to their own community and aspiration to help the pupils succeed so that they, in turn, can uplift their families from poverty in the future.

2. Effective MG Pedagogy Strategies

As observed, the teachers of Pullaan ES demonstrated a range of different best practices related to MG pedagogy which includes: a) differentiated instruction (DI) to explain the concepts covered by the lesson; b) higher order thinking skills (HOTS) questioning to enhance critical thinking skills among students; c) collaborative learning through group activities and sharing of ideas; d) explicit teaching (scaffolding) wherein the teacher models the process of how the pupils can do independent work; and e) remediation beyond regular class hours (or during Saturdays) to ensure that every child mastered the required competencies every grading period.

In addition to above-mentioned strategies, the teachers all agreed that an interactive classroom, of which pupils are given the opportunity to interact with the teachers and other pupils created enjoyable, fun, and engaging learning experience.

3. Teaching and Learning Resources

Despite the challenges presented by inadequate teach-learn resources, the school worked on what was available and customized these resources based on the needs of pupils. While the school is a recipient of DepEd's DCP, the school has plans to add more computers from the school's MOOE budget. It has also developed a computer-cum-mini-museum showcasing the heritage of Ifugao.

Also, amid the reported shortage of textbooks for the learners, the school has maximized the use of available UNICEF developed leveled-reading materials. The teachers exhibited creativity in contextualizing MG teaching materials by using visual aids. They also keep the community's intangible heritage alive by integrating indigenous songs and poems to explain the concepts in various subjects.

4. Functional LAC

Achieving high learning outcomes is only possible by putting in place mechanisms to ensure that schools deliver high-quality instruction to every child. To improve teachers' proficiency in multigrade instruction, the school maximizes the Learning Action Cell as a mechanism for personal and professional development of multigrade teachers in their role as learning facilitators. LAC sessions are facilitated by resource speakers from the community, or by the school head, or through peer to peer mentoring. LAC sessions are highly encouraged by DepEd to improve pupil learning (DepEd DO 35 s.2016).

5. Collegial Technical Assistance from the School Head and Schools Division Office

The Schools Division Office (SDO) of Ilocos Norte provides continuous trainings to school heads so that they can give technical assistance to multigrade teachers when the need arises. Collegial technical assistance through coaching and mentoring was being practiced in Pullaan ES. While the Division Subject Supervisors and the MG Coordinator monitor as a group and do classroom observations quarterly, Ms. Patnaan is responsible for implementing the suggestions/recommendations of the group during post-conference in order to help multigrade teachers improve their teaching styles and strategies in handling multigrade classes.

6. Free and Open Communication among Parents, Community, and other Stakeholders

The openness of parents and the community in resolving issues as well as their full participation in school projects and activities through *changah*, such as Brigada Eskwela, feeding program, Project CARRES, among others, contributed to maintaining a healthy and secured school grounds, and certainly contributed to better learning outcomes and overall performance of the school. With positive outcomes, the parents and the community, in turn, were inspired to send their children to school and to provide the necessary educational support for the continuous improvement of their children's academic performance.

Pullaan ES has an existing operational School Governance Council (SGC), composed of barangay school board, council of elders, alumni, and parents, which meets twice a year. With the help of the annual barangay special fund, the SGC funds school projects such as fencing, construction of the rest room, installation of water system, and training seminars for teachers. The parents, community, and other MG stakeholders reported that school projects and activities promote stakeholder ownership and engagement as well as the quality and sustainability of the MG program in Barangay Pullaan.



CASE STUDY NO. 2

Small Steps, Big Dreams: The Story of Pangil Elementary School

DEPED SCHOOL ID: 100207, PANGIL, PASUQUIN, ILOCOS NORTE

LEFT: Grades 6 pupils of Pangil Elementary School work on a comic strip about an important issue in their community.

Photo by SEAMEO INNOTECH (2018)

BACKGROUND

THE PANGIL COMMUNITY

Barangay Pangil in Ilocos Norte was originally called Barrio Maquilo during the Spanish colonial period up to the American occupation period. It was a small hilly village frequently raided by thieves from other barrios for animals and food. Because of this, the leaders of the community, together with the villagers, fought back “*pangil sa pangil*,” literally meaning “teeth for teeth,” which drove away the thieves permanently. Barrio Maquillo’s name was thereafter changed to Barrio Pangil. In 1994, it was declared a barangay under Presidential Decree (P.D.) 557, becoming the 15th barangay of Pasuquin, Ilocos Norte.

The 2015 census placed Brgy. Pangil’s total population at 430 people, representing 1.48 percent of the total population of the Municipality of Pasuquin at 28,980. Barangay Pangil is accessible by land. From the provincial capital of Laoag, it can be reached by bus, jeepney, motorcycle, or any type of private vehicle.

The residents’ main sources of livelihood are farming, fishing, backyard livestock production, poultry raising, and home-based work (e.g., selling homemade bread). The products cultivated in both irrigated and rain-fed areas of the community are corn, vegetables, fruits, and high-value crops like garlic. During off-season, some of the residents resort to salt-making as an alternative source of income. These agri-based activities benefit the municipality, the province, and the region.

The barangay local government supports the local economy by providing agricultural support services, such as thresher and other post-harvest equipment, multi-purpose pavement, farm product collection and buying stations, and distribution of planting materials. “*Farm-to-market*” roads and bridges are also maintained by the local government unit.



ABOVE: Pangil Elementary School is located in Barangay Pangil, Municipality of Pasuquin, Ilocos Norte.

Photo by SEAMEO INNOTECH (2018)

In 1969, a school was established in Barangay Pangil and the community named it Pangil Elementary School (ES). This is a complete, pure multigrade school situated at the center of Barangay Pangil and surrounded by Barangay Dilanis to the North, Barangay Macupit Bacarra to the South, Barangay Sta. Catalina to the East, and Barangay Darupidip to the West.

THE SCHOOL PROFILE

The community members and other stakeholders were firm in their belief that Pangil ES provides learners with quality education. Pangil ES teachers live outside the town of Pasuquin, hence, they commute to and from school every day via “*habal-habal*” or motorcycle. Their daily commute, which takes more than an hour each way especially on rainy days, is dangerous as the teachers have to pass through steep and muddy areas. The commute alone is a test of their commitment to teach in Pangil ES.

Since it was founded in 1969, the school never had an opportunity to become a regular monograde school. The parents, teachers, and community members work together to address the needs of Pangil ES to prevent school closure. According to the residents of Pangil ES, the multigrade arrangement is not only viable, but also beneficial to their children. They are convinced that the school is likely to remain a multigrade school given the small population of the barangay.

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

Pangil ES is one of the upland mountain schools in Ilocos Norte. It is a combined monograde and multigrade school offering Kindergarten and the following combination classes: Grades 1 and 2, Grades 3 and 4, and Grades 5 and 6. The school has four (4) multigrade teachers (three males and one female) under the supervision of a school/cluster principal.

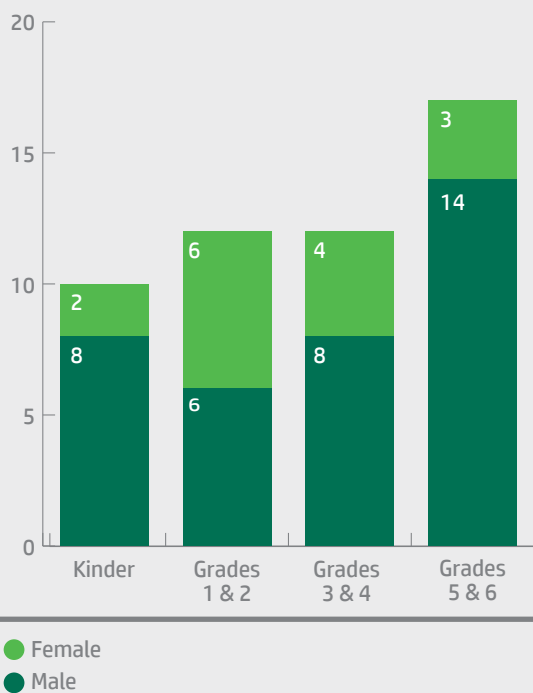
In School Year 2017-2018, Pangil ES had a total of 51 enrollees, with male students (36) outnumbering the female students (15). Table 18 shows the distribution of students across grade levels.

TABLE 18. PANGIL ES' ENROLMENT (SY 2017 TO 2018)

| GRADE COMBINATION | MALE | FEMALE | TOTAL | NO. OF TEACHERS |
|-------------------------|-----------|-----------|-----------|-----------------|
| Kinder | 8 | 2 | 10 | 1 |
| Grades 1 & 2 | 6 | 6 | 12 | 1 |
| Grade 1 | 3 | 1 | 4 | |
| Grade 2 | 3 | 5 | 8 | |
| Grades 3 & 4 | 8 | 4 | 12 | 1 |
| Grade 3 | 4 | 2 | 6 | |
| Grade 4 | 4 | 2 | 6 | |
| Grades 5 & 6 | 14 | 3 | 17 | 1 |
| Grade 5 | 7 | 1 | 8 | |
| Grade 6 | 7 | 2 | 9 | |
| Total | 36 | 15 | 51 | 4 |

Source: School Report Card, SY 2017-2017

FIGURE 4. PANGIL ES' ENROLMENT (SY 2017 TO 2018)



As shown in Table 19 and Figure 5, school enrollment has fluctuated in the last four school years. More boys than girls were enrolled throughout the four-year period. The SY 2015-2016 to SY 2016-2017 saw the biggest drop in female enrollment (by 36 percent). By SY 2017-2018, females made up less than a third of the overall student population.

TABLE 19. PANGIL ES' ENROLMENT (SY 2014-2015 TO SY 2017-2018)

| SCHOOL YEAR | FEMALE | MALE | TOTAL | FEMALE TO MALE RATIO |
|-------------|--------|------|-------|----------------------|
| 2014-2015 | 23 | 33 | 56 | 41:59 |
| 2015-2016 | 25 | 32 | 57 | 44:56 |
| 2016-2017 | 16 | 30 | 46 | 36:65 |
| 2017-2018 | 15 | 36 | 51 | 29:71 |

Source: DepEd-BEIS Data and Pangil ES Data

FIGURE 5. PANGIL ES' ENROLMENT (SY 2014-2015 TO SY 2017-2018)



TABLE 20. PANGIL ES' NUMBER OF GRADUATING VERSUS INCOMING KINDERGARTEN PUPILS (SY 2015-2016 TO SY 2017-2018)

| SY 2015-2016 | | | SY 2016-2017 | | |
|---------------------|---|----|--------------|---|---|
| M | F | T | M | F | T |
| Kindergarten | | | | | |
| 3 | 4 | 7 | 3 | 1 | 4 |
| Grade 6 | | | | | |
| 3 | 9 | 12 | 2 | 3 | 5 |

Source: DepEd-EMISD and Pangil ES data

One of the community members interviewed stated that the declining school enrollment was the effect of demographic shifts which may be attributed to successful Department of Health (DOH) measures on population control and family planning. The school principal, meanwhile, said that the decline in girls' enrolment may be attributed to less females enrolling but more females graduating. Table 20 shows the number of incoming Kindergarten pupils versus the number of graduating elementary pupils for the past two years.

PROGRESSION AND COMPLETION

Pangil ES performed well in all key indicators from SY 2014-2015 to SY 2017-2018 (Table 21). The school's National Achievement Test results in SY 2014-2015 showed a mean percentage score (MPS) of 95 percent, ranking Pangil ES first among schools in the district. This score is higher compared to the school's NAT results two years ago.

According to the school principal, the school's achievements could be attributed to the regular monthly home visits conducted by the multigrade teachers. During the home visits, teachers would explain to the parents the school performance of their children and the importance of monitoring their activities at home. This regular engagement with parents resulted in positive learning outcomes in both academic and non-academic performance of the students.

TABLE 21. PANGIL ES' PERFORMANCE INDICATORS (SY 2014-2015 TO SY 2017-2018)

| INDICATORS | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | AVERAGE |
|----------------------|-----------|-----------|-----------|-----------|---------|
| Enrolment | 56 | 57 | 46 | 51 | 53 |
| Enrolment Rate | 100% | 100% | 100% | 100% | 100% |
| Transition Rate | 100% | 100% | 100% | 100% | 100% |
| Completion Rate | 100% | 100% | 100% | 100% | 100% |
| Cohort Survival Rate | 100% | 100% | 100% | 100% | 100% |
| Drop-out Rate | 0.00% | 0.00% | 0.00% | 0.00% | 0% |
| Promotion Rate | 100% | 100% | 100% | 100% | 100% |
| Graduation Rate | 100% | 100% | 100% | 100% | 100% |
| NAT VI/GA | 95% | n/a | n/a | | 95% |

Source: School Report Card, SY 2017-2017

LEARNING OUTCOMES

The school has continued delivering quality education despite fluctuations in school enrollment. This is evident in the performance of learners in the NAT in SY 2014 to 2015 and the Language Assessment for Primary Grades (LAPG) in SY 2014 to 2015, as well as in their winning streak in academic competitions at the schools divisions and district levels. As shown in Figure 6, students have achieved NAT MPS of 90 percent and up in all subject areas during the period 2014-2015, and even received a perfect score in Mathematics.

Grade III pupils who took the SY 2014-2015 Language Assessment for Primary Grades (LAPG) obtained higher mean percentage scores (MPS) in all language subjects (English, Filipino, and Mother Tongue) compared to their counterparts at the national level (see Table 22). They especially excelled in the mother tongue (Ilocano) test, attaining a mean score that surpassed the national and regional averages.

FIGURE 6. PANGIL ES' MEAN PERCENTAGE SCORES IN NAT (SY 2014 TO 2015)



TABLE 22. PANGIL ES' MEAN PERCENTAGE SCORES IN LAPG (SY 2014 TO 2015)

| SUBJECTS | PANGIL ES | NATIONAL | ILOCOS REGION |
|---------------|-----------|----------|---------------|
| English | 72.17 | 69.27 | 70.20 |
| Filipino | 75.76 | 74.35 | 76.35 |
| MTB (Ilocano) | 92.00 | 73.90 | 76.29 |

Source: DepEd-BEA and Pangil ES data

The Grade 6 students who took the SY 2014-2015 NAT also received exceptionally higher scores in all subject areas, at 90 percent and above, compared to their cohorts at the national and regional levels (see Table 23 and Figure 7). Obtaining high scores in NAT and LAPG assessments is a reflection of the quality of multigrade teaching and learning in Pangil ES.

FIGURE 7. PANGIL ES' MEAN PERCENTAGE SCORES IN LAPG (SY 2014 TO 2015)



TABLE 23. PANGIL ES' MEAN PERCENTAGE SCORES IN NAT (SY 2014 TO 2015)

| SUBJECTS | PANGIL ES | NATIONAL | ILOCOS REGION |
|----------|-----------|----------|---------------|
| English | 95.00 | 72.88 | 65.83 |
| Filipino | 90.00 | 68.86 | 67.96 |
| Math | 100.00 | 72.79 | 71.62 |
| Science | 97.50 | 67.37 | 65.83 |
| Hekasi | 92.50 | 70.73 | 70.88 |
| Overall | 95.00 | 70.53 | 69.74 |

Source: DepEd-BEA and Pangil ES data

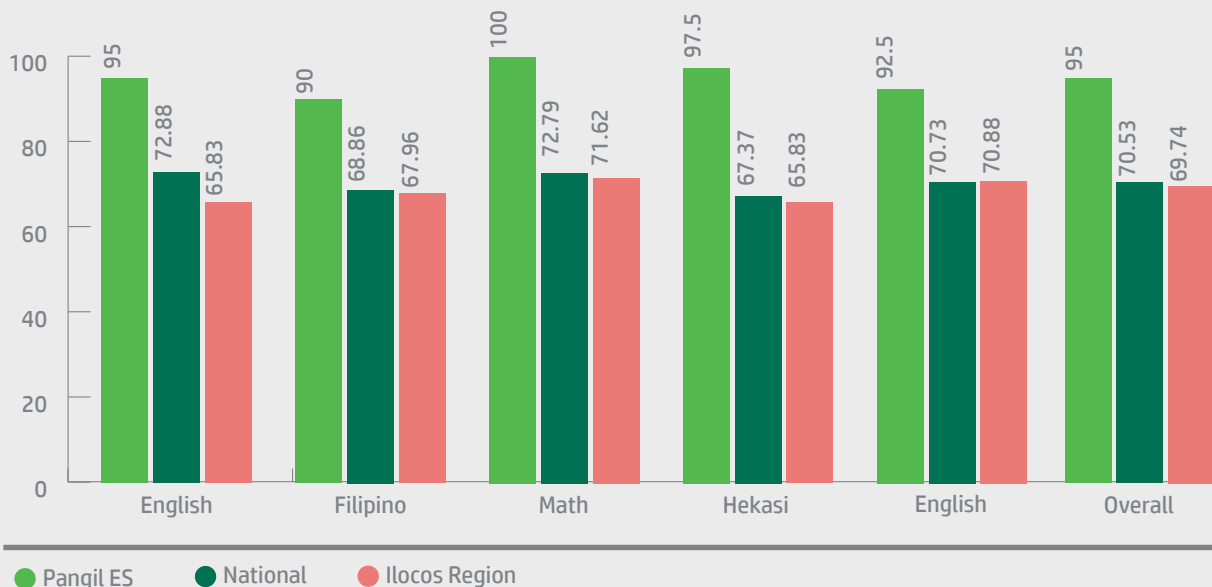
During the focus group discussion (FGD) with learners from Grades 3 to 6, the informants revealed that their ability to compete with other multigrade schools, including monograde schools, is among their most significant moments. The learners said that they are proud that despite studying in a small multigrade school, they are not left behind in terms of academic performance and inter-school competitions. Table 24 shows the awards received by the school in the last five years in different categories.

TABLE 24. PANGIL ES' AWARDS (2014 TO 2017)

| TITLE OF AWARD | YEAR | AWARD-GIVING BODY |
|---|------|-------------------|
| Student | | |
| BSP/GSP | 2017 | District |
| Math Festival | 2016 | Division |
| TPKN Folk Dance Competition | 2014 | District |
| Malikhaing Pagtatanong | 2013 | District |
| HKS Quiz Bee | 2013 | District |
| School Press Conference | 2013 | Division |
| Teacher | | |
| Strategic Intervention Material (SIM) 4 | 2016 | District |
| School | | |
| TPKN Folk Dance Competition | 2014 | District |

Source: School Report Card, SY 2017-2018

The parents and community members said that learners gained the confidence to join competitions held in central schools because of the Pangil ES teachers. The parents/community members described the teachers as "*matiyagang tumutulong at sumusubaybay sa pag-aaral ng mga mag-aaral*" (patiently helps and monitors the academic progress of the students).

FIGURE 8. PANGIL ES' MEAN PERCENTAGE SCORES IN NAT SUBJECT AREAS (SY 2014 TO 2015)

FACTORS AFFECTING THE PERFORMANCE OF PANGIL ELEMENTARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Alignment with and Use of K to 12 Curriculum

The multigrade teachers revealed that they strictly followed the DepEd K-12 Curriculum Guide (CG) and were able to contextualize their lessons using examples found within the community. They prepared Daily Lesson Plans (DLPs) and Daily Lesson Logs (DLL) in accordance with DepEd's CG and Budget of Work (BoW) standards. For each grade, the multigrade teacher would set the objectives of the lesson and the corresponding differentiated learning activities that suit the learners' abilities, toward the attainment of the required competencies. This is evident in the sample lesson plan submitted by the teacher prior to the actual classroom observation conducted by the research team (Table 25).

Teaching and Learning Facilities

1. Learning Facilities

Pangil Elementary School has four classrooms and one office for the School/Cluster Principal. This is compliant with the 3-room school building policy.¹ However, as reported in the School Improvement Plan (SIP) for 2016 to 2018, one of the school's priorities is to improve the classrooms/buildings and other physical facilities for a safer and more conducive learning environment. As observed during the school visit, some of the classrooms need minor repair and maintenance work.

The school's pupil to seat ratio was 1:1 which means that there were enough seats for all pupils. The pupil to teacher ratio, meanwhile, was 13:1. In all levels, the class size was lower than the prescribed maximum of 35 pupils per

class. The pupil to toilet ratio for boys was 36:1 while it was 15:1 for the girls. The stone-fence, school gate, and the stage platform were some of the projects that the parent-teacher association (PTA) and the community jointly worked on to secure the safety of the school children.

2. Teaching Resources

The teachers of Pangil ES have access to adequate multigrade teaching resources, which are aligned with the policy requirements/ program standards of DepEd, such as the CG, BoW, DLL, DLP and the Multigrade Teach-Learn Package (TLP). Aside from these materials, the multigrade teachers also use other teaching resources, such as the teacher's manual, teachers' guide, and code book in lesson plan preparation.

The Schools Division of Ilocos Norte also purchased and distributed the Remote Area Community Hotspots for Education and Learning (RACHEL Pi) gadgets to remote multigrade schools where Internet connectivity is not available. RACHEL Pi is a portable plug-and-play gadget loaded with educational materials that can be accessed offline by learners. Teachers can upload multigrade teaching and learning materials on the 64GB Micro SD Card to make these available to learners anytime and anywhere. The multigrade coordinator said that the Division of Ilocos Norte is currently assessing the ICT needs of all multigrade schools. The multigrade schools in far-flung barangays, such as upland schools that are not accessible by land transportation, will be prioritized in the provision of a complete set of RACHEL Pi gadgets (i.e., SD Card, a laptop and tablets). This technology-enabled solution has helped address the problem of accessing multigrade instructional and reference materials commonly cited by teachers. It has been particularly helpful to new teachers who have less experience in teaching in a multigrade setting.

¹ DepEd's Order No. 96, series of 1997. Policies and Guidelines in the Organization and Operation of Multigrade Classes

TABLE 25. PANGIL ES' SAMPLE MULTIGRADE LESSON PLAN (GRADES 5 AND 6)

| SUBJECT: ENGLISH | | TOPIC: DIFFERENT KINDS OF SENTENCES | |
|--|---|--|--|
| Learning Resources | Teachers' Manual, Teachers' Guide, Budget of Work, Code Book/Curriculum Guide (others). | | |
| Procedure | Direct Teaching, Group Work, Independent Learning, and Assessment | | |
| Priming Activity (Whole class) | Class report with short discussion regarding latest news and issues within or outside the community. Allow the pupils to share their thoughts and ideas orally. | | |
| Learning Outcomes/ Objectives | <ul style="list-style-type: none"> Observe accuracy, appropriate rate, and proper expressions in choral, echo, and shadow reading; Use a particular kind of sentence for the purpose of expressing opinions/emotions; and Present a coherent, comprehensive report on differing viewpoints on an issue. | | |
| Teaching, Learning and Assessment Activities (KUD: Know, Understand and Do) | | | |
| Modification/"K"- Know (Whole class) | Using PowerPoint Presentation <ul style="list-style-type: none"> Flash sentences for the class to read. Let the pupils read each sentence. Introduce to the class the Four Kinds of Sentences. Have an interactive discussion. | | |
| Augmentation/"U"- Understanding (Whole class) | Activity 1: Directions are found in the game but guided by the teacher <ul style="list-style-type: none"> How do the different kinds of sentences differ from each other? What is the importance of learning the different kinds of sentences in our daily life? | | |
| Group Work/ "D"- Do (Small group according to grade/ability level) | Activity 2: Divide the class into three. (Ability grouping) <p>Group 1: "Put the Right Punctuation Mark." Provide the group an activity sheet.</p> <p>Group 2: Write 2 declarative sentences, 1 interrogative sentence, and 1 exclamatory sentence.</p> <p>Group 3: Compose a comic strip about a certain issue in the community. Be sure to use the different kinds of sentences in your dialogues.</p> | | |
| Formative Assessment | Grade 5: Identify whether the sentence is a declarative, interrogative, imperative, or exclamatory sentence. Grade 6: Rewrite the group of words to make it a sentence. Put the right punctuation mark. | | |

Source: Pangil ES submitted documents for Quarter 3, Week 9, MG Daily Lesson Plan for Grades 5 & 6

3. Learning Resources

Learning resources, such as visual aids, activity sheets/worksheets, science kits and other equipment, were provided through DepEd DCP package under Batch 40 and 42 (e.g., 2 Coby LCD/LED TV, 2 Coby Laptops, 1 Wireless Tenda Router, 1 Interactive Projector, 1 unit of multimedia speaker, etc.). In addition to these resources, the school purchased four smart TVs using its MOOE funds while the Province of Ilocos Norte donated another smart TV for the school children of Pangil ES. All these resources have helped multigrade teachers in the performance of their tasks. Table 26 shows that Grades 1, 2, and 4 textbooks were sufficiently available, except for Grade 1 with 2 lacking textbooks in Edukasyon sa Pagpapakatao. However, other learning areas for Grades 3, 5, and 6 had insufficient textbooks. Thus, pupils were used to share books during and after class.

The school has a complete set of science equipment provided by DepEd, which were made available for pupils' use. Other student learning resources available were teacher-made visual aids in multiple languages (Ilocano, English, and Tagalog), activity worksheets in Mathematics, 12 desktop computers, LCD

projector, big books, teacher-made interactive quiz with ICT hyperlink, and manipulative reading materials for primary grades donated by the local government of Pasuquin. Despite these, there are still resource gaps, such as functional computers and other K-12 reference materials. Multigrade teachers mentioned in an interview that the challenge for them was to fill in the gaps of these missing multigrade learning resources. According to one of the teachers, the only way to do so was to download references from DepEd's Learning Resource Management and Development System (LRMDS) portal which they found difficult to access.

Though the school managed to secure the top spot in the NAT for SY 2014-2015, Pangil ES still needs improvement in the following areas: (1) students' reading literacy, (2) students' nutritional status, (3) quality textbooks and other learning materials availability, (4) physical facilities, and (5) access to technological tools. More computers were requested by the school so that it can integrate ICT in education. One community member commented in an interview: "*Kahit multigrade school, basta kumpleto*" (Multigrade school is fine so long as it has complete learning resources).

TABLE 26. PANGIL ES' NUMBER OF LACKING TEXTBOOKS (SY 2016 TO 2017)

| Subject Areas | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Total |
|---------------------------|----------|----------|-------------|----------|-----------|-----------|------------|
| Edukasyon sa Pagpapakatao | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Araling Panlipunan | 0 | 0 | 8 | 0 | 5 | 12 | 25 |
| Science | 0 | 0 | 8 | 0 | 5 | 12 | 25 |
| English | 0 | 0 | 8 | 0 | 5 | 12 | 25 |
| Mathematics | 0 | 0 | 0 | 0 | 5 | 12 | 17 |
| Filipino | 0 | 0 | 0 | 0 | 5 | 12 | 17 |
| EPP | 0 | 0 | 0 | 0 | 5 | 12 | 17 |
| Total | 2 | 0 | 2444 | 0 | 30 | 72 | 128 |

Source: School Report Card SY 2017-2018

Instructional Management

1. Preparatory Learning Activities

Based on a copy of the DLP (see Table 25) provided by Mr. Alden Lagazo, a multigrade teacher handling Grades 5 and 6 English Topic: Different Kinds of Sentences, the first two learning objectives were for Grade 5 pupils while the third objective was intended for Grade 6 pupils. The Grade 5 pupils were expected to observe accuracy, appropriate rate, and proper expressions in choral, echo, and shadow reading. They had to use a particular kind of sentence for the purpose of expressing opinions and/or emotions. Grade 6 students, on the other hand, were tasked to present a coherent, comprehensive report on differing viewpoints on an issue. They were expected to be more confident, rational, and comprehensive in articulating their perspectives about the common issues encountered within or outside the community (e.g., comic-strip presentation of the group logically explaining issues and challenges and the impact of these problems to the society).

On the other hand, the DLP provided by Ms. Cinderella Padaong, a multigrade teacher handling Filipino for Grades 3 and 4, focused on the use of adverbs/phrases to describe an action (*Nagagamit ang pang-abay, pariralang pang-abay sa paglalarawan ng mga kilos*).

It was observed during classroom teaching that the objectives presented by both teachers in their DLPs were achievable and within the level of capability of the pupils. The teacher grouped the third- and fourth-graders according to grade level. Grade 3 students were tasked to complete a sentence using an adverb or “*pang-abay*,” while Grade 4 students were assigned to use adverb in sentences describing the different pictures shown by the teacher. The students were given enough time to complete their tasks prior to group presentation and/or individual recitation.

BELOW: Mr. Alden Lagazo uses multimedia presentations in delivering the day’s English lessons for his Grades 5 and 6 pupils.

Photo by SEAMEO INNOTECH (2018)



Both teachers first cited examples before they asked their students to come up with their own examples. This is what they call explicit teaching or the “show and tell” strategy where teachers simply present and describe the concept or skill and then model the said concept/skill. According to the teachers, explicit teaching is an effective strategy for multigrade instruction since many students learn by seeing, hearing, or experiencing the new idea first before independently applying the knowledge they gained. In this particular case, the multigrade teachers emphasized, repeated, and summarized key points from the day’s lesson so that their students could easily grasp the lesson. Varied activities were also prepared to achieve the set of objectives, such as paper and pencil, storytelling (*Ang Pinakbet ni Inay*), and ICT integration activity.

Role play, board work, games, and paper-based work activities and presentations are examples of the tasks assigned to the students. On the overall learning process, both multigrade teachers applied direct/explicit teaching, and group work according to students’ abilities, level of independent learning, and learning assessment.

2. Instructional Delivery via Effective Use of Information and Communications Technology (ICT) for Learning

The research team observed that in both Teacher Alden and Teacher Cinderella’s classes, there were less than 20 multigrade pupils which made the management of learning activities smoother and easier. The absence of technological tools to support quality instruction (such as laptop) did not at all hinder the teachers from delivering and meeting the lesson objectives. The resourceful teachers brought with them their personal gadgets to be able to integrate information and communications technology (ICT) in the teaching and learning process.

During the classroom observation, the multigrade teachers used multi-media/ PowerPoint presentation to deliver lesson

content and activities. The presentation was uploaded on a smart TV during class discussion, which gained the interest of the students and encouraged them to be more participative and interactive.

Students in the higher grade levels were given tasks to work on using a netbook. It is apparent that the teacher is well-versed in the use of ICT to teach English and Filipino subjects. The teacher sought to relate the class activities with the learners’ interests and experiences (e.g., activity with the use of ICT). This resulted in interactive learning. Example of this is the use of an application from the Internet, which allows the learners to use the icons from the teachers’ netbook. Aside from the teachers’ netbook, a smart TV, multimedia presentation, and the Internet are some of the technology tools that the teachers use for effective multigrade teaching.

3. Other Teaching Strategies

During the interview, the multigrade teachers shared that they used other strategies to enhance learning outcomes, such as peer tutoring, coaching, and mentoring. Peer tutoring involves the pairing of a student who excels in the subject with a slow learner so that the former can help the latter understand the lessons even outside of the school. This has helped improve the performance of junior co-learners.

4. Classroom Management

The classroom structure of Pangil ES is comfortable, inviting, and allows mobility. Seating arrangement was established according to grade level. Inside the classroom, there is a resource learning area (e.g., the presence of a mini-library and/or a reading area) that aims to encourage children, especially the slow readers, to pick up a book and read during their spare time. Instead of armchairs, classrooms were equipped with separate tables and chairs, which are convenient for group activities.



During the actual classroom observation, the research team noted that both teachers of Grades 3 and 4 and Grades 5 and 6 started the day's lesson with a prayer and warm-up activity or exercise, which encouraged all students to participate. These activities were intended to set the mood of learners and to create a positive classroom atmosphere prior to the main lesson. The warm-up activity in the form of song-and-dance promoted social interaction among learners.

After the warm-up activity, the learners were asked to recall the previous lesson. Both teachers called the names of the students randomly and encouraged them to participate in the recitation and class discussion. To make the information understandable to the students and for better comprehension of concepts, Filipino and "Ilokano" (the mother tongue) were used by the teachers.

Flexible groupings were also spotted. Different groupings were formed depending on the abilities, needs, and interests of the learners per grade level. Higher grades (5 and 6) were organized into three groups.

ABOVE: In Grades 3 and 4 combined class, flexible groupings were employed depending on the abilities, needs, and interests of the learners per grade level.

Photo by SEAMEO INNOTECH (2018)

Pupils followed the class routine and procedures to maximize instructional time. The teacher explained the rules and protocols to be followed during work time and ensured timely performance of individual and group tasks. Some of these rules and protocols which were strictly followed by the pupils are:

- Guidelines on merits and demerits are recalled every time they have an activity. This practice aimed to instill discipline and responsibility among the students and has resulted in less disruption in class and a more conducive learning environment.
- Rule number two for groupings means students should move and proceed immediately to their designated areas of work.
- Accomplishments/total points earned by the different groups are written on the board for acknowledgment and motivation of the students.

- Proper behavior during classroom discussion and group activity are reiterated every now and then.

This classroom routine developed among learners a sense of responsibility and greater awareness of the consequences for violating class rules and protocols. Protocols, rules, and routines were observed by all students, ensuring a smooth flow of the lesson and minimizing noise inside the classroom.

5. Learning Assessment

It was observed that both teachers carried out varied assessments of learners’ knowledge per grade level. During the class visit, the same content for both Grades 5 and 6 were taught but the learning outcomes measured were different. Some examples of formative assessments used were the paper and pen test, seatwork, and assignments.

At Pangil ES, the learners were aware that every Friday is assessment day. The use of rubrics in grading the output of students was clearly explained to the students so that they are properly guided. Rubrics were used as yardsticks to measure performance and flexibility in the conduct of activities. Table 27 shows a sample rubric for a comic strip activity.

TABLE 27. PANGIL ES’ SAMPLE RUBRIC FOR COMIC STRIP ACTIVITY

| Indicators | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Content: It shows clear issues about the community with proper use of sentences. | | | | | |
| Organization: There is a smooth flow and connection of ideas. | | | | | |
| Cooperation: There is a smooth flow and connection of ideas. | | | | | |

Note: 5-Outstanding; 4-Very Satisfactory; 3-Satisfactory; 2-Fair; 1-Needs Improvement

Additionally, each learner had his/her own formative quiz notebook which was monitored by the teacher every time an assessment was given. Every Friday, it has also been the practice of teachers to give out discipline awards and subject-performance awards to deserving pupils during the flag retreat. This has motivated pupils to perform well every week to receive an award.

The teacher for Grades 5 and 6 ended his class by clearly explaining the next assignment, how the assignment will be done and assessed, and the date of submission.

Remedial and Enrichment/Extra-curricular Activities

Remedial classes are typically set in the afternoon of school days, during Saturday, or immediately conducted as the need arises. The multigrade teachers revealed that they normally conduct monthly home visits (i.e., especially to those pupils who frequently cut classes) to discuss with parents the ways they can help their children catch up with missed lessons and activities in school.

MULTIGRADE ENVIRONMENT

Governance

1. School Management

Pangil ES does not have a dedicated school head or teacher-in-charge but it is under the supervision and leadership of Ms. Karen Gervacio, the new cluster principal. Based on interview, Ms. Gervacio said that she was assigned to supervise three schools (two multigrade: Dilanis ES and Pangil ES; and one complete monograde: Sta. Catalina ES) and she would visit each school at least twice a week. However, she said that there were times when she needed to visit more than twice a week per school in order to help the school address its most urgent and important concerns, such as school project planning and start-up implementation. As a school principal, she is responsible for assigning a teacher-in-charge per school to be able to monitor the teachers if

and when she is on official business or stays in any of the three schools she is handling. Since Pangil ES is more accessible, she would often visit the school and conduct her cluster meeting in Pangil ES. Thus, in her case, there was no need to assign a teacher-in-charge since she spent the bulk of her time in Pangil ES.

Ms. Gervacio said that she envisions Pangil ES to continuously improve the school's performance in terms of NAT results. Under her leadership, she said that the school will continue to implement education programs and projects that support its vision of providing quality education to its diverse learners (e.g., strengthening ICT integration in all subjects).

Ms. Gervacio hopes that the school's three multigrade teachers will remain committed to improving the learners' academic performance by encouraging them to participate in all school activities and competitions, gaining more awards and recognition in the district/division or higher level, maintaining zero drop-out rate, improving classroom facilities, buildings and other physical facilities of the school, maintaining harmonious relationship with other stakeholders, and being responsive to learners' needs and interests. By focusing on these yardsticks, Ms. Gervacio believes that Pangil ES can achieve its vision, mission, and core values of aiding all learners to develop their full potentials, become the best of who they are, and be productive and responsible citizens of the country.

2. Monitoring and Supervision

Instructional Supervision by the Cluster Head

Ms. Gervacio shared that she supervised and monitored the use of differentiated instruction with ICT integration among her teachers because this is an innovative teaching strategy that enhances the active participation of the learners during school activities and competitions. Ms. Gervacio informed that she conducted formal

classroom observation quarterly and also frequently conducted informal observations to determine the strengths and weaknesses of the multigrade teachers.

She mentioned that to improve the quality and effectiveness of multigrade instruction among teachers, the conduct of Learning Action Cell (LAC) sessions, adoption of the proposed instructional supervision process of the BASA Pilipinas Project, and regular coaching and mentoring were encouraged and implemented at Pangil ES. She also cited the importance of continuing professional development of teachers through formal training and seminar workshops on multigrade instruction.

As a cluster school principal, she observed that the success of multigrade education rests on close supervision and handling of multigrade classes, improvement and maintenance of a conducive learning environment. She cited that she was able regularly monitor the Pangil ES because this is also her cluster office. As such, Pangil ES is one of her priority schools for the procurement of additional learning facilities to improve its physical environment.

Furthermore, she believes that the multigrade teachers will continue to stay and accept the challenge of teaching at Pangil ES if they are capacitated, mentored and motivated by the school administration. She also emphasized that a well-managed learning environment, adequate learning resources, competent and innovative teachers, supportive parents and community members, additional financial assistance provided by stakeholders and benefactors, and strong leadership of the school head are essential factors to develop high performing learners in a multigrade setting.

□ Instructional Supervision and Technical Assistance by the Schools Division

Based on the result of assessment which was administered online to all multigrade teachers, the Public Schools District Supervisor (PSDS) provided instructional supervision to multigrade schools. The results were analyzed and priority improvement areas (PIAs) were identified per teacher, per school, and per district. These were then used as a basis for the LAC agenda of schools and districts. All schools are now required to conduct LAC sessions every Thursday. The first and second Thursdays of the month are allotted for cluster-based LAC while the third Thursday is for the district or division-based LAC sessions. Through the LAC sessions, teachers' performance and students' learning outcomes were improved.

School leadership and supervision are not the sole responsibility of the school principal. The success of Pangil ES can also be attributed to the initiatives and programs implemented by the Division Office. The DepEd Division of Ilocos Norte fully supports the multigrade program, especially in the areas of interactive learning materials development and capacity building of all multigrade teachers and school heads.

→ Development of Teacher's Strengths and Needs Assessment

A teacher's strengths and needs assessment (TSNA) tool was developed by the Curriculum Implementation Division (CID) of Ilocos Norte through the close collaboration between the Education Program Specialist (EPS) and the Public Schools District Supervisor (PSDS) in July 2017. The initiative aimed to upgrade the teaching competencies of multigrade teachers. After a month, the training needs assessment and the monitoring and evaluation tools were uploaded online and implemented with the support of the School Governance

Operations Division (SGOD) and ICT unit of the Schools Division. The training needs assessment conducted by the CID showed that for Pangil ES, the priority trainings must be focused on skills enhancement on ICT Integration and developing innovative teaching strategies appropriate for multigrade instruction and delivery.

→ Capacity Building

Through collaboration among division officials such as the PSDS, the EPS of the Social Mobilization Unit of the Division, and the Human Resource Unit under the SGOD, a training program anchored on preparing the students for 21st century skills and aimed at improving teachers' skills on information and communication technology (ICT) was developed, proposed, and implemented since December 2017.

The outputs from the training are interactive learning materials, which the Division will submit to the DepEd Learning Resource and Materials Development System (LRMDS) for evaluation and approval. All the training initiatives used the SAMR (Substitution, Augmentation, Modification, Redefinition) and KUD (Know, Understand, Do) methods which are geared towards ensuring that teaching and learning must have a positive effect or be beneficial not only for learners but also for the community. The Schools Division also offered a 3-day training course for interested school heads on strategic planning to enhance their school leadership skills and confidence. The main objective of the strategic planning course was to develop the supervisory and leadership skills of school heads, particularly on implementing and contextualizing educational programs depending on what is happening or needed in the school and the community.

Appendices A and B show the different training workshops conducted by the Division Office and other sponsoring agency. These workshops enhanced the leadership skills of school heads as well as the proficiency of multigrade teachers. Despite attending these training programs, the multigrade teachers expressed the need to further hone their teaching skills through regular pre-service and in-service training programs specifically designed for multigrade instruction.

Teacher Competence and Quality

Table 28 shows the brief profile of the four multigrade teachers in Pangil Elementary School. The following are some of the interesting observations about the multigrade teachers: (a) all multigrade teachers were single; (b) three multigrade teachers were males with the lone female teacher handling the mixed Grades 3 and 4 multigrade class, and (c) three of them were fairly new with one-year teaching experience. According

to the school/cluster principal, she assigned Mr. Alden Lagazo, a multigrade scholar, 2 to handle Grades 5 and 6 for school year 2017-2018 since he has a master's degree and four (4) years of multigrade teaching experience while his colleagues may be considered novice in multigrade teaching.

All teachers reported feeling privileged to have attended DepEd's division-wide training programs, such as Interactive Learning Materials Development Workshop for MG Teachers, Utilization of BoW and Leveled Readers, and In-Service LAC Sessions Implementation. These trainings helped them to improve teaching and enrich learning in their multigrade classes. During school-based LAC sessions, teachers were trained to act as facilitators with the guidance of the school principal, and as documenter of the LAC session activity.

- 2 A multigrade scholar passed the Regional and Division Screening Committees of DepEd under DepEd Scholarship Committees per DepEd Order Nos. 13 and 31, s. 2007. All grantees are subject to scholarship contracts specifying service obligation, agreements, and other responsibilities during and after the scholarship duration.

TABLE 28. PANGIL ES TEACHERS' PROFILE (SY 2017 TO 2018)

| TEACHERS' PROFILE | NAME OF TEACHER | | | |
|-------------------------------------|--|--|--|------------------------------------|
| | MR. JAYSON N. CACAL | MR. ROMNICK D. DALERE | MS. CINDERELLA PADAOANG | MR. ALDEN S. LAGAZO |
| Position | Teacher 1 | Teacher 1 | Teacher 1 | Teacher 1 |
| Civil Status | Single | Single | Single | Single |
| Date of Appointment | December 6, 2016 | June 7, 2017 | December 6, 2016 | May 15, 2013 |
| Highest Educational Attainment | Bachelor in Elementary Education (BEEEd) | Bachelor in Elementary Education (BEEEd) | Bachelor in Elementary Education (BEEEd) | Master of Arts in Education (MAEd) |
| No. of Years in Teaching Multigrade | 0 | 1 | 1 | 4 |
| Total No. of Years Teaching | 1 | 1 | 1 | 4 |
| Class Handled | Kindergarten | Grades I and II | Grades III and IV | Grades V and VI |

Source: Case Study Form 1 and Personal Information Profile of MG Teachers

The multigrade teachers said that ensuring the effective delivery of lessons is quite a challenge for them. According to the teachers interviewed, an effective multigrade teacher is one that has a passion for teaching, is a true advocate of multigrade education, is dedicated to his/her profession, and has a heart for children. The research team observed these positive attributes in Mr. Lagazo. He showed kindness and was friendly to his students; spoke softly and calmly; was open to student's opinions; and handled the questions in a democratic and assistive manner. For instance, when one student gave a wrong answer to a question, the teacher rephrased the question and prompted the student until he/she gave the right answer. He asked how and why questions that sparked and tapped the critical thinking skill of the student. He went around to make sure students were doing their tasks and participating in the group activity, and to ensure that given tasks were accomplished.

Mr. Lagazo and the other teachers created a positive atmosphere in the classroom by giving recognition to students' responses and efforts through appreciative words and commendations like

"mahusay" or *"magaling"* (very good). All students participated energetically, and had smiles on their faces. They did not hesitate to share and express their ideas while presenting the group output. The teachers also gave their feedback on students' performance on individual and group activities. They explained ideas in a patient and simple way.

During the interview with students (after class), some informants recalled the support extended by one teacher even after school, such as visits during their birthday celebration or mentoring outside the classroom. This made the students realize that difficulties in life are not a hindrance to achieving quality education. The students were inspired by the teacher's dedication and passion for teaching, and this motivated them to study harder.

BELOW: Ms. Susan Cristie Belmonte, Case Study Team Leader, interviews selected learners of Pangil Elementary School.

Photo by SEAMEO INNOTECH (2018)



Support Infrastructure and Services

3. Support Facilities

The school has access to electricity provided by Ilocos Norte Electric Cooperative. However, there is no Internet connectivity within the school vicinity. The school has access to potable water coming from a water pump installed inside the school. This was a joint project of the PTA, community members and the barangay local government unit. Aside from the water pump, the PTA and barangay officials also helped the school in the construction of the following: stage platform, separate toilets for girls and boys, hand washing facility, stone fencing, nipa-hut for the parent's waiting area, and bulletin boards for school activity announcements.

4. Learners' Welfare

The school supported the BLGU health-advocacy programs called "Operation Timbang and Food Supplement" for multigrade pupils. Even though the school is not a recipient of the "*Gulayan sa Paaralan*" program of the Department of Education, the school established its own "*Gulayan sa Paaralan*" (planting vegetables in school) through the help of the PTA. This project aimed to provide food supplement to all learners, not just the beneficiaries of the school's feeding program. The daily free lunch gave the learners more stamina to engage in school activities and encouraged them to attend all classes. This project reportedly led to zero absenteeism for the duration of the feeding program. Table 30 shows that at the end of the feeding program organized by both the LGU and the school, 98 percent (50) of the pupils were categorized to be in good/normal health status.

TABLE 29. PANGIL ES PUPILS' HEALTH AND NUTRITIONAL STATUS BEFORE THE FEEDING PROGRAM (SY 2017 TO 2018)

| GRADE LEVEL | SEVERELY WASTED | WASTED | NORMAL | TOTAL |
|--------------|-----------------|-----------|-----------|-----------|
| Kinder | 1 | 2 | 7 | 10 |
| Grade 1 | 0 | 0 | 4 | 4 |
| Grade 2 | 0 | 1 | 7 | 8 |
| Grade 3 | 0 | 2 | 4 | 6 |
| Grade 4 | 0 | 1 | 5 | 6 |
| Grade 5 | 2 | 1 | 5 | 8 |
| Grade 6 | 1 | 3 | 5 | 9 |
| Total | 4 | 10 | 37 | 51 |

Source: Pangil ES data

TABLE 30. PANGIL ES PUPILS' HEALTH AND NUTRITIONAL STATUS AFTER THE FEEDING PROGRAM (SY 2017 TO 2018)

| GRADE LEVEL | SEVERELY WASTED | WASTED | NORMAL | TOTAL |
|--------------|-----------------|----------|-----------|-----------|
| Kinder | 0 | 0 | 10 | 10 |
| Grade 1 | 0 | 0 | 4 | 4 |
| Grade 2 | 0 | 0 | 8 | 8 |
| Grade 3 | 0 | 1 | 5 | 6 |
| Grade 4 | 0 | 0 | 6 | 6 |
| Grade 5 | 2 | 0 | 8 | 8 |
| Grade 6 | 0 | 0 | 9 | 9 |
| Total | 0 | 1 | 50 | 51 |

Source: Pangil ES data

Parental and Community Involvement

The involvement of parents and the wider community in addressing school needs has enabled Pangil ES to survive despite the difficulties of maintaining a multigrade school. Beset by very limited resources, Pangil ES has managed to remain compliant with DepEd's requirements, such as implementing school projects/activities, due in part to the unwavering support, financial or otherwise, by committed PTA and community volunteers. Together, they aspire to see the graduates of Pangil ES achieve their career goals and to one day would go back to and serve the community.



1. Parental Support

Based on the FGD with parents, one interesting mechanism set up by the parents was the imposition of fines against those who fail to attend the monthly PTA meetings. Fines range from P50 to P80 pesos and can even go up to P250 or the cost of labor of one parent if there are construction projects. The parents agreed on this mechanism to ensure that everyone attends PTA meetings and to foster discipline among parents. Although they know that it may cause issues, they believe that the positive outcome of this measure outweighs the negative. In fact, the parents attested that following the imposition of fines, there were zero absences in the succeeding PTA meetings. Recently, two more additional improvements of the school were borne out of the cooperation among parents and the community through the PTA. These were as follows: 1) construction of a brick wall to prevent landslides during rainy season; and (2) new covered court built within the school premises to host various school activities, such as nutrition month, “*Buwan ng Wika*,” field demonstration, and graduation program.

ABOVE: The covered court built through the support of the parents and community members hosts the school's various activities.

Photo by SEAMEO INNOTECH (2018)

The all-out support of parents has driven the Pangil ES teachers to be more committed delivering quality education. The teachers realize that the parents and the community have high expectations of them, particularly in terms of elevating the academic performance of the school and their children. The parents themselves were once students (alumni) of Pangil ES and they take pride in the alma mater especially as students have been performing as well as, if not better than, students in regular or monograde schools.

2. Community Involvement

The teachers have been working hand-in-hand with the local government unit, particularly the *Sangguniang Bayan*, in mobilizing resources, such as getting solicitations, for school improvement projects. But, even with the

help of the Sangguniang Bayan, the financial donations in 2017 were insufficient to complete some priority projects like the major repair of the windows for the Grades 5 and 6 classroom and purchase of a sound system to be used during school programs. The need to look for alternative ways to augment the current maintenance and other operating expenses (MOOE) for school projects was brought up during the quarterly school governing council (SGC) meetings. The SGC is a group composed of parent-, teacher-, and student-representatives as well as barangay officials (i.e., barangay captain and barangay local officials in-charge of education). Typically, once the SGC comes up with decisions and recommendations, a PTA meeting is called to disseminate the agreements reached during the SGC meeting. The SGC was able to resolve the issue of fund shortage through fund raising efforts. As shown in the school report of Pangil ES, from June to December 2017, the school was able to solicit a total cash donation amounting to P43,200.00, broken down as follows: a) P32,500 for the base sound system with microphone donated by an alumni currently residing in Waipahu, Hawaii; and b) P10,700 cash donation for the window repair from generous community members and barangay local officials.

A key informant from the community shared that way back in 1965, there was an informal agreement among community members that all children of Barangay Pangil would study at Pangil ES and not in other schools in another barangay. They said that: “*Kapag taga-dito ka, dito ka mag-aral.*” (If you are a bonafide resident of Pangil, you should study in Pangil ES and patronize your own school). This agreement seems to have held to this date.

To its credit, the barangay local government has remained cooperative and sustained its support to school programs, no matter who is at the helm. The current Barangay Chairman

mentioned that her predecessors were active in building partnerships and mobilizing resources for the school.

This sustained partnership throughout the years may be attributed to the commitment of the community to help the school and the students despite limited resources. All school issues are usually discussed during the quarterly meeting with the PTA and community members, and suggestions are considered and implemented. One community member said in an interview: “*School ‘yan eh, hindi pwedeng pabayaan*” (This is our school, we cannot abandon our school). For this reason, the community is firmly committed to extend its help—be it financial or manpower resources. School projects, events, and activities are successfully implemented through the “*bayanihan*” spirit (culture of helping each other) that exists within the community.

This *bayanihan* mindset has led to a remarkable improvement of the school facilities and overall environment. The other special activities of the school that were fully supported by both parents and community-members are the following:

- **Brigada Eskwela**, an annual activity to prepare schools for the opening of classes. Parents and community members work hand-in-hand to repair dilapidated school facilities, electrical and drainage systems; repaint walls, roofs, ceiling and school fence; and clean the school grounds, rooms, gutters and school garden.
- **Brigada Eskwela Plus**, a monthly cleaning activity of the parents for maintenance and beautification of school surroundings.
- **Scouting Activities**, where community members and parents assist the students in setting up tents at designated camping areas outside the school premises.

TABLE 31. PANGIL ES' PROGRAMS AND PROJECTS (SY 2017 TO 2018)

| PROGRAMS/PROJECTS | GOALS/OBJECTIVES |
|--|---|
| <i>Kalinga sa Pagbasa Program</i> | To increase the reading literacy of students in English and Filipino by at least 50 percent in three years' time. |
| <i>Akap Aklat Tungo sa Magandang Kinabukasan Program</i> | To achieve a textbook-pupil ration from 1:2 to 1:1 |
| <i>Sagip Kalusugan Program</i> | To eradicate wasted and severely wasted nutritional status of pupils |
| Every Child Deserves to be in a School Program | To maintain a zero drop-out rate |
| <i>Sulong Tungo sa Madunong na Mag-aaral Program</i> | To acquire pupils' awards in the district, division, or higher level academic competitions |
| <i>Hangad na Magandang Paaralan Project</i> | To improve and increase stakeholders' accomplishments in support of school's projects |
| <i>Kabalikat ko Program</i> | To improve classroom/buildings and other physical facilities of the school for a safe and conducive learning environment |
| School-based Feeding Program | To improve the health and nutritional status of the students, especially those that were identified as wasted and severely wasted |

Source: Pangil ES submitted documents

- **School Christmas Program**, a community Christmas “*salo-salo*” or gathering, supported and participated by the wider community through the initiative of the teachers. In addition to song and dance numbers prepared by the students, the party teems with fun and games to ensure that everyone gets into the spirit of Christmas and gift-giving. Table 31 shows the other programs and projects initiated and implemented by the school to achieve its vision and improvement goals.

KEY POINTS

The following essential strategies contributed to the improvement of learning outcomes in Pangil ES based on the case study:

1. Instructional Leadership and Support

The cluster school principal provides leadership support to her multigrade teachers. To ensure quality teaching in multigrade classes, close monitoring of teachers' performance via classroom observation was scheduled quarterly by the school principal while informal classroom observation was also implemented almost every week. The Division and District Supervisors provided support in terms of capacity-building to enrich the skills of multigrade teachers in instructional delivery, particularly in the area of differentiated instruction, explicit teaching, contextualization, independent and cooperative learning, and other multigrade teaching strategies.

As a result of the school principal's close monitoring of teachers' performance, Pangil ES scored high (100 percent) in all key performance indicators and reported a zero drop-out rate for SY 2017-2018. There was also a significant improvement in the academic performance of Pangil ES pupils' third quarter exam results as compared to first and second quarters of SY 2017-2018.

2. Teachers' Commitment to Quality Education

The current multigrade teachers of Pangil ES have less than five (5) years of experience in teaching multigrade classes (See Table 28). Yet, all of them seem dedicated to improving their craft. In the interviews, the parents and community members observed that one of the teachers (Mr. Lagazo) is particularly well regarded by the pupils, describing him as a kind and good teacher. He made the students happy by attending most of their simple birthday celebrations. The parents/community members believe that he is committed to and passionate about teaching Pangil children since he is also resident of the barangay. They mentioned that he is one of two multigrade teachers that reside in the community and will likely to stay in Pangil ES for the long haul. They noted that previous multigrade teachers stayed short-term (due to long distance of school from MG teachers' residence) and asked to be transferred to either a monograde or in another multigrade school near their residence.

The new teachers of Pangil ES shared that their peak moments as multigrade teachers consist of the times when their students enter and win school competitions, when they have meaningful learning experiences inside and outside the classroom, when they receive academic and non-academic awards, and when they excel in the classroom. They see these as reflection of successful learning.

3. Effective Use of Information and Communication Technology (ICT) in Multigrade Instructional Delivery

All teachers of Pangil ES explained the benefits of using ICT in their lessons. For the teachers, the ICT allowed them to download multigrade materials suited for their lessons in the LRMS portal and access additional information about their lesson using the RACHEL Pi gadget provided by the Division of Ilocos Norte. Instead of creating learning materials in a traditional way and spending two to three hours making visual aids and posters, all they needed to do was to spend a few minutes to search and download the appropriate materials for the lesson objectives. This enabled them to concentrate on actual teaching. The teachers further said that using ICT created a more fun and enjoyable learning experience for the pupils. It also encouraged pupils to actively participate in class discussions. Finally, according to the teachers, using ICT kindled pupil's interest on the subject matter and facilitated knowledge retention.

4. Strong Linkages between and among Parents, Teachers, Community and other Stakeholders

The parents, teachers, community members and other stakeholders of Pangil ES have a strong "*bayanihan*" spirit. They supported school projects, programs, and activities. They practiced free and open communication on issues affecting the school, with the teachers and the community members providing recommendations to issues and concerns raised in the general assemblies and meetings. They acted as partners of Pangil ES in providing a clean and conducive learning environment so that pupils are motivated to perform at their best both in academic and extra-curricular activities.

Although the school still faces numerous challenges, these challenges are believed to be surmountable because the teachers, students, parents, and community members are determined to work collaboratively to create a safe, sustainable and healthy learning environment. For them, cooperation or teamwork is paramount and has become the norm in school community culture.

APPENDIX A: TRAININGS ATTENDED/FACILITATED BY THE SCHOOL HEAD FOR THE LAST THREE YEARS

| TITLE | INCLUSIVE DATES | | ORGANIZER |
|--|-----------------|------------|----------------------------------|
| | FROM | TO | |
| Supervisory Development Course Track 1 | 9/5/2017 | 12/5/2017 | Civil Service Commission |
| Training of Trainers for Kindergarten Teachers' Training | 4/26/2017 | 4/ 29/2017 | BASA Pilipinas |
| Division Roll-out on Consultation Workshop on Learning Action Cells On Learning Action Cells (LAC) | 4/24/2017 | 4/24/2017 | BASA Pilipinas |
| Training of Trainers on Consultation Workshop on Learning Action Cells (LAC) | 4/21/2017 | 4/21/2017 | BASA Pilipinas |
| Division Roll-out on Reinforcing Effective Literacy Instruction in Grade 1 Classrooms | 4/17/2017 | 4/19/2017 | BASA Pilipinas |
| Training of Trainers on Reinforcing Effective Literacy Instruction in Grade 1 Classrooms | 3/28/2017 | 3/30/3017 | BASA Pilipinas |
| Regional Mass Training of MG Teachers on Differentiated Instruction | 02/13/2017 | 02/18/2017 | DepEd Region 1 |
| Regional School Heads Development Program (SHDP): Foundation Module 3 | 01/25/2017 | 01/31/2017 | DepEd Region 1 |
| Regional School Heads Development Program (SHDP): Foundation Course Module 2 | 01/16/2017 | 01/21/2017 | DepEd Region 1 |
| Regional School Heads Development Program (SHDP): Foundation Course Module 1 | 6/1/2017 | 11/1/2017 | DepEd Region 1 |
| Division Roll-out on Reinforcing Effective Literacy Instruction in Grade 3 Classrooms | 10/26/2016 | 10/28/2016 | BASA Pilipinas |
| Training of Trainers on Reinforcing Effective Literacy Instruction in Grade 3 Classrooms | 10/17/2016 | 10/19/2016 | BASA Pilipinas |
| Division Training on Enhanced School Improvement Planning (SIP) Process and School Report Card | 1/21/2016 | 1/23/2016 | Schools Division of Ilocos Norte |
| Source: Pangil ES submitted documents, 2016 to 2018 | | | |

APPENDIX B. TRAININGS ATTENDED BY MG TEACHERS FOR THE LAST 3 YEARS

| TITLE | INCLUSIVE DATES | | ORGANIZER |
|--|-----------------|-----------|----------------------------------|
| | FROM | TO | |
| Seminar Workshop on Capacity Building for Teachers | 2017 | 2017 | Schools Division of Ilocos Norte |
| Mass Training of MG Teachers on Differentiated Instruction | 2017 | 2017 | DepEd Region 1 |
| Interactive Learning Materials Development Workshop for MG Teachers | 1/29/2018 | 1/31/2018 | Schools Division of Ilocos Norte |
| Training Workshop for MG Teachers on the Utilization of Budget of Work and Leveled Readers | 4/20/2017 | 4/22/2017 | Schools Division of Ilocos Norte |
| Financial Management Operations Manual Roll-out | 2017 | 2017 | Schools Division of Ilocos Norte |
| Seminar on EBEIS | 2017 | 2017 | Schools Division of Ilocos Norte |
| WASH in Schools (WINS) Seminar | 2017 | 2017 | Schools Division of Ilocos Norte |
| Workshop for School Paper Advisers Participants | 2017 | 2017 | District |
| In-Service LAC Sessions | 2016 | Present | Cluster-based |
| Source: Pangil ES submitted documents, 2016 to 2018 | | | |



CASE STUDY NO. 3

Effective Multigrade Instruction Through Trailblazing Schools Division Leadership: The Story of Ewon Elementary School

DEPED SCHOOL ID; 118666, EWON, SEVILLA, BOHOL, REGION VII

LEFT: Ewon Elementary School's early-graders working on their reading activities for the day.

Photo by SEAMEO INNOTECH (2018)

BACKGROUND

THE EWON COMMUNITY

Ewon Elementary School is situated in Barangay Ewon, a small inland community within the Municipality of Sevilla, Bohol Province. The barangay is located around 5 kilometers away from the poblacion. Comprised of 7.54 percent of Sevilla's total population, Barangay Ewon has around 800 residents, with slightly more females (51%) than males (49%). Sinugbuanong Bisaya, Tagalog, and Bol-anon are the languages spoken in the community. In terms of religious affiliation, residents are either Roman Catholic or Jehovah's Witness.

Agriculture is the main source of livelihood of most community members. Some work as market vendors, while others are employed as government employees. A number of households are considered indigent and are recipients of the government's 4Ps program. Barangay officials characterize the community as peaceful with zero crime rate over the past several years.

As in other communities, Barangay Ewon residents have an interesting anecdote as to how the barangay came to its name. Community members and parents during the Focus Group Discussion (FGD) narrated that during the American occupation, folks from the barangay joined a competition in the municipality and were collectively called "Group E." When it was announced that "Group E won," the phrase struck among the group members and shortly thereafter, the barangay became known as Ewon.



ABOVE: Ewon Elementary School located in Sevilla, Bohol is home to 80 learners, which is roughly 10 percent of the barangay's total population.

Photo by SEAMEO INNOTECH (2018)

THE SCHOOL PROFILE

Ewon Elementary School is the only school operating within the barangay. It is located along the provincial road and can be reached through a one-hour car or bus ride from Tagbilaran City.

It operates as a pure multigrade school, offering complete curriculum grades, in the following combined classes: Grades 1 and 2; Grades 3 and 4; and Grades 5 and 6. It also offers a separate kindergarten class.

As of school year 2017-2018, eighty (80) children were enrolled in the school, which is equivalent to roughly 10 percent of the community's total population. Four teachers, all females including a head teacher, serving as school head, are currently assigned in the school.

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

Ewon Elementary School was established in 1921 specifically to cater to the educational needs of school-age children in Brgy. Ewon. It serves as an alternative to the public elementary school located in Sevilla municipality which is 3.8 kilometers away from the barangay.

Enrolment in the Ewon Elementary School has been relatively steady with only a slight decline in the past two years. There were more male than female enrollees over the four past years (see Table 32).

TABLE 32. EWON ES' ENROLMENT (SY 2014-2015 TO SY 2017-2018)

| SCHOOL YEAR | FEMALE | MALE | TOTAL |
|-------------|--------|------|-------|
| 2014-2015 | 43 | 46 | 89 |
| 2015-2016 | 43 | 47 | 90 |
| 2016-2017 | 41 | 45 | 86 |
| 2017-2018 | 39 | 42 | 81 |

Source: DepEd-EMISD data

Table 33 shows the distribution of the multigrade students in SY 2017-2018, wherein more than half of the learners were boys:

TABLE 33. EWON ES' DISTRIBUTION OF ENROLLED STUDENTS (SY 2017 TO 2018)

| GRADE LEVEL | MALE | FEMALE | TOTAL |
|--------------|-----------|-----------|-----------|
| Kindergarten | 5 | 7 | 12 |
| Grade I | 2 | 4 | 6 |
| Grade II | 7 | 5 | 14 |
| Grade III | 5 | 6 | 11 |
| Grade IV | 4 | 4 | 8 |
| Grade V | 8 | 8 | 16 |
| Grade VI | 8 | 8 | 16 |
| Total | 42 | 39 | 81 |

Source: School Report Card, Ewon ES, SY 2017-2018

According to the head teacher, 32 enrolled students or 40 percent of the student population are from household-recipients of the 4Ps program. The participation of indigent students in school is expected to continue since there are a number of indigent households in the barangay, which is a prerequisite for receiving the 4Ps cash grant.

PROGRESSION AND COMPLETION

School data show that there was only one pupil who transferred from Ewon ES to another school because of migration (see Table 34).

TABLE 34. EWON ES' NUMBER OF SCHOOL LEARNER DROPOUTS (SY 2014 TO 2016)

| SCHOOL YEAR | NUMBER OF SCHOOL LEARNERS DROPOUTS |
|-------------|------------------------------------|
| 2014-2015 | 1 |
| 2015-2016 | 0 |
| 2016-2017 | 0 |

Source: Ewon ES data

Meanwhile, figures from SY 2016-2017 show that only one pupil repeated a grade level (Grade 1), while all others were promoted to the next grade.

LEARNING OUTCOMES

Grade III pupils who took the 2014-2015 Language Assessment for Primary Grades (LAPG) fared better than their peers at both the regional and national levels (see Table 35).

TABLE 35. EWON ES' MEAN PERCENTAGE SCORES IN LAPG (SY 2014 TO 2015)

| SUBJECT | EWON ES | REGIONAL | NATIONAL |
|--------------------------------|---------|----------|----------|
| English | 69.37 | 68.43 | 69.27 |
| Filipino | 76.03 | 73.25 | 74.35 |
| Mother Tongue (Cebuano Bisaya) | 77.46 | 72.68 | 73.90 |

Source: DepEd-BEA data, SY 2014-2015

On the other hand, Grade 6 pupils who took the 2014-2015 National Achievement Test (NAT) performed very well in all learning areas. They attained scores that were significantly higher than the regional and national average (Table 36).

TABLE 36. EWON ES' MEAN PERCENTAGE SCORES IN NAT (SY 2014 TO 2015)

| SUBJECT | EWON ES | REGIONAL | NATIONAL |
|----------------|--------------|--------------|--------------|
| Filipino | 90.19 | 74.38 | 68.86 |
| Math | 95 | 81.59 | 72.79 |
| English | 95.19 | 81.59 | 72.88 |
| Science | 80.19 | 72.69 | 67.37 |
| Hekasi | 88.46 | 76.59 | 70.73 |
| Overall | 89.81 | 76.59 | 70.53 |

Source: DepEd-BEA data, SY 2014-2015

FACTORS AFFECTING THE PERFORMANCE OF EWON ELEMENTARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Alignment with and Use of K to 12 Curriculum

The school profile³, interviews, and class observation all indicate that multigrade instruction at Ewon is aligned with the national curriculum. In fact, the materials that the teachers use all come from or are prescribed by the Department of Education (DepEd). Ewon teachers make an effort to localize/contextualize the curriculum by adopting local examples (e.g., local poems, songs) and by using indigenous resources.

According to key informants, curriculum implementation in a multigrade setting is made difficult by incomplete teachers' manuals or guides. This was compounded by delays in the distribution of K to 12 teaching resources. The head teacher also said that although the Schools Division held a training on the use of Budget of Work (BoW) in January 2017, the teachers need more of such training since BOW serves as the primary reference of multigrade teachers in crafting lesson plans and since some aspects are difficult to contextualize.

Teaching and Learning Facilities

1. Learning Facilities

Ewon Elementary School has four (4) classrooms that can accommodate all enrolled school children. A typical classroom has a learner to seat ratio of 1:1.

The following learning equipment and facilities are available to and are being used by the students: two laptops, LCD projector, audio-visual equipment, and writing boards. However, desks are insufficient, bookshelves need repainting, and the library is non-existent. And while a computer is available, the school does not have Internet connectivity.

2. Teaching Resources

Teachers reported that they have access to and use the BoW, Minimum Learning Competencies for Multigrade, and Multigrade Teach-Learn Package exemplars on selected learning areas, which were provided by DepEd Central Office. It is worth noting that additional Multigrade Teach Learn Package/Multigrade Daily Lesson Plans (DLPs) in all learning areas were provided by DepEd Division Office. This is an initiative of the Division Office to support the multigrade teachers using the downloaded Multigrade Program in Philippine Education (MPPE) funds. There were a series of writeshops/workshops conducted to develop these learning materials.

A teacher lauded the Schools Division of Bohol for initiating the development of their Division's Daily Lesson Logs (DLLs) and DLPs as well as the conduct of LAC sessions and various training programs which she said enhanced her understanding of teaching and managing multigrade classes. A District Supervisor reported that the Division-developed DLLs were indeed helpful to them, saying "*..'yong DLL po malaking tulong din sa amin kasi po 'di na kami nahihirapan kung saan maghagilap at ano bang pwedeng i-align...in one setting ano ba 'yong mga competencies na pwede naming ituro, dati parang nalilito kami parang may plano ka tapos tama ba iyong ginagawa ko.*"

However, the head teacher and school teachers noted delays in DepEd's distribution of K to 12 teaching materials as well as the inadequate number of copies given to them. They also cited the lack of Internet connection as a problem since it forces teachers to go to town to download relevant DepEd materials.

3. Learning Materials

The head teacher mentioned that with the exception of Grade 6 pupils who had to share their K to 12 learning materials, all pupils have sufficient supply of textbooks and activity sheets. She cited adjustments in the K to 12 curriculum as the reason for the lack of Grade 6 textbooks.

³ Generated based on the survey instrument completed by the previous head teacher.



ABOVE: Grade 2 pupils engaged in activities based on USAID's BASA Pilipinas Leveled Readers.

Photo by SEAMEO INNOTECH (2018)

The teachers also reported that visual aids, manipulatives, and science kits/equipment have been made available to pupils. The head teacher said that the latter was acquired using the P10,000 fund allocation from the School-based Management Program.

The head teacher mentioned that the school was a recipient of books from BASA Pilipinas, a USAID-funded project that sought to improve the reading skills of young children (K to Grade 3) throughout the country through the distribution of quality reading materials and training of teachers.

Instructional Delivery

The head teacher mentioned that the multigrade teachers at Ewon typically use a differentiated approach to instruction. This means that the multigrade teacher divides the learners according to their grade and then proceeds to teach each grade separately. The pupils take the same subject (e.g., Filipino) in a given class period by employing the common timetable program option or whole-class approach, but each grade level has its own set of lessons, tasks, and assessment measures. The literature calls this approach “quasi-monograde” since the separate treatment of each grade is akin to the monograde system.

An example of this approach was observed by the research team during the class observation for Grades 5 and 6 classes. In the Science class of Ms. Luna, she first addressed the Grade 5 pupils (16 pupils). She introduced the day's topic, soil erosion, using visual aids. Afterwards, she asked the fifth graders to work on an activity focusing on the effects of soil erosion on living things and on the

environment. She gave specific rules on the conduct of the activity, divided the pupils into subgroups, and assigned a leader and secretary for each subgroup. Each subgroup was asked to present its output in class.

Ms. Luna then left the Grade 5 pupils to work on this task and proceeded to attend to the Grade 6 pupils (15 pupils). This time the topic at hand was volcanic eruption. She asked the sixth graders to think about the latest eruption of Mayon volcano and the measures undertaken by affected communities before and during this eruption. She then divided the sixth graders into two and asked each subgroup to list down some safety measures before, during, and after the eruption. Again, each subgroup was required to present its output in class.

BELOW: Ms. Flordelisa Luna re-convenes her Grades 5 and 6 students in Science class after conducting sub-group activities per grade level.

Photo by SEAMEO INNOTECH (2018)

The sixth graders' group activity allowed Ms. Luna to go back to the fifth graders and listen to their presentations. Afterward, she discussed the concept of soil erosion in detail, including ways to prevent it, using a PowerPoint presentation. She gave the fifth graders another group activity. She divided the pupils into three and assigned each subgroup different tasks related to the prevention of soil erosion, i.e., to draw, write a paragraph, and create a song or poem.

While the fifth graders were busy with this activity, Ms. Luna once again turned her attention to the Grade 6 pupils. After listening to the pupils' reports, Ms. Luna discussed volcanic eruption and ways to ensure safety before, during, and after the eruption. She used PowerPoint presentation slides during her lecture. She then divided the sixth graders into three and assigned each subgroup one a creative tasks, i.e., make a poster on safety measures before an eruption, present a play on staying safe during an eruption, and compose a rap song on safety measures after an eruption.



Again, after keeping the sixth graders occupied, Ms. Luna went on to hear the presentations of the fifth graders, wrapped up the day's lesson, and gave a 10-item test. She then gave the fifth graders homework. Ms. Luna repeated this process for the sixth graders.

From this example, it can be gleaned that the teacher employed various teaching strategies to get the lesson across. She applied cooperative group learning, used technology and visual aids to enrich the lecture, and gave students an opportunity to express their views and ideas creatively (e.g., through song, role-play, drawing). What was not demonstrated in this class observation was "discovery or inquiry-based learning," which was identified in the school profile as a teaching strategy for the sciences.

In addition to the differentiated approach practiced by the Ewon teachers, one teacher mentioned adopting a learner-centered approach to teaching, i.e., she tailors and adjusts her teaching style according to the talents and abilities of her pupils.

She said that she is able to spot her pupils' abilities/strengths since she makes an effort to know them "deeply," including their family background and unique circumstances.

Classroom Management

In terms of class management, it is clear from the class observation that the multigrade teacher in science has established a routine, and that the pupils are used to this routine and behave accordingly.

The teacher allocated her time efficiently between the two grade levels. She followed her prepared lesson plan (although with some changes in the assessment for Grade 5). She facilitated understanding of the concepts and kept the pupils interested through various teaching techniques.

BELOW: A Grade 5 pupil actively participates during a recitation activity of the combined Grades 5 and 6 Science class.

Photo by SEAMEO INNOTECH (2018)



She praised pupils who presented good outputs or gave correct answers and handled incorrect answers with tact.

On the part of pupils, each grade level was observed keeping its noise to a minimum as they worked on the assigned tasks while the teacher was with the other grade level. Further, it was noted that generally, the pupils were actively involved in the group tasks and participated in class discussion.

While behavioral concerns were not observable during the class period, the school survey and FGD with teachers specifically cited the pupils' negative attitude/behavior and limited participation in class as challenges to managing multigrade classrooms. The interview with the head teacher confirmed this information. She particularly mentioned as problems the unruliness and lack of respect for the elders by some pupils. The head teacher, however, was quick to say that it is also the responsibility of the teachers to call the pupils' attention and control the pupils' behavior.

Learning Assessment

According to data from the school profile, the school uses both traditional and non-traditional methods for assessing learning at the cognitive and performance levels. Traditional assessment methods mentioned include written and oral quizzes, long tests, seatwork, projects, and assignments. On the other hand, non-traditional methods cited include observation checklist, portfolio assessment, peer assessment, pupil-teacher conference, group reflection activities, among others.

Further probing during the interview with the current head teacher, however, revealed that Ewon teachers use mainly the traditional summative assessment from the first to fourth quarter grading periods. Formative assessment was on need basis and depended on the discretion/judgment of the teacher.

Remedial and Enrichment/Extra-curricular Activities

No remedial activities for specific types of learners (e.g., those with special needs or in difficult circumstances) were reported by the head teacher or observed by the research team. In the focus interview, however, Ewon teachers said that if they see a pupil struggling with the lessons, they would normally pay extra attention and give special assistance to the pupil.

Meanwhile, it is worth mentioning that in preparation for the recent NAT exams, the Ewon teachers said that they devoted some Saturdays and Sundays to conduct a review for their sixth-grade pupils. This was a practice that pupils appreciated and parents supported. Interestingly, several pupils mentioned that they did not mind reporting to school during the weekends. They said that the activity helped them enrich their knowledge at the same time made them happier since they would rather stay in school with their teachers and classmates than stay at home.

Based on the SIP, Ewon ES has actively participated in the Division of Bohol's *Amoma, Giya, Alayan sa Kalampusan* or AGAK Program. AGAK is a "child nurture program" that envisions a 100 percent completion of all pupils in basic education through the collective effort of all teachers and school heads in Bohol. This program provides sponsorship to indigent pupils and those at risk of dropping out. This means that a teacher is assigned to monitor the learners' attendance and progress and help the learners with any difficulty they encounter along the way. Ewon ES has sponsored five learners since the program was initiated in 2015.

In terms of extra-curricular activities that are relevant to the K to 12 curriculum, the school survey indicated that Ewon ES usually organizes math and science quizzes, athletic meets, etc.



MULTIGRADE ENVIRONMENT

Governance

1. School Management

Ewon Elementary School is under the supervision of a DepEd-appointed head teacher whose main responsibility is to ensure that the multigrade program is implemented according to DepEd policies and standards. Ms. Felicidad Lumusbog, head teacher 1 is Ewon ES' head teacher. She has been teaching for 22 years and has an eight-year experience with multigrade schools, serving as Teacher-in-Charge (TIC) in those years.

Clustering is DepEd's response to the lack of Principal in every school due to the large number of schools, but fewer Principal post available. Ms. Lumusbog serves as a cluster head to two multigrade schools, i.e., Ewon ES, her mother school, and Guinoban Primary School.

ABOVE: Prof. Imelda Montalbo, Faculty Member of Cebu Normal University and Case Study Team Member interviews the newly-installed school head, Ms. Felicidad Lumusbog.

Photo by SEAMEO INNOTECH (2018)

To provide instructional leadership, Ms. Lumusbog said that she monitors the performance of and provide support for the four teachers assigned in the school as well as the teachers in the primary school under her cluster. She said that as cluster head, she was expected to conduct classroom observation fifteen times per month in both schools. She admitted, however, that she was not able to fulfill this requirement because she attended to various administrative matters, such as preparing liquidation reports and participating in trainings. As a matter of fact, she said that before the interview, she had been out for seven days for a workshop in Cebu. On those times, she was able to conduct classroom observation, Ms. Lumusbog said she used the Situation, Task, Activity, Result (STAR) approach.

In addition to classroom visits, Ms. Lumusbog also regularly checked lesson plans, met teachers, and organized Learning Action Cell (LAC) sessions that cater to multigrade teachers. She stressed that the monthly district-level Learning Action Cells sessions, which highlight pedagogical approaches and tap district teachers to lead discussions, have been helpful to her as well as Ewon ES's four teachers.

One major task of a head teacher is to prepare a School Improvement Plan (SIP) that contains the school's targets and priorities for a given school year. The previous head teacher was responsible for the latest Ewon SIP (SY 2017-2018). The SIP includes the latest accomplishments, challenges and areas for improvement, and lays down its plans and forthcoming activities. The SIP was formulated through the collaborative efforts of the School Planning Team (SPT) which is composed of the representative of various governance structures and stakeholders of the school, namely, the school head, president of the Parent-Teacher Association (PTA), president of the pupil government organization, LGU-representative, School Governance Council (SGC) representative, and the teacher-representative.

The present school head reported that the process of crafting the SIP involved the intensive and evaluative review of the previous SIP; systematic gathering, analysis and interpretation of present situation and data; formation of goals; identification of priority improvement areas; development of comprehensive and feasible work and financial plan; structuring of implementation, monitoring, and evaluation committees. The approved SIP has identified as its top priority the improvement of reading and comprehension skills of Grade I and Grade II pupils. Repair and repainting of school facilities, development of teaching and learning materials, and fund mobilization were also mentioned as activities that the school intends to pursue.

TABLE 37. EWON ES' SOURCES OF FUNDS (2016)

| SOURCE | AMOUNT IN PHP |
|---------------------------------------|----------------|
| DepEd (MOOE) | 94,400 |
| LGU Special Education Fund | 25,000 |
| DepEd School-based Feeding Program | 23,760 |
| Parent-Teacher Association | 10,000 |
| Barangay Local Government Unit (BLGU) | 2,000 |
| Income generating activity | 1,000 |
| Total | 156,160 |

Source: Ewon ES SIP data

Ewon ES has a School Governance Council (SGC), composed of representatives from the barangay education council, alumni, pupils, teachers, and parents, that meets quarterly. This mechanism allowed several stakeholders to participate in the numerous undertakings of the school. In terms of contributions in cash or in kind, the SGC was able to generate P10,000 from the PTA for school projects and P2,000 for the implementation of the *Brigada Eskwela*. Volunteer services were also rendered during *Brigada Eskwela*, school feeding, *Gulayan sa Paaralan* and other school activities. The biggest source of school funding came from the school MOOE, followed by the PTA.

Other sources of funds were the Barangay's Special Education Fund and revenue from the school canteen. All these funds were managed by the head teacher. In the school profile as well as in the 2017-2018 SIP, it was reported that the school received a total of 156,160 in 2016 (Table 37). Funds from non-DepEd sources were used to improve school infrastructure and to acquire computers.

With regard to management challenges, the previous head teacher who submitted the school survey form cited the following problems he faced at Ewon Elementary School: (a) limited orientation/training on multigrade leadership/supervision; (b) negative attitude of

stakeholders towards multigrade instruction; and (c) dual responsibilities of teaching and administration carried out by the head teacher and teachers.

2. Monitoring and supervision by DepEd Schools Division of Bohol

The DepEd Schools Division of Bohol has administrative supervision of Ewon Elementary School. Every quarter, the Division Supervisor and/or Schools Division Superintendent/ Assistant Superintendent pay the school a visit and conduct monitoring activities as the need arises. Monitoring reports are used as inputs to program planning, policy formulation, and improvement of multigrade instruction. Mr. Marcelo Dapar, Jr., District Supervisor, also provides instructional leadership to the three secondary schools, seven primary schools, and six elementary schools in the thirteen barangays of Sevilla. He conducts classroom observation twice a month at Ewon ES as well as in other schools and reports to the Schools Division the teachers' training needs as well as the other issues of the schools.

The Schools Division of Bohol has a Technical Working Group (TWG) on Multigrade Program, which consists of a core team of six public school district supervisors, five school principals, and one Division education program supervisor. The TWG spearheads the formulation of policies and conducts meetings, program implementation reviews and trainings on multigrade within the Schools Division. In addition, the TWG has organized the following groups to assist in the implementation of MPPE Programs and Activities: (1) a pool of Schools Division multigrade trainers composed of seven District Supervisors and fifteen school principals; (2) a pool of Schools Division multigrade writers in the different learning areas composed of selected multigrade scholars, selected school heads, and selected multigrade teachers.

BELOW: The Case Study Team pays a courtesy call on Dr. Wilfreda Bongalos, Superintendent of the Schools Division of Bohol.

Photo by SEAMEO INNOTECH (2018)



The TWG reported that as a result of the 2015 National Training of Multigrade Teachers held in Tagaytay in 2015, for the first time, they had a better appreciation of multigrade teaching, specifically on differentiated instruction and explicit instruction. This led the TWG to conduct several writeshops to come up with Division's Multigrade DLLs and DLPs based on the BoW and Department of Education Order No. 42, s. 2016, on the Policy Guidelines on the Daily Lesson preparation for the K to 12 Basic Education Program.

It is worth pointing out that the Division's efforts to develop the aforementioned materials were ahead of the Central Office's (CO) release of DLLs and DLPs. They reported that when they received the CO materials, they immediately conducted writeshops to integrate the resources. A member of the TWG said, *"...so we married them to the new one because what was given by the CO was only for week one and not all of the weeks were given so parang sample lang iyon, but at least nakita natin ay kakaunti lang naman ang difference, so we will just need to enhance everything, so that was our latest seminar...yung DLP na galing sa Central Office na kelangan na may mamarry din sa ginawa namin."* Aware that most multigrade schools do not have access to the Internet, all DLLs and DLPs, although uploaded on their division website, have also been made available in Compact Discs (CDs) which were distributed to all multigrade schools.

The Bohol Schools Division also organizes capacity-building activities for multigrade schools under its jurisdiction. In 2017, the Division held a number of training workshops for district supervisors, head teachers, and teachers handling multigrade program. The previous head teacher reported participating in one of these training workshops, the Training Workshop on Budget of Work for Multigrade Teaching and Enhancement Training on Differentiated Instruction held on 20–22 January 2017.

The current head teacher, meanwhile, reported that Ewon multigrade teachers have been participating in the LAC sessions organized at the district level. These sessions are held every last Saturday of the month and serve as a venue for multigrade teachers to share knowledge and information and find solutions to common challenges.

Teacher Competence and Quality

All four teachers are female. The assigned teacher for Grades 5 and 6 teacher is the oldest in terms of age (41 years old) and teaching experience, followed by the teacher for Grades 1 and 2, aged 36. The kindergarten teacher, aged 33, and the teacher for Grades 3 & 4, aged 27 have been teaching for only 3 years (see Table 38).

The 2017–2018 SIP reported that all Ewon teachers, including the head teacher, meet the desired National Competency-based Teachers Standards. In the interviews, it was also mentioned that one Ewon teacher was conferred an award as top performing teacher in Grade 3 for NAT, awarded by DepEd Praise (Pasidungog) Division of Bohol in 2015.

To further improve their competence, the teachers and head teacher regularly participate in capacity-building activities organized by DepEd and other organizations. In 2015–2016, for example, they attended LAC sessions, a mid-year in-service training, and school-based management training. In 2017, the previous head teacher also attended a division-led training workshop on the budget of work, while the teachers attended the BASA Pilipinas-sponsored training.

In addition to capacity building, DepEd's support for Multigrade teachers also comes in the form of financial incentives. Teaching positions at multigrade schools are considered as hardship posts and thus merit additional pay. Ewon multigrade teachers reportedly receive a special hardship allowance of P9,000 on top of their salaries. They also receive a yearly uniform allowance of P5,000 and chalk allowance of P1,000.

TABLE 38. EWON ES TEACHERS' PROFILE

| TEACHERS' PROFILE | NAME OF TEACHER | | | |
|-------------------------|--------------------------|----------------|----------------------|--------------------|
| | ANECITA CAJES | LUCITA VARQUEZ | CARLENE DICHIE CASIA | FLORDELISA GALAPAN |
| Gender | F | F | F | F |
| Age | 33 | 36 | 27 | 41 |
| Grades | Kinder | Grades 1 & 2 | Grades 3 & 4 | Grades 5 & 6 |
| Item | T-1 | T-III | T-I | MT-I |
| Years in Service | 3 | 11 | 3 | 18 |
| Degree | BEEEd, 18 units Ed.D. | BEEEd | BEEEd | BEEEd |
| Eligibility | LET | LET | LET | LET |

Source: Ewon ES data

By and large, the teachers, including the head teacher, are well-regarded in the community. The barangay leaders said they appreciate the “sacrifice (they make) to teach the pupils.” Moreover, the parents and barangay leaders said they view the teachers as competent (“*magaling*”/“*mahusay*”). They noted that teachers go the extra mile because the parents and the community are observing and monitoring their performance. One parent said that his children are now excelling in high school because of the kind of education and discipline that his children received from Ewon Elementary School.

Three out of the four teachers are locals from the community. As locals, they take pride in teaching at Ewon and are committed to doing so until their retirement. They see this as a way of giving back to their community and as their contribution to uplifting the economic conditions of fellow residents.

Support Infrastructure and Services

1. Support Facilities

The school has access to electricity. It has sufficient toilets for male and female pupils and the teachers; however, they are not fully functional due to water shortage. A hand washing station was also recently constructed.

According to the current head teacher, one problem of the school lies with the limited water supply. She mentioned that the deep well within the school needs to be fixed and a pump needs to be installed. She said that raising funds for improving the water supply system is her priority since the pupils need water for drinking, washing, and sanitation. The parents also validated the school’s lack of water system as a serious concern. Some said that pupils have to walk far and even cross a busy street to collect buckets of water for school use.

Although computers, LCD projector, audio visual equipment, reading corner, learning center, and group work tables are reportedly available, the school profile indicated the lack of internet connectivity, library, and a multipurpose hall in the school.

The other infrastructure projects that the head teacher mentioned as her priority are renovating the school stage as well as paving the school pathways.

2. Health and nutrition programs

The school implements a school-based feeding program with funding from DepEd and with assistance from the barangay LGU. The program involves feeding the students nutrient-rich

foods and prohibiting them from eating junk foods in school. The program is intended to address malnutrition among Ewon learners. The 2017-2019 SIP reported that 10 pupils are considered “wasted” or suffer from acute malnutrition while the rest fall within the normal weight/height range or body mass index.

Safe drinking water is also available in each classroom. Pupils are free to get a cup of water from the drinking station anytime. The water gallons are brought by the school using the MOOE funds.

Barangay leaders mentioned that the community also implements school health programs that benefit Ewon school children. One of these is the deworming program which the rural health center conducts twice a year. Other programs include the anti-dengue campaign and anti-Tuberculosis campaign.

BELOW: Case Study Team members, Ms. Emmy Anne Yanga-Domingo of SEAMEO INNOTECH and Ms. Rosalinda Serrano of DepEd conduct a Focus Group Discussion with the parents of Ewon Elementary School’s learners.

Photo by SEAMEO INNOTECH (2018)

Parental and Community Involvement

1. Parental Support

One of the parents interviewed was the Parent Teacher Association (PTA) president. She said that she and the other parents want their children to succeed in school to have a better life in the future (“*para mabigyan ng kinabukasan*”). They supported their children by helping them study and do their assignments. It is worth mentioning that all parents raised a common concern regarding the difficulty of teaching (ironically enough) their children’s mother tongue language, Cebuano Bisaya. They said that Boholanos speak a different variety of Bisaya than the one that is taught. They described the words used in the learning materials as too arcane (“*malalim*”) and surmised that they were probably written by someone from Cebu who did not consider the other Visayan dialects such as those spoken in Bohol and Mindanao. One parent suggested the production of more relevant learning materials: “...*bigyan natin ng pagkakataon na Boholano ang sumulat ng mga storybooks sa salitang Boholano.*”



In addition to supporting their children's learning, the parents also donated funds and devoted time for school activities. According to barangay leaders and parents, although many households are low-income earners, parents still contributed in the fund mobilization efforts of the school. They attended Parent-Teacher Association meetings (with a reported 75 to 100% attendance rate), participated in *Brigada Eskwela* (in which they clean and ready the school before the opening of classes), implemented the "junk food ban" under the school-feeding program, and supported most activities and events of the school. The parents interviewed said that the school is close to their hearts since many of them were also graduates of Ewon Elementary School.

From the point of view of the teachers and head teacher, however, more support is needed from the parents. The head teacher, for example, noted that a number of parents (and community members) have not been participating in school activities, have no interest in school operations, and/or have negative attitude toward multigrade education. Some of the parents interviewed admitted to having a hard time lending their time and service to the school since they have to earn a living.

2. Community Involvement

Like in the case of Ewon parents, the Barangay LGU's contribution to the school comes in monetary and non-monetary form. Barangay leaders said that they used to allocate P5,000 per year from the barangay LGU budget for the needs of the school. However, this practice was disallowed by the Commission on Audit. Barangay leaders now dip into their own pockets to continue supporting the school. They said that they pool their funds together to purchase school supplies which they donate at the beginning of the school year. They have been doing this for the past three years.

The Barangay LGU also works closely with the school for the implementation of school and community programs as outlined in the SIP. They have committed funds for the school feeding program. They implemented child-friendly programs, such as the anti-dengue and clean-up campaign. They also help out in the repair, maintenance and beautification of school facilities and grounds as well as help receive school guests. Since the community members are also parents or relatives of the school children, barangay leaders said that they are able to mobilize the community for many of these activities. The barangay leaders mentioned that one of their immediate plans is the construction of a covered court where the children can play basketball and indoor games.

Newly-installed Sevilla Municipality Mayor Juliet Dano, a balikbayan from the US who was also present during the FGD with community members, mentioned that one of her priorities is education. She takes pride in Ewon ES learners' high NAT scores, which led to the school's recognition as a performing multigrade school in the Bohol Division.

The school is cognizant of the time and effort put in by the community members. In the school report card, it noted that stakeholders were "present in every endeavor" of Ewon Elementary School and have volunteered hundreds of hours for school events/activities.

KEY POINTS

BEST PRACTICES

1. Leadership of Schools Division of Bohol

The establishment of a Technical Working Group (TWG) on Multigrade Program, composed of District Supervisors, School Principals and Division Education Program Supervisor as well as the Division's initiatives to form a pool of Schools Division multigrade trainers and a pool of Schools Division multigrade writers in the different learning areas facilitated the Schools Division's crafting of contextualized Division DLLs and DLPs.

Such Division-led ingenuity preceded even the Central Office's efforts to develop the Teach-Learn package. This creative effort highlights Bohol Schools Division's dedication to improving multigrade teaching in the 290 multigrade schools under its jurisdiction. Ewon ES teachers particularly found such contextualized resources useful and relevant as these complement the versions from the Central Office.

2. Teacher Competence and Quality

The Ewon head teacher's and teachers' continued participation in professional development activities, such as the learning action cells and training on multigrade instruction, demonstrate their commitment to improving their teaching. Their commitment is likely fueled by the fact that the teachers themselves are residents of the barangay and are invested in the success of their fellow residents. Community members' high regard/respect for Ewon teachers also drives the teachers to further excel in their craft.

3. Parental and Community Support

Parents and community members cooperate with school authorities to address some of the deficiencies in the school (e.g., maintenance work for facilities and grounds, inadequate infrastructure). Even though many of them

come from low-income households, barangay leaders and parents still donate part of their meager income to fund the school's improvement projects. They also help by volunteering their services. Furthermore, the parents and community members are deeply involved in crafting the school's improvement plan (SIP). They collaboratively supported the teachers of Ewon ES in the implementation of all programs and projects outlined in the SIP, which resulted to program success that benefitted not just the students but also the school and the entire community.

4. Teaching Strategies

The multigrade teachers' use of cooperative learning as an instructional strategy is known to foster positive interdependence, group processing, and thoughtful discourse. Differentiated instruction strategies, which the teachers likewise employ, speak to the diverse learning styles and abilities of pupils and enable adjustments in both content and process. The teachers' integration of ICT in the classroom, e.g., film showing, has also led to greater interest and engagement of pupils.

CASE STUDY NO. 4

Weavers of Hope and Change: The Story of Guinadiongan Elementary School

DEPED SCHOOL ID: 121242, GUINADIONGAN, CAPOOCAN, LEYTE, EASTERN VISAYAS REGION

BACKGROUND

THE GUINADIONGAN COMMUNITY

A coastal barangay, Guinadiongan is one of the 21 barangays that comprise the Municipality of Capoocan, Leyte. It is located approximately nine (9) kilometers from Capoocan town proper and can be reached by boat in less than an hour. Guinadiongan shares a common border with the following adjacent barangays: Barangay Ponot, Talairan, Libertad, Gayad, Tolibao and Talisay.

As shown in Figure 9, the population of Guinadiongan declined from 585 in 2000 to 559 in 2018. Furthermore, the latest barangay data also reported a negative growth rate of 13.87 percent from the previous year (August 2015) which may be attributed to the Department of Health's birth control family program and migration of some families to other barangay where they can find a better source of income or means of livelihood.

Fishing and farming are the main sources of livelihood of the residents. The community of Guinadiongan is also involved in *anahaw* craft-making. In particular, the main economic activities of most families are "*paypay-weaving*" or making woven native fans and "*sadok-making*," famously known as "*salakot*" or a wide-brimmed hat made of *anahaw*. However, weavers reported that they currently have no consistent and sustainable source of income as they depend only on orders from big cities like Ormoc and Tacloban and other nearby towns/cities.



ABOVE: Guinadiongan Elementary School is a coastal school situated in Capooan, Leyte.

Photo by SEAMEO INNOTECH (2018)

FIGURE 9. GUINADIONGAN POPULATION DATA



Source: Guinadiongan Barangay Profile

There are no prominent businesses within the community except for some few small *sari-sari* stores and small time *copra* buyer. Aside from fishing industry, the main agricultural products of the barangay are root crops and coconuts. Ninety (90%) percent of households are Roman Catholics, five (5%) percent are Seventh-day Adventists, and the remaining five (5%) are members of Iglesia Ni Cristo (INC). Almost 80 percent of the people speak Waray and 20 percent speak Bisaya.

THE SCHOOL PROFILE

Majority of the pupils enrolled at Guinadiongan Elementary School are from within the community. Only a few are from neighboring sitios and barangays. For school year 2017-2018, Guinadiongan ES had 92 enrollees, 53 percent of whom are males and 47 percent are females. Out of the total enrollees, the highest number of enrollees is in Grades 5 and 6 (30.43%) and the lowest number is in Kindergarten level at 14.13 percent. The school has three (3) teachers handling combination classes of Grades 1 and 2, Grades 3 and 4, and Grades 5 and 6. It also offers a separate kindergarten class managed and supervised by a male teacher from a nearby barangay. See Table 39 for details.

The class combination at Guinadiongan ES for SY 2017-2018 ranges from twenty-four to twenty-eight pupils.

TABLE 39. GUINADIONGAN ES' ENROLMENT (SY 2017 TO 2018)

| GRADE COMBINATION | MALE | FEMALE | TOTAL | PERCENT TO TOTAL | NO. OF TEACHERS |
|-------------------------|------------|------------|-------------|------------------|-----------------|
| Kindergarten | 6 | 7 | 13 | 14.13 | 1 |
| Grades 1 & 2 | 17 | 10 | 27 | 29.35 | 1 |
| Grade 1 | 11 | 4 | 15 | | |
| Grade 2 | 6 | 6 | 12 | | |
| Grades 3 & 4 | 10 | 14 | 24 | 26.09 | 1 |
| Grade 3 | 6 | 6 | 12 | | |
| Grade 4 | 4 | 8 | 12 | | |
| Grades 5 & 6 | 16 | 12 | 28 | 30.43 | 1 |
| Grade 5 | 7 | 4 | 11 | | |
| Grade 6 | 9 | 8 | 17 | | |
| Total | 49 | 43 | 92 | 100.00 | 4 |
| % | 53% | 47% | 100% | | |

Source: School Report Card, SY 2017-2017

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

Data on enrollment were obtained in the last four consecutive years, from SY 2014-2015 to SY 2017-2018 (see Table 40). A declining enrollment trend was noticeable from 131 enrollees in SY 2014-2015 down to 92 enrollees in SY 2017-2018. According to barangay officials, their barangay profile shows that more boys were born compared to girls in the last four years.

Based on focus group discussions (FGDs) and key informant interviews (KIIs) with the school head and other multigrade (MG) implementers, the number of pupils has declined due to poverty and the destruction brought by Typhoon Yolanda to the community. This led to the relocation of some residents not just to nearby barangays, but to other municipalities of Leyte and some cities like Tacloban, Ormoc, and even to Metro Manila where families can find work and make a living and rebuild what they lost.

TABLE 40. GUINADIONGAN ES' ENROLMENT (SY 2014-15 TO SY 2017-18)

| SCHOOL YEAR | F | M | TOTAL | RATIO OF F TO M |
|----------------|-----------|-----------|------------|-----------------|
| 2014-2015 | 59 | 72 | 131 | 45:55 |
| 2015-2016 | 55 | 62 | 117 | 47:53 |
| 2016-2017 | 51 | 59 | 110 | 46:54 |
| 2017-2018 | 43 | 49 | 92 | 47:53 |
| Average | 52 | 61 | 113 | 46:54 |

Source: DepEd-EMISD and School Report Card SY 2017-2018

Inclusive and responsive education for diverse learners with diverse needs and circumstances

The school head of Guinadiongan ES believes that every child should be treated equally and receive equal learning opportunities and meaningful experiences. This inclusive education orientation promotes the elimination of barriers to education on account of poverty, ethnicity, age, and/or disability⁴. Guinadiongan ES also promotes mutual respect and

4 Sustainable Development Goal 4 and its targets under gender equality and inclusion.

TABLE 41. GUINADIONGAN ES' CLASSIFICATION OF LEARNERS (SY 2017 TO 2018)

| GRADE LEVEL | OVER-AGE LEARNERS | | 4PS LEARNERS RECIPIENTS | | TOTAL ENROLLEES |
|--------------|-------------------|---------------------|-------------------------|---------------------|-----------------|
| | NUMBER | % TO TOTAL LEARNERS | NUMBER | % TO TOTAL LEARNERS | |
| Kindergarten | 0 | 0 | 0 | 0 | 13 |
| Grade 1 | 1 | 7 | 2 | 13 | 15 |
| Grade 2 | 2 | 17 | 3 | 25 | 12 |
| Grade 3 | 0 | 0 | 7 | 58 | 12 |
| Grade 4 | 0 | 0 | 10 | 83 | 12 |
| Grade 5 | 0 | 0 | 11 | 100 | 11 |
| Grade 6 | 0 | 0 | 10 | 59 | 17 |
| Total | 3 | 3 | 43 | 47 | 92 |

Source: Guinadiong ES data

good relationships between and among learners and teachers so that everyone can participate meaningfully in the learning process.

As shown in Table 41, out of 92 total learners of Guinadiong ES for school year 2017-2018, forty-seven percent (47%) of them are indigent and recipients of the “*Pantawid, Pamilyang Pilipino Program*” (4Ps) of the Philippine government under the Department of Social Welfare and Development (DSWD). Three percent (3%) of the student population, meanwhile, are over-age learners.

PROGRESSION AND COMPLETION

In the last four years, the average number of enrollees is 113 pupils while the completion and cohort survival rates are at an average of 84 and 92 percent, respectively. The average transition rate is 92 percent with zero drop-out rate since school year 2014-2015. Table 42 shows that completion, transition, cohort-survival, and promotion rates recorded an average of less than 100 percent.

The completion rate of Guinadiong ES was quite high, at 94.74 percent, during the SY 2015-2016, but dropped to 65.38 percent during SY 2017-2018. The latter means that fewer students who enrolled in first grade actually completed primary school. Based on the data gathered, nine out of 26 Grade 1 pupils in SY 2012-2013 were not able to complete elementary education at Guinadiong ES in SY 2017-2018. According to the parents and community members interviewed, some of the pupils may have completed their elementary education in other schools where they transferred. Poverty was another reason for non-completion. During the interviews, informants said that some parents did not enroll their pupils to school to help with work and/or to take care of their younger siblings while the parents go to work and support the family.

With regard to other key performance indicators, the Division’s MG Coordinator said that despite of zero drop-out rate from SY 2014-2015 to SY 2017-2018, the school was not able to achieve a 100 percent rate in some of these indicators because of family migration across town and severe poverty.

TABLE 42. GUINADIONGAN ES' PERFORMANCE INDICATORS (SY 2014-2015 TO SY 2017-2018)

| INDICATORS | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | Average |
|----------------------|-----------|-----------|-----------|-----------|---------|
| Enrolment | 129 | 115 | 110 | 92 | 113 |
| Enrolment Rate | 100 % | 100 % | 100 % | 100 % | 100 % |
| Completion Rate | 85.71 % | 94.74 % | 90.48 % | 65.38 % | 84.00 % |
| Transition Rate | 95.24 % | 100 % | 86.36 % | 86.38 % | 92.00 % |
| Cohort Survival Rate | 85.71 % | 94.74 % | 90.48 % | 65.38 % | 84.00 % |
| Drop-out Rate | 0 | 0 | 0 | 0 | 0 |
| Promotion Rate | 98.17 % | 95.65 % | 100 % | 100 % | 98.00 % |
| Graduation Rate | 100 % | 100 % | 100 % | 100 % | 100 % |

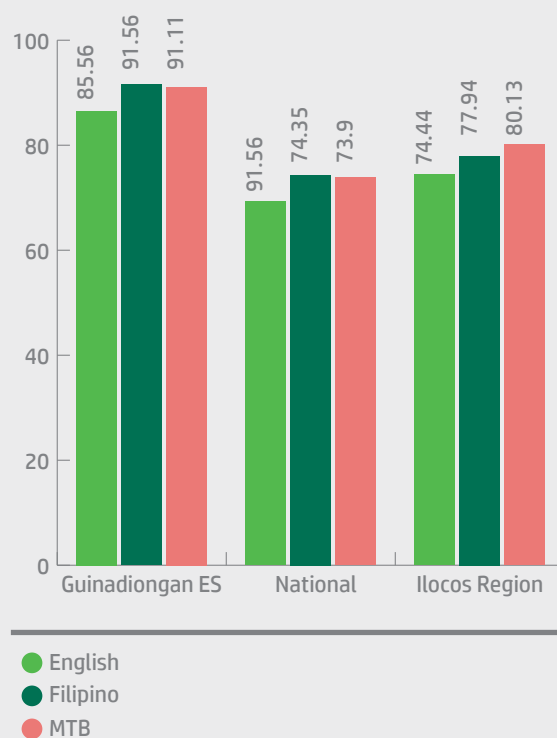
Source: Guinadiongan ES submitted documents

LEARNING OUTCOMES

Grade 3 pupils of Guinadiongan Elementary School who took the 2014-2015 Language Assessment for Primary Grades (LAPG) significantly had higher performance scores compared to their counterparts at the national and regional levels across all language areas (see Figure 10). The school obtained 86.56 percent on the English subject which is 20 and 17 percent higher than the national MPS of 69.27 percent and regional MPS of 74.44 percent. The MPS of students in Tagalog and MTB subjects was also high at above 90 percent, as compared to their peers at the national and regional levels.

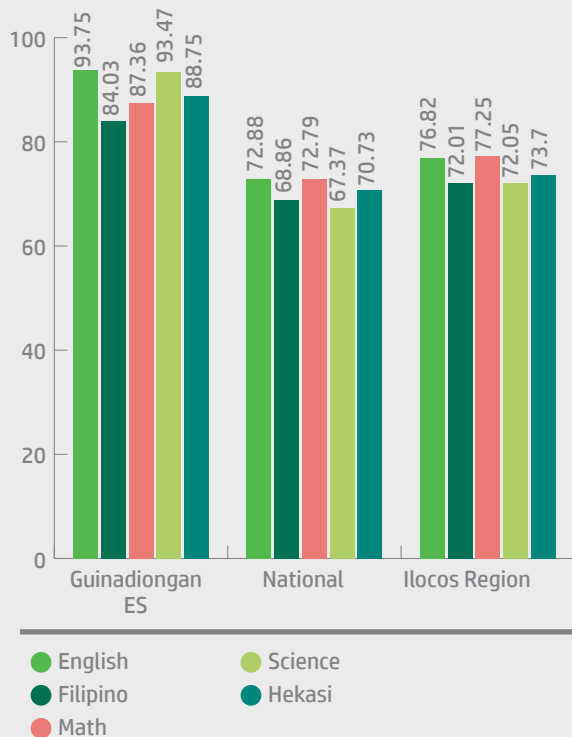
As for the Grade VI pupils who took the National Achievement Test (NAT), data show that across all subjects, the school's NAT mean percentage scores are significantly higher, at above 80 percent, than the scores at the national and regional levels (Figure 11). The highest test result was in English at 93.75 percent followed by Science with an MPS of 93.47 percent. The lowest result was in Filipino at 84.03 percent, though this is still significantly higher than the 75 percent passing level set by DepEd.

FIGURE 10. GUINADIONGAN ES' MEAN PERCENTAGE SCORES IN LAPG (SY 2014 TO 2015)



Source: DepEd-BEA

FIGURE 11. GUINADIONGAN ES' COMPARATIVE MEAN PERCENTAGE SCORES IN NAT (SY 2014 TO 2015)



Source: DepEd-BEA

FIGURE 12. GUINADIONGAN ES' COMPARATIVE MEAN PERCENTAGE SCORES IN NAT (SY 2011-12 TO SY 2014-2015)



Source: DepEd-BEA

Comparing students' NAT scores from SY2011-12 to SY 2014-2015, students obtained the highest MPS in SY 2012-2013 at 92.37 percent (Figure 12). Despite the decline in MPS in school year 2014-2015, the teachers and school head were very positive that the pupils' performances will continue to improve in the coming years. Thus, part of the school plan is to continuously conduct regular one-hour review sessions after class.

According to the school report card for SY 2017-2018, the Philippine Informal Reading Inventory (Phil-IRI) results showed an improvement in pupils' reading ability. More pupils moved from non-reader to reader level, from frustration to instructional level, and instructional to independent level. Out of the 92 pupils, there were two non-readers in Grade 1. According to the school head, this could be attributed to poor reading habit and lack of

follow-up from the parents. The school head shared that the multigrade teachers subsequently decided to conduct regular home visits to explain to the parents the need to monitor their child's performance in class.

Additionally, Grades 5 and 6 pupils showed mastery of basic numeracy skills. Some Grades 1 to 4 pupils, however, fell short of the mastery level score of 75 percent in numeracy skills. The school head said that this could be due to absenteeism, poor study habits, and insufficient, varied and incorrect materials for developmental/practice exercises. The second quarter test showed better results with students scoring above the passing rate of 75 percent. The improved performance was attributed to pupils' motivation to study harder due to teachers' diligence in conducting review sessions.

FACTORS AFFECTING THE PERFORMANCE OF GUINADIONGAN ELEMENTARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Multigrade Delivery Aligned to the DepEd Curriculum and Use of Available MG Resources

The teachers claimed that Guinadiongan Elementary School's multigrade program is fully aligned with the DepEd K to 12 curriculum. They shared that they use the Budget of Work (BoW) from DepEd as their reference in the preparation of their lesson plans. The lesson plan objectives presented by the teachers were congruent with the learning strategies, activities, and assessment. Since the lesson plan is a DepEd exemplar, the multigrade teachers modified some portion of the lessons to suit their specific context and circumstances. For example, a lesson plan activity from the BoW recommended that the pupils answer a seatwork found in the textbook, but since they did not have a copy of the said textbook, the teacher asked the children to work on the activity from an old book. As another example, in the area of practical applications of concepts and skills in daily living, the teachers cited situations related to coastal living and the community's livelihood, as well as the actual experiences of pupils instead of those written in the BoW.

The teachers' lesson plans for their mixed classes showed that they came up with distinct objectives and set of activities for each level in their multigrade classes. Aside from BoW, the teachers also used the DepEd Teacher's Guide on MG as their reference in lesson plan preparation (see Appendix A: Multigrade Sample Daily Lesson Log).

Teaching and Learning Facilities

1. Safe, Secure and Healthy Infrastructure for Learners

Ewon Elementary School has four (4) classrooms that can accommodate all enrolled school children. A typical classroom has a learner to seat ratio of 1:1.

The following learning equipment and facilities are available to and are being used by the students: two laptops, LCD projector, audio-visual equipment, and writing boards. However, desks are insufficient, bookshelves need repainting, and the library is non-existent. And while a computer is available, the school does not have Internet connectivity.

2. Teaching Resources

According to the multigrade teachers, they were very thankful for the BoW and the 19 lesson exemplars in all subject areas provided by DepEd. These teaching resources helped lessen their workload on lesson planning.

3. Learning Facilities and Resources

Guinadiongan ES has a separate building that serves as the Information and Communications Technology (ICT) area, faculty building and at the same time, a mini-library. According to the school head, aside from DepEd textbooks, the resources found in the mini-library are the old books donated by a kind-hearted benefactor from Gayad, Capoocan, Leyte (also a coastal barangay) who is working as a librarian in Canada. The school also received children's books from Save the Children Philippines⁵.

In addition, the multigrade teachers developed their own visual aids (in English, Filipino, and Waray), activity sheets, worksheets, and self-learning materials (e.g., modules, big books) for the daily lessons. They found these materials very useful in class discussion. The school head reported that the ratio of textbook to pupils in SY 2017 to 2018 is 1:1 in all subject areas except in the fifth grade class which has a textbook ratio of 1:3 in Araling Panlipunan (AP). For the Grade 6 class, only one AP book is being used by the teacher.

5 A non-government organization which supports children's rights to quality education and access to learning opportunities for children in far-flung and disadvantaged communities.

The research team observed that there is a reading and learning corner inside each classroom. The school survey results also showed the availability of the following: ICT internet/electronic resources such as computers, LCD projector, and audio visual equipment provided to the school through the DepEd Computerization Program (DCP). Teacher-made contextualized big books and other reading materials are displayed in the reading corner for use by the pupils during their spare time.

Instructional Delivery

Being a veteran multigrade teacher, Ms. Susana, the Grades 1 and 2 teacher of Guinadiongan ES, has implemented many teaching and learning strategies in her classroom. During the actual classroom observation, she delivered her lesson in Mathematics in a sequential manner. She started the lesson in Mathematics with a review of pre-requisite skills/concepts in addition operation using the spiral curriculum approach. With Grade 1 pupils, Teacher Susana gave the pupils a chance to solve basic addition and subtraction problems on the blackboard. Meanwhile, Grade 2 pupils were asked to do a seatwork on pictograph

with the same concept in Mathematics but with increasing complexity in terms of understanding the mathematical problem.

Another approach used by Teacher Susana is within-grade grouping which is based on pupils' ability and interest in a given task or activity as well as other factors (e.g., achievement, age, etc.). To meet the desired competencies per subject, subject grouping approach is also applied in class so that contact time can be stretched from 50 minutes to one hour and 20 minutes. Except for Edukasyon sa Pagpapakatao (EsP) with Monday to Friday schedules, MTB-MLE, Filipino, English, and Araling Panlipunan are taught every Monday to Wednesday while Mathematics and MAPEH are taught every Thursday and Friday for Grades 1 and 2.

Teacher Susana was very keen on developing the pupils' reading skills. As observed in class, she honed pupils' reading skills by letting them read as a group, in pairs, and individually after she had modelled by reading the selection entitled "Mario

BELOW: Ms. Susana Aropo, a veteran Multigrade teacher delivers her Mathematics class for Grades 1 and 2 using pictographs.

Photo by SEAMEO INNOTECH (2018)



in the Garden.” She integrates Reading and Science concepts and values in her Mathematics class. Her lesson on pictograph talked about insects that children can see in the garden. She used flashcards for addition drills and manila paper for graphs. She used posters and pictures printed from a computer. She went around the class to assist individual learners who had difficulty in answering the activity. The Grade 2 pupils made their own graphs out of the given data. The teacher let her pupils present as a group in front of the class. Teacher Susana regularly affirmed the correct responses of the pupils and helped those who had difficulty in understanding the lesson through remedial classes.

Teacher Susana was observed to have an effective way of infusing values in the lesson and had good questioning techniques (e.g., using the pictograph of “Mario in the Garden,” Teacher Susana incorporated the lessons on how to care for the environment). She was able to guide the pupils to form generalizations by reflecting on key concepts through questioning. At the end of her lesson, she asked her pupils what they have learned prior to giving different assessment tools per grade level. The result of the formative assessment showed that all pupils achieved mastery of the lesson.

In another combined class of Grades 5 and 6, Teacher Susan Buhayan demonstrated an impressive way of managing her class, where delegation of responsibility was observed. She was able to provide exciting and stimulating activities (e.g., fun games about refreshing the pupils’ memory) that emphasized healthy competition and cooperation among the pupils. All her materials were prepared ahead of time and were used systematically, hence, she was able to maximize the contact learning time.

Teacher Susan started her lesson in the English class with a Christian song as a motivational activity. She used technology (e.g., LCD projector) to deliver lessons including poems and dialogues. All throughout the lesson, she commended and encouraged the class to applaud pupils who performed well. Teacher Susan made the lesson

BELOW: Grade 2 pupils during a sub-group activity.

Photo by SEAMEO INNOTECH (2018)



plan fun by using engaging games. The sixth graders sitting on the same row were asked to pass paper strips from one end to another. The first group to complete the relay was asked to answer the question. The fifth graders, meanwhile, were tasked to read tongue twisters with correct pronunciation.

Aside from paper and pencil test, Teacher Susan made use of performance-based activities to evaluate her pupils. She required her Grade 5 pupils to read the poem entitled “The Whale in the Sea” with correct pronunciation and expression while she asked the Grade 6 pupils to create a dialogue applying the grammar concepts that they have learned. At the end of the lesson, the pupils appeared to have mastered the concepts that were discussed. It was evident during the actual classroom observation that the multigrade lessons were delivered by Teacher Susan using the whole class approach at the start, followed by differentiated activities later.

Classroom Management: Organization and Structure

1. Classroom Atmosphere

Both multigrade teachers appeared motherly and well-respected by the pupils. The teachers were able to establish good rapport with their pupils. It was also observed that Teacher Susana asked the non-readers and slow-learners to stay in front so she could easily monitor their progress and assist them. As a result, the pupils had high level of class participation and at the same time developed teamwork during group activities, such as role play, games, group presentations, etc.

BELOW: Guinadiong Elementary School’s teachers reported that they employ recitation during their classes.

Photo by SEAMEO INNOTECH (2018)



As observed in Teacher Susan's class, the pupils openly shared their views and suggestions in the task assigned to them (e.g., to create a short conversation with other members of the group using the different types of sentence). During the group presentation, the leader and the members were given a chance to speak in front of the class and present their outputs. Pupils appeared highly motivated and focused throughout the lesson.

2. Use of Time and Routines

Both multigrade teachers gave each learner a chance to recite during oral discussions. Recitation was lively and pupils were in fact demonstrating "productive noise"/learning noise and were speaking at the top of their voices, especially in group recitation. "Good noise" is usually fostered using explicit instruction and this was observed in speaking and listening activities in class. The teachers also established routines and procedures to be followed by the learners to maximize instructional time. Teacher Susana mentioned that one of the routines in class was the daily prayer to be led by a higher grade pupil. After the prayer, each pupil arranged the chairs and prepared the books to be used for the day's lesson. Teacher Susana recounted that in her class, she tapped her second graders as "little teachers" to perform the following: a) collect test papers and outputs after every written activity, b) list down misbehaving and well-behaved pupils on the board, c) call the attention of an inattentive pupil, and d) help correct the pronunciation of Grade 1 pupils on reading exercises. Teacher Susana's disciplinary measures were designed to train Grade 2 pupils to take responsibility for the entire class, including their lower grade/junior classmates.

Learning Assessment

The school survey results indicated that all multigrade teachers of Guinadiongan ES used traditional and non-traditional assessment methods and these were verified during the school visit. Traditional assessment approaches include quiz (written and oral), worksheet/seatwork, assignment, projects, essay, long tests, and standardized tests. Anecdotal records, observation checklist, actual performance/demonstration, portfolio assessment, peer assessment, team assessment, teacher observation, and teacher checklist were some of the non-traditional or alternative assessment strategies applied by the multigrade teachers. To recognize pupils' outputs and academic performance, the school conducted "Portfolio day" in time for the release of the pupils' report cards. The school showcased and displayed the handmade projects of the pupils, and at the same time recognized the top-performers by awarding of teacher-made certificates.

■ Assessment of learning and recognition of performance

As observed, both teachers used varied assessment activities per grade level to enhance their content mastery. For Teacher Susana, individual recitation was a common practice in her class every morning in order to develop the pupils' reading skills. She also used paper and pencil type of assessment, board work, and group work to assist pupils in a math problem solving activity. Then she gave the pupils an opportunity to recite as a group and explain how they arrived at the correct answer.

Teacher Susan integrated fun and exciting games in her lessons and conducted group activities that encouraged teamwork and camaraderie in order to produce a good output.

Remedial and Enrichment/Extra-curricular Activities

During the classroom observation, no remedial activities were noted. However, Teacher Susana shared during an interview that she conducted a daily synchronized reading session for her Grades 1 and 2 pupils from 1:00 to 1:30 in the afternoon to improve their reading and comprehension skills. She mentioned her willingness to spend an extra hour in the afternoon to teach the parents of her pupils on proper pronunciations so they can correct and help their children when they read at home.

MULTIGRADE ENVIRONMENT

Governance

1. School Leadership and Management Support

Ms. Lanie M. Nivera, the newly assigned school head, admitted that she is still adjusting to her new post. Guinadiong ES is her first multigrade school assignment, having been assigned in July 2015. She said that her teaching experience is mainly oriented toward regular monograde schools. She noted the difference between multigrade and monograde instruction and shared that she is continuously learning the multigrade way. She recounted:

“Ang monograde at multigrade ay malaking pagkakaiba. Kapag mag-observe ako sa mga teachers, parang dito pa lang din ako natututo, kung paano maging multigrade teacher.” (Monograde and multigrade schools are vastly different from one another. I am learning how it is to become a multigrade teacher by observing how the teachers handle their mixed classes).

According to Ms. Nivera, she is lucky to have a supportive teaching and non-teaching staff that made her comfortable working as a

newbie school head. Managing the teachers was challenging for her in the beginning. She recalled calling her multigrade teachers for a meeting and said:

“Sabi ko sa kanila sila ang boss ko, kung ano ang gusto nila, yun ang pakikinggan. Nagsusuggest din ako, kung sinabi nilang Ma’am ayaw namin yan, wag yan, okay lang sa akin basta para sa ikabubuti ng lahat kaya active din sila.” (I told the teachers that they are my “boss” and I would listen to what they have to say. Sometimes, I would suggest ways of doing things but if they have a better idea, then I would go along with it as long as it would benefit everyone. Thus, they are active and cooperative).

She said that a school head should listen and be sensitive to the needs of teachers and the pupils. Their insights and perceptions would help the school head understand, assess, and prioritize the school needs, projects, and activities.

2. Monitoring and Supervision of Guinadiong ES

■ By the Teacher-in-Charge and the Cluster Principal

Ms. Nivera’s style of supervision was very informal. According to her, she has seasoned teachers with more than 3 years of experience (except for Teacher Chanesa), hence she did not see the need to conduct classroom observation. She would just drop by their respective classrooms but would not disrupt the classes. The teachers knew that it is her way of observing the class. If she noticed that a teacher needs improvement, she would call the teacher’s attention after class, and would give technical assistance or suggest other teaching strategies that might be useful in handling combination classes. According to Ms. Nivera, she wanted to have Learning Action Cell (LAC)

sessions among her teachers at least twice a month. However, due to her overlapping activities and administrative responsibilities in school and to DepEd Division Office, LAC sessions were conducted sporadically, depending on her availability.

■ By DepEd Schools Division of Leyte

Mr. Ronelo Firmo, School Division Superintendent (SDS) of DepEd Division of Leyte, shared during the key informant interview how Leyte recovered after the community was hit by Typhoon Yolanda. He recounted the pains and struggles of the learners and the teachers, and his leadership strategies/approaches. From the KII, the following inspiring insights and perspectives were documented.

□ The Yolanda experience

SDS Firmo recounted that most of the schools under his Division was totally damaged including Guinadiongan ES by Typhoon Yolanda. No one was spared. All of the schools needed major repairs and the Division tried to rebuild most of their schools after Yolanda. SDS Firmo said that it was so devastating and painful and yet he needed to stand up and immediately act on the tragic result:

“Unforgettable ‘yong Yolanda experience kasi dun talaga makikita yung leadership. We started from nothing but despite na walang-wala kami, we were able to recover.”

(Typhoon Yolanda was an unforgettable experience because it was during this distressing time that true leadership emerged. We started with nothing but despite our loss, we were able to recover).

We were hit by typhoon Yolanda last November 8, 2013 but we were able to start our regular classes January of 2014, two months after the storm surge. And we started our education in emergencies two weeks after Yolanda. As of this time, we have renovated 100 percent of all the

schools damaged by typhoon Yolanda [80 percent of our schools from 35 municipalities were affected and 90 percent of our classrooms were damaged].

“Ang main action na ginawa namin after Typhoon Yolanda, number 1, you should be visible. Kailangan talaga there should be a leader who will guide the teachers and the non-teaching personnel despite the chaos. Since totally damaged yung office namin, gumawa kami ng satellite or temporary office in Hilongos, Leyte. Kasi yung release din ng mga donations coming from the Central Office was in Baybay, Leyte. Malapit lang yung Baybay sa Hilongos so doon ang station namin while we were trying to ready things.” (Our main action/intervention after Typhoon Yolanda was, number one, to be visible. It is highly important to have a leader who will guide the teachers and the non-teaching personnel amid the chaos. Since our office was totally damaged, we established a satellite office in Hilongos, Leyte because most of the donations coming from the Central Office were released in Baybay, Leyte, which is near Hilongos. We used the Hilongos station while we plan/ready things.)

“Yung school support ng mga non-government organizations (NGOs) and government organizations tumulong din sa amin. ‘Yong Save the Children and USAID, sila talaga ang unang tumulong dito sa amin pero ang importante DepEd takes the lead. So ginawa namin, we have a regular meeting here with all the NGOs. Ang mga NGOs may pinipiling lugar, yong mga accessible from the airport pero kami ang nagdedecide kung saan dapat sila ilagay, tapos kung saang lugar ang nararapat bigyan pa ng tulong, so equally distributed naman ang mga NGOs. That’s why there were no problems when it comes to distribution of logistics. Tapos talagang na-recover ng mga NGOs lahat ng area. Ang maganda lang because all the NGOs called the region, so ang nangyari mabilis ang rehabilitation kasi importante

rin makita ng NGO kung ano na 'yong state of damage. Crucial dyan ang data so you should provide them with accurate data kung ano talaga mga areas na affected". (NGOs and the government also supported and helped us. Save the Children and USAID were the first NGOs to respond, with DepEd taking the lead. What we did was to hold regular meetings here with all the NGOs. There were NGOs who wanted to help those specific areas that were accessible only from the airport. In our case, we assessed the needs of the barangay and decided where these NGOs should be placed so we can equally distribute the resources and services of NGOs to areas that badly need them. That is why we encountered no problems logistics-wise. We are grateful that the NGOs were able to see the actual damage and help all the affected areas which led to faster recovery and rehabilitation. Crucial to all these efforts was the provision of accurate data which allowed the NGOs to assess where and how can they help).

"May mga NGOs na yung function lang nila is to provide psychosocial support so part dyan yung education in emergencies kasi di ba kailangan ang psychosocial briefing at marami tayong tinanggap na psychosocial na activities conducted by different partners and our teachers were also capacitated by the NGOs." (There were NGOs that provided psychosocial support and part of it was education in emergencies. There were many psychosocial activities conducted by different NGO partners to the typhoon victims and our teachers were also capacitated).

The statements of SDS Firmo showed how grateful the schools division was for the support of DepEd Central Office, together with different NGOs, GOs, and private organizations in rebuilding and renovating all damaged schools in the Division of Leyte. He shared that Guinadiongan ES was one of the schools that benefited and it was Save the Children with the help of DepEd-Leyte who gave new hope for the teachers and children of Guinadiongan.

□ Monitoring of Multigrade Schools

According to SDS Firmo, the third accomplishment of the Schools Division was the adoption of the Division Monitoring, Evaluation and Adjustment (DMEA) and District Monitoring, Evaluation and Adjustment (DiSMEA) tools, which the division uses every time it conducts its regular and unannounced visit of multigrade schools. These monitoring tools can help track the quarterly performance of a multigrade school vis-à-vis the school's annual implementation plan (AIP). The unannounced visit aims to see the real situation of the multigrade school and removes the burden of preparing reports, meals or snacks from the school head and the teachers. SDS Firmo shared as follows:

"Hindi ako laging nasa opisina. 'Yong office time ko lang ay Monday. Tuesday to Friday monitoring sa different schools at minsan umaakyat pa kami ng bundok. Lahat ng mga teachers ko aware na Monday lang ako nasa office. We don't announce the visit kasi pag announce ang visit, kawawa ang teachers sa pagprepare, hindi 'yong natural na sitwasyon ang nakikita mo, minsan fiesta pa hindi na monitoring. (I'm typically out of the office during the week except every Monday which is my office time. From Tuesday to Friday, I would visit different schools. Sometimes, my team would even trek

mountains to reach the multigrade schools. All multigrade teachers are aware of my schedule. We do not announce our school visit to see the actual situation in the school, avoid the teachers' over-preparation, and to ensure that the visit does not turn into a fiesta or festivity which would overshadow the purpose of the monitoring).

The Schools Division, together with all multigrade implementers and coordinators, considers the unannounced monitoring visits to multigrade schools one of its best practices. The multigrade teachers know that the Division Office monitors them as a strategy to address school problems. As such, they have become more cooperative in supporting Division programs and activities. According to multigrade teachers, the practice has minimized objections/disagreements during planning/meetings because they believe that the Division's main motivation is to help them improve their instructional practices.

□ Preparing Contextualized K to 12 Lesson Plans

The Schools Division proudly shared that it has contextualized big books (e.g., "*An Manok ngan an Agila*," or "The Chicken and the Eagle"; "*An Kanding ni Pedro*" or "The Goat of Pedro") for primary grades for the MTB-MLE subject and visual aids material for all grade levels (e.g., "*An eksakto nga pamaagihan, paghunay han kamot*" or steps in proper handwashing), which is aligned with the K to 12 Curriculum of DepEd. Furthermore, a class program (e.g., class schedule based on subject grouping approach) exclusive for multigrade was designed and implemented. The Schools Division also plans to conduct an orientation on the integrated lesson plans. Since the Daily Lesson Plans (DLPs) are just exemplars, the Division hopes that by next school year, 2019-2020, a complete DLP will be provided by DepEd Central Office. As for the BoW, SDS Firmo said that copies had been printed and distributed to all their multigrade schools.

□ Distribution of Textbooks

SDS Firmo said that DepEd Central Office should distribute the textbooks directly to all multigrade schools instead of sending them to the Division Office. This is to address the concerns of some multigrade schools in remote areas that do not have enough funds to collect the books from the Division Office. SDS Firmo showed to the research team the books that have not been collected and are still kept at the gymnasium. He said that if DepEd Central Office transmits the copies directly to multigrade schools, they can use them immediately and problems on the liquidation of funds will be resolved.

□ Enabling Policy on Teacher Deployment and Recognition

The Schools Division reported that it had imposed a policy that there should be a Memorandum of Agreement (MOA)⁶ between the Division and all the multigrade scholars prior to attending the two summer trainings for multigrade teachers. The selected multigrade scholars of the Division are typically trained at DepEd's partner Teacher-Education Institutions (i. e., University of the Philippines, West Visayas State University, Cebu Normal University, University of Southeastern Philippines, etc.) so they can become qualified multigrade lead trainers. The policy requires that the trained multigrade scholar stay and render service for at least five years in a multigrade school. As quoted from SDS Firmo:

"Number 1 sa top 3 accomplishments ng Division namin was the capacity building sa mga multigrade teachers. Meron kaming pool of trainers or multigrade scholars na nagiging lead trainers namin sa mga regular multigrade trainings namin para sa multigrade teachers." (One of the three top accomplishments of our Schools Division

6 See Appendix B. Sample Memorandum of Agreement between the Division of Leyte and all the MG Scholars

was the capacity building of multigrade teachers. We have a pool of trainers or multigrade scholars who became lead trainers in the regular trainings we organize for multigrade teachers).

A similar policy is in place for multigrade teachers to prevent the fast turnover of teachers (i.e., transferring from a multigrade school to a regular monograde school). Once the teacher accepts the assigned multigrade post, he/she is expected to render at least five years of service in a multigrade school. The multigrade teacher will continuously be trained on multigrade instruction and delivery to support the effective implementation of the program and facilitate learning among pupils.

SDS Firmo mentioned that aside from capacity building, the Schools Division regards the timely release of hardship and multigrade allowances to teachers as an accomplishment. This is pursuant to DepEd Policy, DO-73, s.1996 – Revised Guideline on Payment of Hardship Allowance to Eligible Public School Teachers. Since delay in the release of salaries is the common complaint of multigrade teachers, SDS Firmo prioritized the hardship allowance to fix the Division internal system. He said:

“Ginawan namin ng paraan na maging systematic ang system namin. Kung titingnan mo, this is the only division wherein we have school’s operation unit, the internal control unit (ICU), and a separate payroll unit. So para hindi maghalo-halo ang mga papers, there is a separate unit in-charge sa liquidation ng mga MOOE. Meron lang kaming separate na office, kasi ‘yong accounting officer, nandiyan lahat, ‘yong liquidation, processing at mga claims kaya magulo. So we created a separate office for ICU to determine the

completeness of documents then after the ICU, ibinibigay na sa payroll nila. Ngayon ‘yong ini-improve namin is the personnel services. Nagde-develop kami ng system na all request of teachers ma-computerize na. Lahat ng service records at step increment ng teachers will no longer go to the division office, it could be automatic. So everyday ‘yong system will generate the list of teachers entitled for step increment and loyalty so they will no longer go to the division office to apply. Tinatapos na lang namin. (We have been trying to make our processes systematic. This is actually the only division office that has a school operation unit, internal control unit (ICU), and a separate payroll unit. To ensure that financial documents are not mixed with other documents, there is a separate unit in-charge of MOOE liquidation. We created a separate office for ICU to determine the completeness of the documents before forwarding these to the payroll unit. Currently, we are trying to improve the procedures for personnel services. We are developing an internal system where all teachers’ request can be computerized/ processed online; where all service records of teachers can be retrieved; and where the list of teachers eligible for step increments and loyalty is generated automatically without going to the division office).

With these accomplishments, SDS Firmo asserted that the multigrade teachers under his supervision have not been taken for granted, especially those assigned in far-flung areas and who are dependent on the regular release of their hardship allowance. Previously, allowances were released every multigrade annual summit, but due to problems encountered in the past (e.g., some principals and district supervisor were charging a service fee), the Division decided to download the funds and directly deposit these to the ATMs of all multigrade teachers.

Recognition for exemplary performance is given to multigrade schools and teachers every year in June during its annual “*Pasidungog*.” The award is given to those who got the highest performance rating based on the Division criteria. *Pasidungog* is a local term for recognition or acknowledgement.

□ Technical Support from the District

Ms. Rebecca Arpan, Principal-in-Charge and former Capoocan District Supervisor for three (3) years, shared that she was also the focal person of School Monitoring, Evaluation and Adjustment (SMEA) in the Division. The SMEA has three objectives, i.e., to improve access, quality, and governance of multigrade education. The district monitors the key performance indicators and every quarter, sends its consolidated report to the schools division. The district uses the SWOT analysis to determine the problems which need to be addressed (e.g., monitoring the non-readers and readers). According to Ms. Arpan, the district provides technical support in the form of trainings (e.g., Early Language, Literacy, and Numeracy program) and Learning Action Cells (LACs). Those who have been trained in LAC are expected to make instructional materials during their LAC sessions and to cascade their new knowledge to multigrade schools. She shared that in the Division of Leyte, they also implemented the Teaching in a Digital Environment (TIDE) Program which utilizes digital technologies (e.g., laptop and computers) to develop pupils’ digital information and communication skills and to enhance multigrade instruction especially in teaching Science.

Competent and Motivated Teachers

During the FGD, Susana Aropo (Teacher of Grades 1 and 2), Chanessa Jean Mercadel (Teacher of Grades 3 and 4), and Susan Buhayan (Teacher of Grades 5 and 6) shared their peak moments as multigrade teachers of Guinadiong ES. The three teachers have decades of teaching experience and were brought together to serve in the same multigrade school.

1. Brief Profile of the multigrade Teacher of GES

Teacher Susana shared that in her 31 years in the teaching profession, she devoted 27 years of multigrade teaching at Guinadiong ES. She said that the school was a former monograde school in the primary level when she started teaching. Eventually, it became a multigrade school when one teacher was reassigned to a school in another barangay and the remaining teachers were compelled to handle combination classes. Teacher Susana’s bachelor degree was in commerce, but she ended up in the teaching profession which she eventually came to love. She became a permanent resident of the barangay when she started her family.

Teacher Susana has been tagged as an advocate of reading because of her strict policy that states “no child can be promoted to the next level unless he/she learns how to read at the end of the school year and before being promoted to Grade 2.” Teacher Susana shared that she would often go out at night to spot check if pupils in the community are practicing their reading skills. And in class, she would call the attention of pupils whom she caught not practicing reading. In turn, the children would read aloud at night to make sure that Teacher Susana could hear them if she passes by their house. Teacher Susana is well known as a pillar of education at Guinadiong ES because all children went through her tutelage in Grades 1 and 2.

Teacher Susana has been a great influence to Teacher Susan Buhayan, her former student. Teacher Susan said she pursued the teaching profession largely because of her admiration for Teacher Susana. Born into a poor family, Teacher Susan received help from a pastor who brought her to Bacolod City to pursue college while working. When she finished her degree, she returned to her province until she was eventually assigned to teach in her own alma mater. She is now on her 25th year of teaching with Teacher Susana at Guinadiongan ES.

Teacher Chanesa Jean, on the other hand, is quite new to her profession with only 2 years and 8 months in multigrade teaching. She lived in Barrio Tabango, a one- to two-hour motorcycle/private van ride from Guinadiongan. She mentioned during the FGD with teachers that her main challenge was the language barrier since the learners' mother tongue is Waray while she speaks Bisaya. She said that she continues to learn the language of the community even now. She explained, however, that the language barrier did not dampen her enthusiasm for teaching and in fact, made her deeply embrace the profession. Teacher Chanesa mentioned that she spent her multigrade allowance to purchase an LCD projector for her class, indicating her commitment despite her relative inexperience. Teacher Chanesa also brings to the table her skills in ICT which perfectly complement the wisdom and expertise brought by her older colleagues. She is tasked to download the lesson exemplars and other resources from the LRMDS of DepEd and to share them with her fellow teachers.

During the focus group discussion, one of the teachers mentioned that an ideal multigrade teacher requires one to have expertise beyond teaching. The teacher must also play the role of

a nurse, counselor, social worker, and friend to a child to fully assist in child's learning journey. Teacher Susana shared her struggles in the teaching profession. She had experienced bathing children with head lice and skin disease, edited love letters of her over-age children, saved a child from sexual abuse from her father, and allowed baby siblings of students inside the classroom when no one could take care of them. She had also experienced being vomited on by a pupil she brought to the district contest because of the motion sickness induced by a rough boat ride. She had fed pupils who did not have breakfast just so they could attend school. She became affected when children discontinue their schooling, such as the PWD whose health deteriorated. Teacher Susana considers it a success when non-readers are able to read at the end of the school year, and when their graduates become professionals.

2. Teacher Training and Professional Development

A three-day training program attended by Guinadiongan ES multigrade teachers and school head in August 2015 was provided by the DepEd Leyte Division Office. The training aimed to prepare the newly hired/untrained multigrade teachers, school heads, and teachers-in-charge (TIC) for their new assignments. The seasoned multigrade teachers, also attended this training program so they could be updated on current policies and new strategies in multigrade teaching. At the end of the training, the multigrade teachers, school heads, and TICs were expected to be armed with knowledge, skills, and confidence in multigrade teaching and supervision. Table 40 shows the designed course program of the Division of Leyte as of 2017.

TABLE 43. SAMPLE COURSE DESIGN BY SCHOOLS DIVISION OF LEYTE OF A THREE-DAY RESIDENTIAL BASIC TRAINING-WORKSHOP FOR NEWLY HIRED AND UNTRAINED MG TEACHERS

| TIME | DAY 1 | TIME | DAY 2 | TIME | DAY 3 |
|-------------|---|-------------|---|-------------|---|
| 7:00-8:00 | Arrival and Registration | 7:00-7:30 | Attendance Check-up | 7:00-7:30 | Attendance Check-up |
| 8:00-8:30 | Opening Program | 7:30-8:00 | Sharing Session | 7:30-8:00 | Sharing Session |
| 8:30-9:30 | Orientation | 8:00-9:30 | Instructional Strategies in MG Teaching | 8:00-8:30 | Pre-Demo Conference |
| 9:30-11:00 | Theoretical Perspective in MG Teaching MPPE Overview | 9:30-11:00 | 4-Pronged Approach | 8:30-11:00 | Demonstration Teaching: MTB-MLE, Filipino, English, Science, and Math |
| 11:00-12:00 | Functions and Roles of MG Teachers | 11:00-12:00 | Subject -Grouping | 11:00-12:00 | Post-Demo Conference |
| 12:00-1:00 | | | | | |
| 1:00-2:30 | Classroom Management | 1:00-2:30 | Teaching Schemes | 1:00-2:00 | Evaluation of the training-Workshop with Analysis |
| 2:30-4:00 | Learners Diversity in MG Classroom | 2:30-4:00 | Lesson Planning | 2:00-4:00 | Clearing House/ Open Forum |
| 4:00-5:30 | MG Classroom in the Community: Linking up | 4:00-5:30 | Assessment (e-class record) | 4:00-5:00 | Closing Program |

Source: Division of Leyte



Support Infrastructure and Services

1. Support Facilities

The three classrooms used by the Grades 1 to 6 mixed classes were new and spacious with separate restrooms for male and female pupils. These classrooms were donated by Save the Children, an international non-government organization, and DSWD's KALAHÍ-CIDSS program after Typhoon Yolanda levelled the Marcos-era buildings in November 2013. The new classroom had a ramp accessible to children with disability. Since there is electricity, students have access to ceiling fans and learning equipment (e.g., LCD projector, laptops).

The research team's inspection during the school visit showed that all classrooms were equipped with bulletin boards that feature fourth-quarter lessons in all subject areas. There were posters with quotations, sayings on values, and lessons displayed on the walls. Activity outputs of the pupils were placed on classroom shelves together with the teacher-

ABOVE: Post-Yolanda devastation in Leyte, the construction of Guinadiong Elementary School's new classrooms were supported by Save the Children and DSWD through its KALAHÍ-CIDSS program.

Photo by SEAMEO INNOTECH (2018)

made instructional materials and various teaching resources, including old textbooks. There were also medicine cabinets, grooming corners, and reading corners. The physical structure of the school showed that it was conducive for learning. It was observed in both classes that the children were seated comfortably and were grouped by grade level.

■ Managing school-community resources and other facilities

The research team noticed the visual appeal of the school when viewed from the main gate, including the pathways to the classrooms and the surrounding areas. A multimedia classroom package composed of six computers with



monitors and mouse, one UPS, one 3-in-1 inkjet printer, and one LCD projector were provided by the DepEd Central Office under its DepEd Computerization Program (DCP) and stored at the school head's office. Although there is still no internet access within the school premises, the computers have been useful to pupils and teachers. The teachers use the computers to do their reports. Grades 5 and 6 pupils have gained familiarity with computers since they are allowed to encode some data for school reports and to have hands-on exercises on the use of information technology. The computers have also helped the teachers integrate ICT in multigrade teaching. The other school facilities that the school maintains with the help of parents, teachers and community members are as follows:

- Water Sanitation and Hygiene (WASH) area to promote hygiene and sanitation practices among school children and to keep pupils safe and healthy;

ABOVE: A Material Recovery Facility (MRF) is in place in the school's campus to store recyclable materials.

Photo by SEAMEO INNOTECH (2018)

- Water tank used to provide water storage for school use; and
- Material recovery facility (MRF) which served as repository for segregated discards of the school that can be reused or recycled.

Meanwhile, plants and flowers within the school premises are kept healthy by the older pupils and parents who help clean the school surroundings. Parents also maintain in good condition the stage platform used for school activities and programs like quarterly recognition, Teachers Day, and the like. They refer to this practice of helping each other without expectation of payment as "*pintakas*" or "*bayanihan*."

2. Health and Nutrition Programs

Guinadiong ES was a recipient of the School-Based Feeding Program (SBFP) in SY 2017-2018. In terms of program implementation, the school strictly followed the SBFP guidelines⁷. The parents of the beneficiaries were the ones in-charge of preparing and cooking the food while the marketing was done by the SBFP Coordinator during Sundays. The budget per pupil was P16 pesos only and the feeding time was every 11:45 in the morning.

Prior to the implementation of the school-based feeding program of DepEd for SY 2017-2018 (see Table 44), Guinadiong ES reported the following baseline data: five (5) pupils as severely wasted, seven (7) wasted, and eighty (80) pupils with normal body mass index (BMI).

At the end of 120 days, ninety-seven (97%) on learners were classified as normal. Only three (3) pupils in Grades 2, 4, and 5 remained under

the wasted category (see Table 44). This shows that the feeding program, by and large, was able to improve the physical health of poor learners with some exceptions. The parents interviewed shared that due to poverty, some of these pupils could not eat a full meal in a day. Thus, while the feeding program helped in some way, there are pupils who require more substantial intervention, such as continuous health and nutritional support. According to Ms. Nivera, school head of Guinadiong ES, despite the school's good intention to continue the feeding program until there are no more undernourished pupils, the program was discontinued after 120 days because of insufficient funds to sustain it. She emphasized that poor nutrition among school-age children typically leads to a decline in pupils' academic performance. She shared that even now, some pupils go to school without taking breakfast, which is the most important meal of the day. Ms. Nivera believes that a healthy/nutritious diet helps develop the cognitive abilities and improve the academic performance of school-age children.

7 DO 39, s. 2017 – Operational Guidelines on the Implementation of School-Based Feeding Program for School Years 2017-2022

TABLE 44. GUINADIONGAN ES PUPILS' HEALTH AND NUTRITIONAL STATUS BEFORE AND AFTER THE FEEDING PROGRAM (SY 2017 TO 2018)

| GRADE LEVEL | SEVERELY WASTED | | WASTED | | NORMAL | | TOTAL |
|--------------|-----------------|-------------|-------------|-------------|--------------|------------|-----------|
| | BEFORE | AFTER | BEFORE | AFTER | BEFORE | AFTER | |
| Kindergarten | 4 | | 4 | | 5 | 13 | 13 |
| Grade 1 | | | | | 15 | 15 | 15 |
| Grade 2 | | | 1 | 1 | 11 | 11 | 12 |
| Grade 3 | | | | | 12 | 12 | 12 |
| Grade 4 | | | 1 | 1 | 11 | 11 | 12 |
| Grade 5 | | | 1 | 1 | 10 | 10 | 11 |
| Grade 6 | 1 | | | | 16 | 17 | 17 |
| Total | 5 | 0 | 7 | 3 | 80 | 89 | 92 |
| % | 5.4% | 0.0% | 7.6% | 3.3% | 87.0% | 97% | |

Parental and Community Involvement

1. Parental Support

It was observed during the school visit that the multigrade teachers have good relationships with their pupils and their families. Even the school head who lives in another barangay confirmed the support of the people within the school-community and the respect they have shown to multigrade teachers. She mentioned that parents who are members of the Parents-Teachers Association (PTA) are the school partners in planning and implementing school programs and activities. She also shared in an interview:

‘Yong mga parents napansin nila na dahil sa na achieve ng school, inspired ang mga pupils at mga teachers na magtrabaho. (The parents observed that the pupils and teachers were inspired to study and work because of the school’s achievements).

During the FGD with parents, all of them expressed gratitude to the teachers of their children. One of them narrated:

Noong Christmas Party, busy ang mga teachers, kaming dalawa na lang ni Ate Gina ang tagaluto kasi humingi sila ng tulong. Tulad ngayon, nagtutulungan kaming mga parents kahit hindi rin kami sasabihan, pupunta talaga kami sa school at itatanong kung ano ang maitutulong namin. Nagbabayanihan kami, ganun talaga kami dito, nagtutulungan. Kapag may bisita, lahat, kahit sa barangay kapag may nagpupunta, nagtutulungan kami sa paglilinis, pati rin ‘yong school nililinis namin kasi ‘yon lang ang maitutulong namin sa mga guro. ‘Yong pagtuturo nila sa aming mga anak, ang

sinusukli namin ‘yong pagtulong dito sa school sa kahit anong gawain, kaya ganito ang school namin, malinis palagi kasi ganito kaming mga parents sinusupportahan namin ang school. (During Christmas festivities, all teachers were busy. Ate Gina and I were asked to help in the kitchen which we gladly did. We, parents, would often go to school to ask the teachers how we can help them. We practice bayanihan and help each other out. Every time we have visitors, we clean the surroundings because that is our way of giving back to the school and expressing our appreciation to teachers who educate our children. The cleanliness of the school is a manifestation of our support to the school).

2. Community Engagement

■ Shared aspiration of the school-community

During the focus group discussions with different stakeholders of Guinadiongan ES, they expressed a shared aspiration; that is, they want to see their children achieve their dreams of becoming professionals, succeeding in their chosen careers, and returning someday in Guinadiongan to be of service to the community.

The experience of rebuilding the school after typhoon Yolanda will remain in the memories of the people in the community and will be re-lived through the stories they tell. What remains to be written are stories of how the survivors in the community become beacons of hope and inspiration to all children of Guinadiongan ES after the disaster, spurring them to finish their education and use this for the good of the community.

■ Community’s high regard for multigrade teachers

The parents and the community members interviewed have high respect for the multigrade teachers of Guinadiongan ES. They realized that without the teachers’ passion for and dedication to teaching, their children would

not have been as diligent as they are today. The parents also trusted the teachers in the way they discipline their children, noting that teachers treat their pupils as their own children. Some parents shared the following stories:

Parent 1: “Yong anak kong panganay nakapag-asawa sa Samar. Sabi ko sa anak ko, kung papayag ka, dito mo na pag-aralin sa Guinadiongan yung mga anak mo kasi trusted talaga ako sa pagtuturo ng mga teachers dito, bilib ako sa pagtuturo nila kasi may na-experience ako, yung isang lola na nagtransfer yung apo nya dito sa grade 3 nung pinabasa ni Ma’am Susan, hindi marunong magbasa, talo pa sya ng grade 1 pupil dito na nakakabasa na. ‘Yon ang nakita ko kaya sinikap ko na yung apo ko dito talaga mag-aral.” (I have been convincing my eldest child who has a family in Samar to send her children to Guinadiongan ES because I really trust and admire the teachers here. I know of one grandmother who transferred and enrolled her grandchild in Grade 3. When Ma’am Susan tested the child’s reading skills, the child could not read yet, while the first graders here already do so. That is why I wanted my grandchild to study here).

Parent 2: “Ang mga bata dito, disiplinado ng mga teachers kaya masipag mag-aral at masisipag rin sa gawain hindi lang sa pag-aaral kung hindi sa lahat ng bagay.” (The children here have self-discipline owing to the efforts of their teachers, and they bring this trait outside the school. They are diligent not only when it comes to school work, but in other aspects as well).

Parent 3: “Nakikita ng mga bata kung ano ang ginagawa ng mga magulang. Halimbawa ‘yong magulang nakikicooperate dito sa school, ‘yong bata ganun din ang gagawin.” (The children witness what their parents are doing. As such, if the children see their parents cooperating with the school, they will do the same.)

■ Community participation in school activities

During the school visit, the very strong and active participation of different stakeholders of Guinadiongan ES (e.g., parents, community members, and barangay officials) was evident. The stakeholders expressed pride in the school’s achievements including the latest school-based management (SBM) level 3 rating granted by DepEd’s SBM area evaluators in February of 2018.

The stakeholders shared in an interview that the school’s School Governing Council (SGC) has been operating since SY 2015 to 2016. The SGC is composed of different internal (e.g., pupils, pupil organizations, parents, and parents association) and external stakeholders of the school (e.g., various government agencies, non-government agencies, civic and social organizations, alumni, and basic sectors in the community). The SGC (a) participates in the development of the school improvement plan; (b) assists the school in the SIP implementation in terms of reporting their accomplishments and resource generation; (c) organizes a committee to support the school head and staff in SIP implementation; and (d) conducts quarterly meeting or as the need arises. Among the agenda items commonly taken up during SGC meetings are the SIP implementation of projects and programs geared towards the improvement of school performance, pupils’ learning outcomes, and promotion of pupils’ welfare. Both the SGC and PTA are actively part of the SBM and they work hand in hand for their shared goals of continuous improving pupils’ learning and the promotion of children’s welfare in school.

The SBM grant aims to further strengthen the decentralization efforts and improve the quality of learning services by sharing the decision-making power and authority of the Schools Division and District Offices with the school level. This is in line with Republic Act No. 9155 also known as Governance of Basic Education Act of 2001, under which DepEd

continues to provide SBM grants to eligible but disadvantaged schools that can be used to augment the school MOOE funds. The SBM approach to school governance gives the entire school community a voice in key decision-making process that would benefit the school. Guinadiongan ES was able to bring together all stakeholders of the school to contribute their time, effort, and resources in improving the school facilities and learning environment in preparation for the opening of classes. One single parent shared that:

“Single parent po ako pero pag may meeting sa school, pumupunta ako dito lagi. Kapag sabi ni Ma’am na may bisita tayo, tumutulong kami dito sa school at nakikita ng mga bisita na may unity ang mga parents at yung teacher. Para hindi naman mahirapan ang teacher, kaming mga magulang na ang sumusuporta sa mga teachers. Kasi ‘yon lang ang maisusukli namin sa mga teachers.” (I am a single parent but every time there is a school meeting, I always attend. If the teacher tells us there will be a visitor, we normally extend our help to the school. The visitors can glean the unity of parents and teachers. We want to lighten the burden of our teachers by offering our assistance because this is the only way we can repay the efforts of our multigrade teachers).

■ Managing school-community projects

One of the school projects which the School Head continues to support is the “*Pabasa*” (Reading) Project initiated by the former school head of Guinadiongan ES. This project was established with the consent of parents and the community. The project’s aim is to improve the pupils’ reading level from frustration level to independent readers. Under the project, the school head and the teachers jointly conduct monthly random oral reading tests among frustration readers usually after class. They are also constantly monitored by both teachers and parents. The school head would sometimes

call the pupil to her office to validate the improvement reported by the teacher.

The school head continuously implements the national DepEd “*Annual Brigada Eskwela*” where pupils, parents, and community members volunteer to clean the classroom and repair the broken chairs and tables to be used by the pupils. The next project was to maintain the school’s performance rating for the Grade 6 NAT exam. According to Ms. Nivera, the pupils of Guinadiongan ES topped the Grade 6 NAT exam because they have competent and dedicated teachers and very supportive parents.

■ Addressing school community challenges

The challenges of Guinadiongan ES that were mentioned during the FGD are as follows:

- Decreasing enrolment due to the impact of the Department of Health’s program on family planning and migration. One parent narrated: “*Kahit taga bigay kami ng pills sinasabi namin sa mga nanay na wag ninyong inumin tanggapin niyo lang paano na mawawalan tayo ng mag-aaral, baka ma-close yung paaralan natin.*” (Even though we help in distributing the birth control pills, we advised the mothers not to take the pills because the school may close if there are no more school-age children to enrol).
- Lack of national road network. Since they live in a coastal barangay, the community was hoping that one priority project of the local government should be the construction of a national road network that could reach and connect their barangay to other communities and institutions. This will help increase elementary pupils’ access to secondary education at a nearby barangay (i.e., upon graduation from elementary). They have shared that some of their secondary pupils had difficulty going to school in a nearby barangay since they need to ride a boat. Others had to stop their secondary schooling due to travel constraints and lack of money.

- Need for continuous improvement of school facilities. The school plans to convert the Kindergarten makeshift classroom into a concrete standard classroom to make it conducive to learning for school children. The community also dreamed of having a playground, a mini-gym or a covered multipurpose hall to be used by the pupils and teachers in different school activities.
- Need for more local teachers to address the language gap (i.e., Waray vs. Bisaya language). One of the teachers who is not fluent in Waray shared that she needs to learn Waray language since most of her pupils could not understand her if she speaks in Bisaya. She is the one adjusting so she can deliver the lesson effectively.

Amidst these challenges, the parents, teachers, and community members shared that they are willing to commit their best efforts to tap other stakeholders' support (i.e., funds and donations) in keeping a favorable (safe, secure, healthy) learning environment for all Guinadiongan pupils.

KEY POINTS

The following are the key learning points emerging from Guinadiongan ES' case study:

1. Use of Differentiated Instruction and other MG Teaching Strategies

As observed during the school visit, the veteran teachers of Guinadiongan ES displayed skills in using differentiated instruction, explicit teaching, independent and cooperative learning, and subject integration strategies. They smoothly carried out experiential learning and engaged students with stimulating activities (e.g. fun games). Well-established class routines were strictly followed by pupils, evidence of the teachers' competence in facilitating multigrade lessons.

2. DepEd's Trainings on Multigrade Instruction Helped to Enhance Teacher's Competence

The teachers of Guinadiongan ES were very grateful for DepEd's continuous support in terms of capacitating the multigrade teachers in using various multigrade instruction strategies. According to them, it boosted their confidence and skills knowing that they have gained expertise in multigrade instructional delivery. It lessened the fears of newly hired teachers and heightened their excitement especially when they see the fruits of their labor, such as having outstanding pupils who can outdo their peers in the District/Division level school competitions.

3. Use of Traditional, Non-traditional and Innovative Learning Assessment Approaches

According to the teachers of Guinadiongan ES, they use both traditional and non-traditional assessment methods. They used paper and pencil test, standardized test, worksheet/seatwork, assignment, board work, and group work as examples of traditional types of assessment. Meanwhile, actual performance/demonstration, portfolio assessment, teacher observation, teacher checklist, and analysis of pupils' outputs were some of the non-traditional or alternative assessment strategies applied by the teachers. Some of the innovative learning assessments used in the school, which are considered good practice, include the use of peer-to-peer feedback (lower grade is assessed by higher grade level), use of rubrics for group presentation, and game-based assessment using local materials (for higher grade level for G5 and G6).

4. Teachers' Commitment Associated with Being a Local Resident

The veteran teacher of Guinadiongan ES, one of the pioneer teachers of the school, is a resident of the community. Though all teachers are committed to teach, those who lived within the community showed more concern when it comes to improving the pupils' performance.

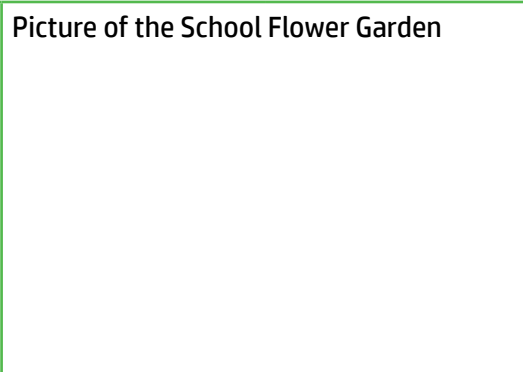
Teacher Susana considers all her pupils her own children and encourages them to excel in the NAT exam and pursue their dreams despite their difficulties. She has repeatedly drummed into her pupils that education is the only gift she could grant them. Since the beginning, Teacher Susana has been dedicated to developing the full potential of her pupils as well as other/co-teachers, so much that a former Grade 1 pupil followed in her footsteps. Her former student is now a teacher in the same school handling the combined fifth and sixth grades.

5. Active Involvement of Parents, Teachers, Community, and Other Stakeholders

The stakeholders of Guinadiongan ES have shown remarkable participation in all school undertakings, such as meetings, assemblies, and in academic and non-academic activities. They supported the “*Pabasa*”/Reading Project of the school to develop more independent readers. They have also stepped up to provide financial contributions or donations via parents-teachers association (PTA) funds, which is deemed as the second main source of funds for the implementation of school projects. Based on the recent School Based Management (SBM) assessment, the school has moved to SBM Level 3, which means that in all aspects of SBM indicators, the school is maturing. The very strong PTA linkages with SGC members of the community and other stakeholders have indeed contributed to the achievement of the shared goal of providing access to quality education among children in Guinadiongan.

APPENDIX C: SAMPLE MULTIGRADE DAILY LESSON LOG

| MULTIGRADE DAILY LESSON LOG | School: | Guinadiongan Elementary School | Grade Level: | I and II |
|--|--|-----------------------------------|---|-------------|
| | Teacher: | Susana T. Aropo | Learning Areas: | Mathematics |
| | Teaching Dates and Time | Week 7 – Day 2 | Quarter | 4th Quarter |
| | | 8:00-9:00 A.M. | | |
| Grade I | | Grade II | | |
| I. Objectives | <p>A. Content Standards: The learner demonstrates understanding of pictographs without scales and outcomes of an event using the terms likely and unlikely to happen.</p> <p>B. Performance Standards: The learner is able to create and interpret simple representations of data (tables and pictographs without scales) and describe outcomes of familiar events using the terms likely and unlikely to happen.</p> <p>C. Learning Competencies/Objectives: The learner sorts, classifies and organizes data in tabular form and presents this into pictograph without scales.</p> | | The learner sorts, classifies and organizes data in tabular form and presents this into pictograph without and with scales. | |
| II. Content | Organizing data in pictograph | | Organizing data presented in pictograph | |
| III. Learning Resources | | | | |
| A. References | | | | |
| 1. Teachers Guide pages | pp. 183-188 | | | |
| 2. Learners Materials pages | Math LM(Grade 1) pp. 183-188 | | Math LM (Grade II) pp. 232-236 | |
| 3. Textbook pages | | | | |
| 4. Additional materials from learning resource (LR) portal | | | | |
| B. Other Learning Resources | | | | |
| III. Procedures | | | | |
| A. Review previous lesson or presenting new lesson | <p>A. Drill on basic addition facts and skip counting by 2s and 5s.</p> <p>B. Review ways in collecting data.</p> | | | |

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| <p>B. Establishing a purpose for the lesson</p> | <ul style="list-style-type: none"> • Do you have a flower garden at home? What insects do you usually see in your garden? • Which of them are the most common and largest in number? • Today, we are going to learn how to sort, classify, and organize data in tabular form and present this into a pictograph without scale for Grade 1 and for Grade 2 without and with scale. | |
| <p>C. Presenting examples/ instances of the new lesson</p> | <ul style="list-style-type: none"> • Give each group of pupils a picture of a school garden without insects in it. • Post the following on the board and ask the pupils to read it. (Be sure your drawing is big enough for all the pupils to see it) | |
| | <p>Mario likes to work in the school flower garden every afternoon. Some insects like to play around in the garden. Some of them even live there. Can you name the insects in Mario’s garden? (There are butterflies, bees, dragonflies and spiders)</p> <p>Post this Problem:</p> <p>How many insects are there in all?</p> | <p>Picture of the School Flower Garden</p>  |
| <p>D. Discussing new concepts and practicing new skills #1.</p> | <p>Solution 1. Ask the pupils to answer the posted problem. How did you find the answer? Ask the pupils to explain their answer.</p> <p>(By counting the insects one-by-one. There are ___ insects in all).</p> <p>Solution 2. (By counting the insects according to their kind).</p> <p>Butterflies - ____</p> <p>Bees - ____</p> <p>Dragonflies- ____</p> <p>Spiders - ____</p> <p>There are ____ insects in all.</p> | |

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| <p>E. Discussing new concepts and practicing new skills #2.</p> | <p>Introduce to the pupils another way of organizing data so it will be easier to count and find the correct solution to a problem which is:</p> <p>Using Pictures: Distribute the pictures. Ask the pupils to fill-up the tables posted on the board. Explain to them that the diagram is called a table. A table is made of rows and columns. This table that we will use has two columns and four rows.</p> <p>Ask the pupils one at a time. What will you put in the first column? (I will write the name of the insect in the first column).</p> <p>What will you put in the second column? Repeat the same process until the last row has been filled up. Why do you think there are four rows? There are 4 rows because there are four kinds of insects in all).</p> <p>Expected result: If the number of insects are not arranged from highest to lowest, ask the pupils to arrange the pictures again and the corresponding names.</p> <p>Ask the following:</p> <ol style="list-style-type: none"> How many of each kind of insects are there? (There are ___ butterflies, ___ dragonflies, ___ spiders, and ___ bees). How many insects are there in all? (There are ___ insects in all). Which kind of insect has the highest number in Mario's garden? The smallest number? (The highest number of insects in the garden are butterflies and the smallest number are bees). How many more butterflies than dragonflies are there? (There are ___ butterflies and only ___ dragonflies so there are ___ more butterflies than dragonflies). How do you know? (I paired the butterflies and the dragonflies. There are ___ butterflies with no dragonflies as pair. Guide the pupils to recall the steps in organizing the data in tabular form and present this into a pictograph). | |
| | <p>Let the pupils recall the steps by working the activity (Buruhaton) or page 184-185 of Math 1 LM.</p> | <p>Let the pupil examine another picture of a garden with larger number of insects found in it. Present another table/diagram with scale found below the table. Guide the pupils to fill-up the table/diagram using the scale as indicated. Let the pupils compare the two pictographs.</p> |

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| <p>F. Developing Mastery.</p> | <p>More exercises for mastery:</p> <p>a. Teacher presents a picture/drawing of a fruit stand. Let one pupil make a table/diagram for the fruits seen in the picture/drawing. Teacher may guide the pupil in making the table.</p> <p>b. Call another pupil to name the fruits found in the picture/drawing. While another pupil writes the names of the fruits in the first column as mentioned by the assigned pupil.</p> <p>c. Then, let another pupil count the fruits according to their names and kind and let another pupil stick/paste the pictures/drawings representing the correct number of fruits written in the first column.</p> <p>d. Then, let pupils answer the following questions:</p> <ol style="list-style-type: none"> 1. How many of each name/kind of fruits are there? 2. How many fruits are there in all? 3. Which name/kind of fruits has the highest number in the fruit stand? The smallest number? 4. How many more ____ than ____ are there? 5. How did you know? <p>e. Let the pupil work on the Activity 1 on page 186 of Math 1 LM.</p> | <p>g. Group the pupils into 2. Let one group do Activity 1 on page 230 of Math 2LM. Let the other group study the pictograph and answer the questions that follow. Refer to Activity 2, page 230-231 Math 2 LM.</p> <p>h. Teacher presents a picture/drawing of a fruit stand. Let one pupil make the diagram for the fruits seen in the picture/drawing. Teacher may guide the pupil in making the table.</p> <p>i. Call another pupil to name the fruits found in the picture/drawing. While another pupil writes the names of the fruits in the first column as mentioned by the assigned pupil.</p> <p>j. Then let another pupil count the fruits according to their names and kind and let another pupil stick/paste the pictures/drawings representing the correct number of fruits written in the first column, using the scale below the table. Then, let the pupils answer the following questions.</p> <ol style="list-style-type: none"> 1. What will be the title of the pictograph? 2. How many fruits are there in all in the fruit stand? 3. Which name/kind of fruits has the highest number in the fruit stand? The smallest number? 4. How many pineapples are there in the fruit stand? <p>Let the pupils do the activities on the activity sheet.</p> |
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| | | | <p>Activity Sheet:</p> <p>7. Ask your 20 classmates to tell you their favorite color.</p> <p>8. Present the organized data into a pictograph using the following table.</p> <table border="1" data-bbox="938 465 1453 913"> <thead> <tr> <th data-bbox="938 465 1109 555">Favorite Color</th> <th data-bbox="1109 465 1279 555">Tally</th> <th data-bbox="1279 465 1453 555">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 555 1109 600">Blue</td> <td data-bbox="1109 555 1279 600"></td> <td data-bbox="1279 555 1453 600"></td> </tr> <tr> <td data-bbox="938 600 1109 645">Yellow</td> <td data-bbox="1109 600 1279 645"></td> <td data-bbox="1279 600 1453 645"></td> </tr> <tr> <td data-bbox="938 645 1109 689">Red</td> <td data-bbox="1109 645 1279 689"></td> <td data-bbox="1279 645 1453 689"></td> </tr> <tr> <td data-bbox="938 689 1109 734">Green</td> <td data-bbox="1109 689 1279 734"></td> <td data-bbox="1279 689 1453 734"></td> </tr> <tr> <td data-bbox="938 734 1109 779">Pink</td> <td data-bbox="1109 734 1279 779"></td> <td data-bbox="1279 734 1453 779"></td> </tr> <tr> <td data-bbox="938 779 1109 824">Orange</td> <td data-bbox="1109 779 1279 824"></td> <td data-bbox="1279 779 1453 824"></td> </tr> <tr> <td data-bbox="938 824 1109 913">(other Colors)</td> <td data-bbox="1109 824 1279 913"></td> <td data-bbox="1279 824 1453 913"></td> </tr> </tbody> </table> <p>Scale: (drawing of a crayon) = 5 pupils</p> <p>Answer the following questions:</p> <p>9. How many of your classmates like the red color?</p> <p>10. How many of your classmates like the blue color?</p> <p>11. How many more pupils selected blue than orange?</p> <p>12. What color did the pupils choose most?</p> | Favorite Color | Tally | Total | Blue | | | Yellow | | | Red | | | Green | | | Pink | | | Orange | | | (other Colors) | | |
|--|---|-------|---|----------------|-------|-------|------|--|--|--------|--|--|-----|--|--|-------|--|--|------|--|--|--------|--|--|----------------|--|--|
| Favorite Color | Tally | Total | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blue | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yellow | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Red | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Green | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pink | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Orange | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (other Colors) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>G. Finding practical applications of concepts and skills in daily living.</p> | <p>Ask the pupils to know the favorite vegetable of their classmates and present the data of your findings on a pictograph using the given activity card.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>H. Making generalization and abstraction about the lesson</p> | <p>Ask: How did you find out the favorite vegetable of your classmates?</p> <p>Guide the pupils to formulate the following abstraction and generalization about the lessons.</p> <ul style="list-style-type: none"> • The number of objects can be shown in an organized way by putting their pictures or drawings according to their kind in a table. • This way, they can be easily counted and compared because they are grouped according to their kind. This kind of presenting organized data is called a pictograph. • In addition for Grade 2 – Direct the pupils’ attention to the pictograph with a scale. Tell them that we can also use a scale in presenting organized data in a pictograph. | |
| <p>I. Evaluating Learning</p> | <p>Examine the picture in your answer sheet. Sort, classify, count and organize the data in tabular form and present this into a pictograph.</p> | <p>Examine the picture in your answer sheet. Sort, classify, count and organize the data in tabular form and present this into a pictograph without and with a scale.</p> |
| <p>J. Additional activities for application or remediation</p> | <p>A. Remediation: Reteach the lesson using another set of activities</p> <p>Review: Guide the pupils to recall the steps in presenting organized data into a pictograph. Use another set of activities.</p> <p>Enrichment: Let the pupils work on the prepared activity card.</p> <p>B. Assignment: Ask 15 of your classmates about their favorite subject? Interview your classmates and present the data into a pictograph.</p> | <p>A. Remediation: Reteach the lesson using another set of activities</p> <p>Review: Guide the pupils to recall the steps in presenting organized data into a pictograph. Use another set of activities.</p> <p>Enrichment: Let the pupils work on the prepared activity card.</p> <p>B. Assignment: Ask 15 of your classmates about their favorite subject? Interview your classmates and present the data into a pictograph without and with a scale.</p> |
| <p>K. Remarks</p> | <p>INQUIRY-BASED APPROACH</p> | |
| <p>L. Reflection</p> | | |
| <p>i. No. of learners who earned 80% on the formative assessment</p> | | |
| <p>ii. No. of learners who require additional activities for remediation</p> | | |

| | | |
|--|--|--|
| iii. Did the remedial lessons work? No. of learners who have caught up with the lesson | | |
| iv. No. of learners who continue to require remediation? | | |
| v. Which of my teaching strategies worked well? Why did these work? | | |
| vi. What difficulties did I encounter which my principal or supervisor can help me solve? | | |
| vii. What innovation or localized materials did I use/discover which I wish to share with the other MG teachers? | | |
| Source: Guinadiong ES data | | |

APPENDIX D: SAMPLE MEMORANDUM OF AGREEMENT BETWEEN THE DIVISION OF LEYTE AND ALL MG SCHOLARS

Department of Education
Region VIII [Easter Visayas]
DIVISION OF LEYTE
Government Center, Palo Leyte

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THE PRESENTS:

This Agreement made and entered into by and between:

_____ as the FIRST PARTY, a duly registered and recognized Multigrade [MG] Teacher in the Leyte Division, with a school address at _____, hereinafter referred to as the "Multigrade Scholar".

and

The Division of Leyte as the SECOND PARTY, a Government office existing under the laws of the Republic of the Philippines, with an address at Government Center, Palo, Leyte, hereinafter referred to as the Department of Education [DepEd], represented by the Schools Division Superintendent.

WITNESSETH, that:

WHEREAS, the Multigrade [MG] Scholar/s is sent to a Summer Training Program at West Visayas State University [WVSU], Iloilo City which instituted a Training Program wherein a qualified Multigrade Teacher will have an actual agreement to augment their formal training;

WHEREAS, the Multigrade Scholar proposes to undergo Two-Summer Training Program at West Visayas State University;

WHEREAS, the West Visayas State University agreed to accept MG Scholars as trainees at its various facilities in support of the Multigrade Program in Philippine Education [MPPE];

WHEREAS, the period of this agreement is within five [5] years and continues until terminated.

WHEREAS, the actual time table of the scholarship is from _____ to _____.

NOW, THEREFORE, for and in consideration of the foregoing premises, the Multigrade Scholars and Division of Leyte agree to stipulate the following:

Roles and Responsibilities of the Division of Leyte:

- * Recognize the vital role of the MG teachers in nation building through providing quality instruction to the learners, and shall protect their physical, moral, spiritual, and intellectual conditions;
- * Shall promote and support the effective implementation of the Multigrade Program by providing the needed facilities and equipment, and instructional materials to a certain extent;
- * Shall support the professional and personal growth of the first party through sending them to follow-up/enhanced training-workshops and encourage them to enroll in graduate education; and
- * Shall provide the MG scholar service credits and certificate of recognition every time he/she is requested to conduct orientations, training-workshops, LAC Sessions, and, other In-Service Professional and Curriculum Development activities.

Roles and Responsibilities of the MG Scholar:

- * Shall apply voluntarily for the MG scholarship or through recommendation with consent;
- * Shall attend all the required sessions for the scholarship program in the specified venue by the organizer;
- * Shall finish the scholarship program as specified above and in case of failure to finish the program, the MG scholar is responsible to payback all the expenses incurred for his/her to the scholarship;
- * Shall render at least five years service as MG teacher after his/her scholarship;
- * Shall promote a learner-centered public institution that serve its utmost to the stakeholders;
- * Shall promote a child-friendly, gender-sensitive, safe and motivating environment;
- * Shall facilitate learning and constantly nurture every learner;
- * Shall act as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen;
- * Shall actively engage shared responsibility developing life-long learners.
- * Shall provide mentoring and coaching services in their respective schools and district through in-house sessions and DisLAC sessions;
- * Shall serve as resource speaker-facilitator in in-service orientation-training-workshops organized in the School, District, Division, Regional and National Levels, preferably during Fridays and Saturdays only; and

- * Shall attend/participate/perform other related tasks to MG curriculum implementation as specified/mandated by the Leyte Division Office.
- * Shall still render services for the welfare of the Multigrade Teachers in the Division even if already handling a monograde class or assigned as school head.

IN WITNESS THEREOF, the parties hereto have signed this Memorandum Agreement on __ day of _____, 20__ at _____.

Multigrade [MG] Scholar
[First Party]

RONELO AL K. FIRMO, PhD, CESO V
Schools Division Superintendent
[Second Party]

SIGNED IN THE PRESENCE OF:

School/Cluster Head

District Supervisor/PIC

CRISANTO T. DAGA, PhD
Education Program Supervisor
[Division MG Coordinator]



CASE STUDY NO. 5

Make-shift Classroom No More: The Story of Lopero Elementary School

DEPED SCHOOL ID: 124330, MUNICIPALITY OF JOSE DALMAN, ZAMBOANGA DEL NORTE, REGION IX

LEFT: Selected learners of Lopero Elementary School who were interviewed for the Case Study's Focus Group Discussion (FGD) receive their UNICEF bags.

Photo by SEAMEO INNOTECH (2018)

BACKGROUND

THE LOPERO COMMUNITY

Who would have thought that a multigrade school with only one simple makeshift classroom would turn out to house some of Zamboanga del Norte's top-notchers in the Grade 6 National Achievement Test (NAT) in SY 2014 to 2015? How could effective learning have happened when pupils were suffering from hunger? This is a story of a small rural school's journey to becoming a full-fledged and thriving multigrade school in the midst of impoverished environment and challenging circumstances.

Barangay Lopero is one of the remotest barangays in the municipality of Jose Dalman, Zamboanga del Norte. Its total population of 444 is only 1.62 percent of the municipality's total population of 27,228, according to the 2015 national census. It is considered as the smallest barangay in the municipality with a total land area of 13,500 square meters. The community heavily relies on agriculture for their livelihood. Aside from farming, other sources of income are fishing, seaweed farming, livestock and poultry raising. Because the barangay is quite distant from the población, most farmers sell their produce to middlemen or traders at low farm-gate prices. They also use some of their harvest for personal consumption.



THE SCHOOL PROFILE

Lopero Elementary School (ES), a complete and pure multigrade school, opened its doors to children 22 years ago, with the help of community members who cooperated to construct a makeshift classroom for their school-age children. Community members and stakeholders worked together to provide access to quality education to underprivileged children in Barangay Lopero. The school is situated in the midst of mountain ranges, surrounded by mahogany trees, and with a breathtaking view of hills and coconut farms.

Barangay Lopero is 54 kilometers away from Zamboanga del Norte's capital, Dipolog City. From the población, the school can be reached via an hour-and-a-half ride of the "*habal-habal*" (modified motorcycle) or a two-and-a-half-hour ride using a 4-wheel drive vehicle. It is bounded by Barangay Lapero (north), Barangay Labakid (south), Barangay Marupay (east), and Barangay Nipaán (west).

When Coca-Cola Philippines launched the Little Redhouse Program in 1997 to provide access to complete elementary education through the construction of schoolhouses located in far-flung and underserved areas in the country, Mr. Danilo Dayola, a former teacher at Lopero ES, took a picture of the school's makeshift classroom and submitted this as an entry. He was pleasantly surprised when Coca-Cola Philippines informed

ABOVE: As a recipient of Coca-Cola's Little Red School Program, the Lopero Elementary School boasts of two classrooms featuring blackboards on both ends. This structure allows flexibility for mixed-class sub-grouping activities.

Photo by SEAMEO INNOTECH (2018)

him later on that the school was chosen as one of the two recipients in Mindanao. In 1999, Lopero ES officially became a Coca-Cola Little Red School.

As of SY 2017-2018, eighty-eight (88) children were enrolled in the school, roughly around 18 percent of the community's total population. Four teachers, including a Teacher-in-Charge, are currently assigned in the school.

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

Lopero ES was established in 1996 to cater to the educational needs of school-age children in Barangay Lopero. Children would otherwise have to travel 2.5 km by foot to attend an elementary school in the nearest barangay in Lopero. The teachers mentioned that the community puts so much value on education that pupils strive to report to school everyday despite the need to cross a river to do so.

Enrollment over the past five school years can be characterized as “fluctuating,” with a significant decline in 2016. Female enrollees have been consistently lower than male enrollees for the past five (5) years (see Table 45).

Based on data submitted by Ms. Emelly Oga, Lopero ES’ Teacher-in-Charge (TIC) and school head, 91 percent (80 pupils) of the learners come from household-recipients of the *Pantawid Pamilyang Pilipino Program* (4Ps), 86 percent (76 pupils) are from the Indigenous Peoples (IP) group of Subanen, and one percent (3 pupils) are considered overage learners.

**TABLE 45. LOPERO ES’ ENROLMENT
(SY 2013-2014 TO SY 2017-2018)**

| SCHOOL YEAR | M | F | TOTAL | RATIO OF F TO M |
|----------------|-----------|-----------|-----------|--------------------|
| 2013-2014 | 50 | 33 | 83 | 60:40 |
| 2014-2015 | 57 | 41 | 98 | 58:42 |
| 2015-2016 | 55 | 44 | 99 | 56:44 |
| 2016-2017 | 47 | 34 | 81 | 58:42 |
| 2017-2018 | 45 | 43 | 88 | 51:49 |
| Average | 51 | 39 | 90 | 57:43 |

Source: School Report Card, SY 2017-2018 and DepEd-EMISD data

**TABLE 46. LOPERO ES’ ENROLMENT
(SY 2017 TO 2018)**

| GRADE COMBINATION | MALE | FEMALE | TOTAL | PERCENTAGE | NO. OF TEACHERS |
|-------------------------|-----------|-----------|-----------|---------------|-----------------|
| Kinder | 5 | 5 | 10 | 11.36 | 1 |
| Grades 1 & 2 | 11 | 11 | 22 | 25.00 | 1 |
| Grade 1 | 6 | 6 | 12 | | |
| Grade 2 | 5 | 5 | 10 | | |
| Grades 3 & 4 | 14 | 13 | 27 | 30.68 | 1 |
| Grade 3 | 4 | 5 | 9 | | |
| Grade 4 | 10 | 8 | 18 | | |
| Grades 5 & 6 | 16 | 13 | 29 | 32.95 | 1 |
| Grade 5 | 10 | 4 | 14 | | |
| Grade 6 | 6 | 9 | 15 | | |
| Total | 46 | 42 | 88 | 100.00 | 4 |

Source: School Report Card, SY 2017-2018

PROGRESSION AND COMPLETION

Based on Lopero ES’ school profile, the school’s completion rate from SY 2014 to 2016 (Table 47) is quite low. Albeit recording a zero drop-out rate for SY 2014 to 2016, DepEd’s Education Management Information System Division (EMISD) reported that the school’s repetition rates (Table 47) are 2.04 percent for SY 2015-2016 and 1.23 percent for SY 2017-2018.

**TABLE 47. LOPERO ES’ COMPLETION AND REPETITION RATES
(SY 2014-2015 TO SY 2017-2018)**

| SYs | COMPLETION RATE | REPETITION RATE |
|-----------|-----------------|-----------------|
| 2014-2015 | 40.97% | 0% |
| 2015-2016 | 30.58% | 2.04% |
| 2016-2017 | 29.63% | 0% |
| 2017-2018 | - | 1.23% |

Source: School Report Card, SY 2017-2018 and Gap Analysis Template

Based on the aforementioned data, the low completion rate could be attributed to the presence of repeaters and overage learners, as well as the transfer of a number of students to other schools. Based on the Division-initiated gap analysis for Lopero ES, lack of financial resources, child labor, non-provision of school supplies, and distance, were among the top four reasons for the low completion rate in this multigrade school.

The community’s severely impoverished economic condition was validated during the interviews with parents and community members. They reported that if they wanted to sustain their families, they need to go out of the community. Most parents interviewed were employed as domestic helpers in Manila to provide for their family’s daily needs. One parent said:

“Ako Ma’am, hindi ko masyado nakasama ang anak ko, Grade 1 palang sya, pumunta na ako sa Manila para magtrabaho. “Yong anak ko nangunguha siya ng plastic para magkapera... Kung hindi ka Ma’am magtrabaho sa ibang lugar walang-wala

talaga dito, Ma'am." (I was unable to spend time with my child since I went to Manila to work when she was still in first grade. My child picks up used plastic materials to sell... If you do not seek work outside of this community, chances are you will not earn anything).

LEARNING OUTCOMES

Except for English, Lopero ES' performance in LAPG for SY 2014-2015, in particular, Filipino and Mother Tongue (Cebuano Bisaya), is commendable, garnering a score of high 90s. It is noted that multigrade learners from Lopero ES fared better than their counterparts in the regional and national levels across all three LAPG areas, English, Filipino and Mother Tongue.

Grade 6 pupils who took the 2014-2015 National Achievement Test (NAT) performed very well in all learning areas, attaining significantly higher scores than the regional and national average (Table 49).

TABLE 48. LOPERO ES' MEAN PERCENTAGE SCORES IN LAPG (SY 2014 TO 2015)

| SUBJECTS | LOPERO ES | REGIONAL | NATIONAL |
|---------------|-----------|----------|----------|
| English | 72.83 | 65.86 | 69.27 |
| Filipino | 96.33 | 69.07 | 74.35 |
| MTB (Cebuano) | 93.24 | 65.96 | 73.90 |

Source: DepEd-BEA

TABLE 49. LOPERO ES' MEAN PERCENTAGE SCORES IN NAT (SY 2014 TO 2015)

| SUBJECTS | LOPERO ES | REGIONAL | NATIONAL |
|--------------------|--------------|--------------|--------------|
| Filipino | 87.50 | 66.42 | 68.86 |
| Math | 99.50 | 73.68 | 72.79 |
| English | 97.00 | 73.89 | 72.88 |
| Science | 89.25 | 69.46 | 67.37 |
| Araling Panlipunan | 92.25 | 70.59 | 70.73 |
| Overall | 93.10 | 70.81 | 70.53 |

Source: DepEd-BEA

FACTORS AFFECTING THE PERFORMANCE OF LOPERO ELEMENTARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Alignment with K to 12 Curriculum

In the interview with teachers and school head, they reported that multigrade instruction in Lopero ES is aligned with the K to 12 national curriculum and that they utilize DepEd-prescribed teaching resources. They likewise mentioned that they also implement an Indigenous Peoples Education Program (IPEd) curriculum where they integrate IP knowledge and practices in their lesson plans, such as the rituals associated with planting rice and other agricultural produce. Additionally, in crafting their IPEd curriculum, they tapped the members of their council of elders in the Subanen ethnic group to share their lived experiences as bearers of culture. Thus, the lessons become more relevant and meaningful to the pupils through indigenization, contextualization, and localization of the culture. According to the Schools Division Multigrade Coordinator, the Division Monitoring Team of Subject Supervisors are tasked to ensure that the indigenized, contextualized, and localized curriculum materials prepared by the MG teachers meet the quality criteria set by the Division.

They, however, said that the delivery of multigrade instruction has become more challenging due to incomplete teaching guides, specifically for Grades 5 and 6, and delayed distribution of printed copies of the BoW, particularly for Filipino and Mother Tongue-based Multilingual Education (MTB-MLE).



ABOVE: In Grades 1 and 2 class, the teacher uses guided practice as a strategy.

Photo by SEAMEO INNOTECH (2018)

Teaching and Learning Resources

1. Learning Facilities

The school completed the acquisition of its site through Republic Act no. 10023, otherwise known as the Issuance of Special Patents of Public School Sites in 2017. As a Coca-Cola Little Redhouse School, it has two classrooms, each of which has blackboard on both ends and is divided in the middle by rows of chairs. Several rows face one end of the classroom for use by students in one grade level, and the rest face the opposite end for use by students in the other grade level. Such arrangement allows mobility, convenience, and comfort among the pupils during classroom activities such as whole-class teaching, peer learning, group work, and others. They have ideally a 1:1 seat to learner ratio.

One classroom was built in 2012 through the financial support from *Kapit Bisig Laban sa Kahirapan*–Comprehensive and Integrated Delivery of Social Services: *Kapangyarihan at Kaunlaran sa Barangay* (KALAHI-CIDSS), which was the second cycle of a three-cycle project. The first project was the construction of the road going to the school, and the third was the establishment of the barangay’s day care center.

2. Teaching Resources

Based on the school survey and the interviews with Loperó ES teachers and school head, the following resources prescribed by the Department of Education are available in the school: (1) minimum learning competencies; (2) budget of work (BoW); (3) teacher’s guides; (4) session guides; (5) daily lesson plans; and (6) daily lesson logs. All materials were reported to be aligned with the K to 12 national curriculum.

A teacher, however, mentioned that they have an inadequate number of Teacher’s Guides for Grades 5 and 6. And as for the BoW, two out of the three teachers were unfamiliar with the BoW, mainly because they were not oriented on it. One teacher though reported that she has been trained on BoW during a five-day

mass training of multigrade teachers held in December 2014, but said that there were competencies in BoW that were not included in the teaching guides. The school head validated this and cited “use of homonyms well” as one of the competencies found in the BoW but not in the teaching guides. One teacher has this to say about BoW’s usefulness:

“May mga activities po sa BoW pero hindi po namin sya totally kailangan kasi suggested lang iyon. Medyo nakakalito po kasi wala kaming teacher’s guides for Grades 5 and 6.” (There are activities indicated in BoW but we do not totally need them because they are just suggestions. It is a bit confusing because we do not have teacher’s guides for Grades 5 and 6).

Teachers also mentioned that because some teaching materials are not yet available, they try to become extra-resourceful by downloading materials from DepEd’s Learning Resources and Management and Development System (LRMDS). However, this is challenging because their school does not have electricity, and they seldom visit the población. They further reported that to address this, they visit schools in Dipolog City to borrow textbooks as their lesson plan reference. A teacher quipped:

“Minsan pumupunta kami sa ibang city at nanghihiram kami ng books, wala po kasi signal dito at nahihirapan kami mag internet.” (Sometimes we go to other cities to borrow books, because there is no signal here and we do not have access to the Internet.)

3. Learning Materials

The teachers explained that for the K to 12 textbooks, the 1:1 learner to book ratio only applies for Mathematics textbooks. There were no K to 12 textbooks available for the rest of the subjects. A Grade 6 pupil mentioned that he had to share his English and Mathematics textbooks with his three classmates.

Visual aids, science kits, and manipulatives were among the available materials for the learners. The school head also reported that during semestral breaks, she and the three teachers help each other in making new or additional learning materials such as big books. She also said that Lopero ES received hardbound books on Science and Mathematics donated by benevolent stakeholders from the United States.

The pupils mentioned that it would be helpful if there were complete textbooks and other school supplies, such as crayons, paints, and bond papers.

Instructional Delivery

Ms. Juliet Velasco, the Schools Division Multigrade Coordinator reported the use of collaborative learning as an innovation in multigrade schools in Zamboanga del Norte. She said that through collaborative learning, pupils can discuss, help, share, encourage, and teach each other during classes.

The TIC, on the other hand said that the teachers in Lopero ES use explicit teaching. She explained that this instructional strategy includes drill, review, motivation, and scaffolding or model teaching. It also involves guided practice which includes teachers presenting examples similar to the activity that the pupils will do together. For independent practice, the teachers allow pupils to work by themselves. It is usually done by teachers for lessons in Mathematics.

She likewise revealed that there were times when the teachers even went beyond the 60-minute allotted contact time for each subject to make sure that they covered all competencies in a lesson. To

help teachers with time allotment for subjects per day that covers all learning competencies required, the school adopts subject grouping as a class program option.

During a Grade 5 and 6 Filipino subject classroom observation, Teacher Jenilyn Dela Cruz tackled the following lesson objectives: For Grade 5— *Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang usapan* (able to use different sentences in joining a conversation) and for Grade 6— *Napagsusunod ang mga pangyayari sa kwento* (able to sequence events in a story).

Teacher Jenilyn started her demonstration in Filipino with the Grade 6 class by reviewing the previous lesson. She organized the pupils into three groups and then gave an activity on sequencing events per group. She then immediately moved to the Grade 5 class. She motivated the class through a song about the environment, *Sitsiritsit*. She exhibited mastery of the lessons, beginning with the reading of the story up to the discussion of the lesson on the types of sentences. Then, she left the Grade 5 group with an activity on *pangungusap*. She made sure that all instructions were clear and understood by the pupils before she left the group.

Teacher Jenilyn moved to the Grade 6 group to introduce an action song called *Hep Hep Hurray* using a clear and well-modulated voice. She let the group leader briefly present their group output on sequencing of events. She also asked the pupils the “why” part of their presentation, which the pupils were also able to explain. To develop the pupils’ analytical skills, she asked them “*Bakit nasugatan ang bata?* (why did the child get wounded?), which the pupils were able to explain clearly. She proceeded to present the story of Thumbelina. Before she left the Grade 6 pupils, she gave them the activity on noting details of the story.

Going back to the Grade 5 class, there was a discussion of the activities conducted. She guided the pupils in summarizing the concepts learned. She then asked the group to do a role play using the different kinds of sentences in their dialogue. The role play stimulated active participation among pupils.

BELOW: Ms. Emelly Olga, Grades 1 and 2 Teacher also serves as Lopero Elementary School’s Teacher-in-Charge (TIC).

Photo by SEAMEO INNOTECH (2018)



She returned to the Grade 6 group to discuss the topic on *talasalitaan* or unlocking difficulty in using several words. Then, she proceeded with reading the story of Thumbelina. She focused on the important parts of the story. Likewise, board work was well-facilitated. Then, she gave the group an activity on sequencing details of the story on Thumbelina. At this point, the teacher was able to facilitate two parallel activities systematically.

She moved back to Grade 5 pupils to present the criteria for assessing their performance on the role play. The pupils presented different scenarios. This activity enabled flexible grouping and teamwork to flourish. After the role play, the teacher gave the scores of each group. Several pictures were presented for evaluation, which was followed by giving of the *Takdang Aralin* (assignment or homework).

Back to Grade 6 class, they presented their group output using semantic web. Teacher Jenilyn discussed the tips in sequencing of events: *simula*, *gitna* and *wakas* (beginning, middle, and end of story). Written evaluation was efficiently done, then *Takdang Aralin* or homework was also given.

Classroom Management

It was evident during class observation that Teacher Jenilyn has a well-established routine which her pupils from both Grades 5 and 6 were used to. They were also well-behaved throughout their class activities.

During her Grade 5 and 6 class, Teacher Jenilyn gave clear directions for and systematically explained the whys of all activities (e.g., group activity or role-play in Filipino where she discussed the importance of the activity to the pupils), allowing the learners to probe the concepts critically. Along the way, she encouraged the class to applaud their classmates who did well. When pupils find it hard to understand some questions, Teacher Jenilyn translated them into their mother tongue (Bisaya) to ensure that all pupils participate in the class discussion. The

BELOW: Ninety-one percent of the learners come from household-recipients of the Pantawid Pamilyang Pilipino Program (4Ps).

Photo by SEAMEO INNOTECH (2018)



teacher's visual aids were well-prepared and well-written. She would ask appropriate questions and there was evidence of orderliness and/or system in conducting class activities. Her speech was clear and distinct. She had a pleasant disposition throughout the demonstration. She ended the day's lesson by giving homework to the pupils.

The TIC mentioned that absenteeism and management of the pupils' behavior are among the challenges faced by teachers. She noted that most of the pupils either help their parents in taking care of their younger siblings or working in the farm. She also said that out of 18 pupils, 1 to 3 would typically be absent from class and these were usually boys who would cut classes to bathe and play in the river. To address this issue, the TIC said in an interview that they openly discussed this with concerned parents during Parents-Teachers Association (PTA) meetings. A teacher likewise mentioned that they have attendance charts in their classrooms to better monitor pupils' attendance.

Learning Assessment

In the school survey, it was reported that the school utilizes traditional assessments, such as quizzes, worksheets, seat works, assignments, projects, long tests, and standardized tests. The school also uses non-traditional assessments through multilevel assessments, which are naturally differentiated because of the wide range of learners' needs and multiple curricula. Teachers reported that they conduct performance assessments through role play and educational games, and group reflection activities.

During the classroom observation, Teacher Jenilyn in her Filipino subject grouped her pupils and gave them activities on script writing and sequencing of events, and to assess their understanding of the day's lesson. Meanwhile, in the Grades 3 and 4 class, the TIC, Teacher Emelyn conducted different types of assessment activities, which include written evaluation, seat work, and oral recitation.

Remedial, Enrichment, and Extra-curricular Activities

1. Stairway for Home

The TIC mentioned that they do not have a non-reader in the school. She attributed this to the school implementation of the District-initiated program, Stairway for Home, which started in 2016. This reading program is implemented five days a week. According to the TIC, on the first day, pupils are taught to read words. On succeeding days, the level of difficulty increases, i.e., they are taught to read phrases, then sentences, then questions, and on the fifth day, pupils are asked to answer questions. The school also has a 12-noon habit, a remedial reading session where teachers let pupils, especially those considered slow learners, to read from 12:00-12:30 pm.

2. Sa Aklat Sisikat Program

This Division-led program called "*Sa Aklat Sisikat*" is aimed at further improving the reading skills of slow readers. The teachers usually schedule remedial reading sessions after lunch. If the teacher is too busy with other tasks, the pupils are encouraged to hold peer tutoring, in which slow readers are taught and guided by their fast-reader classmates during reading sessions. The fast readers also help their classmates understand the select the day's reading or story.

3. Lopero Reading Center (LRC): Learning Hub for Reading

The school established a reading center as a learning hub to improve the reading competency level of pupils in English and Filipino. Since 2007, the school has been implementing a reading remediation every 11:00-11:30 am daily for Grades 1 to 3, while the schedule for Grades 4 to 6 is from 4:00 to 4:30pm. Moreover, they also let their pupils read from 12:00 to 12:30 pm.

A teacher will guide the pupils in the pronunciation of difficult words and help them comprehend the words or stories discussed. To sustain this project, the school continuously solicits financial support from parents and other possible donors so it can purchase additional reading materials.

4. NAT: Academic excellence at all times

When asked about the TIC's peak moment, she fondly shared how the school has been able to maintain high National Assessment Test (NAT) mean performance scores (MPS) per subject area since 2008. She said that this can be attributed to the school project known as NAT: Intensifying at all Times, which she initiated in 2008 and continues to implement to date. Over the past three consecutive years, Lopero ES NAT results have been consistently higher than the MPS standards of the Schools Division, with Lopero ES students garnering an average of 85 percent for all core subjects in SY 2014-2015.

To maintain the school's NAT performance, Lopero ES schedules a two-hour half-day review session every Saturday and Sunday for Grades 5 and 6 pupils with the consent of the PTA. The weekend review sessions run for four months. The teachers, including the TIC, take turns in meeting the pupils to conduct reviews. The teachers identify the least-learned competencies from the NAT results and conduct enhancement sessions on non-mastered or least-learned competencies. They prepare and administer similar test questions given in NAT to their pupils. They assess the results and prioritize the subject areas with low scores. According to the TIC, the weekend review strategy is necessary to avoid disrupting the regular classes of pupils.

5. Save-a-Child Program

The TIC admitted that one of the major hurdles of Lopero ES is the habitual absences and cutting of classes of pupils. This is due to varied reasons such as financial issues, distance of school from home, illnesses, etc. To address these issues, the TIC explained that

the class adviser usually sends a letter to the parents and conducts home visits to explain to the parents the status of their children's performance in school and to avoid the risk of pupils dropping out.

Save-a-Child Program aims to address the needs of pupils-at-risk of dropping out (PARDO) via home visitations and daily checking of attendance to achieve zero percent drop-out rate at the end of the school year. A conference is held annually between teachers and parents of identified PARDOs to discuss issues affecting pupils' attendance. At the end of the conference, the parents and the program management team usually sign an agreement to undertake close monitoring and assessment of PARDOs' attendance status.

With this intervention, the school was able to achieve 90-98 % attendance rate in SY 2017-2018 and maintain a zero drop-out rate. This was made possible through parental support in supervising and monitoring their children regularly.

MULTIGRADE ENVIRONMENT

Governance

1. School Management

Lopero ES is under the supervision of a DepEd-appointed school head whose main responsibility is to ensure that the multigrade program is implemented in accordance with DepEd policies and standards. Ms. Emelyn Oga is the school's Grade 3 and 4 teacher and has acted as Teacher-in-Charge (TIC) since 2007. The 43-year old teacher has a bachelor's degree in elementary education and is married to a local resident of Barangay Lopero. She revealed that in the past years, the school was managed by a cluster head. Beginning in school year 2018, Lopero ES's former cluster head was transferred to another cluster without a replacement. Thus, Ms. Olga was appointed as a TIC while also tasked to teach and handle the administrative tasks of a school head.

Teacher Emelyn said that among her major tasks as TIC is teacher supervision and monitoring. She shared that due to increasing administrative functions and the official reports she is required to submit to the Schools District and Division Offices, she has limited time to personally monitor and observe the multigrade classes on a daily basis. She revealed that she conducts classroom observation only once a week, i.e., every Thursday, by randomly checking the teacher's Daily Lesson Log (DLL).

The parents likewise mentioned during the interview the insufficient contact time between teachers and students, especially in the case of the TIC who was concurrently handling Grades 3 and 4. They noticed that as TIC, she was at times required to report to the District or Schools Division Office which interrupted her classes.

Due to lack of time, informal monitoring is conducted every Friday after class in the form of a short meeting, discussion, and peer tutoring among teachers. She mentioned that the best way to enhance the personal and professional growth of the teaching staff is by strengthening the school-based learning action cell (SLAC).

On teacher's appraisal, the TIC was required to adopt the performance evaluation tools set by the DepEd using the National Competency-Based Teachers Standards (NCBTS) and the Result-Based Performance Management System (RBPMS) for school teachers. These tools aim to assess the level of proficiency of multigrade teachers based on professional standards and the preset-learning goals under the K to 12 curriculum.

2. Monitoring and Supervision by DepEd Schools Division of Zamboanga del Norte

The school's programs and activities are strongly supported by the Schools Division Office. This is evident in the Schools Division's provision of technical assistance to multigrade teachers through training programs, workshops, and intensive SLAC sessions. The technical assistance given to the school was based on the results of Teachers' Strengths and Needs

Assessment (TSNA). The Individual Plan for Professional Development (IPPD) for teachers was used by the Schools Division in formulating the School Plan for Professional Development (SPPD) to fully assess the appropriate technical assistance needed for building the capabilities of teachers.

According to Ms. Juliet Velasco, Multigrade Coordinator, the Schools Division conducted a training seminar in 2014 to capacitate the multigrade teachers, especially the new hires and the untrained ones. The Schools Division outsourced the services of external experts/resource persons, depending on the identified training needs and annual gap analysis submitted by multigrade schools. She, however, revealed that the capacity building program for multigrade teachers was stopped in 2015 due to a change in management and reorganization of DepEd, although the division resumed this in 2016. The following were the trainings attended by Lopero ES' TIC and multigrade teachers:

As shown in Table 50, two multigrade teachers from Lopero ES have attended all trainings organized by the Schools Division except for the self-intervention materials (SIM) training conducted by the Schools District. The latest was the regional mass training on differentiated instruction in 2017 which reportedly helped the teachers improve their teaching strategies in delivering multigrade lessons.

The Multigrade Coordinator likewise said that they have a Division Monitoring team of Subject Supervisors that monitors all elementary schools, including multigrade schools. They monitor as a group by conducting classroom observations, post-conferences, and heeding the schools' gaps analysis for the Division's consideration during their annual planning. She admitted that although they would like to conduct monitoring and evaluation quarterly, which is the schedule for monograde schools, the geographic distance is a major constraint for the Division Supervisors. In the case of Lopero ES, the school was visited only once a year by a Schools Division representative.

TABLE 50. TRAININGS ATTENDED BY LOPERO ES' TEACHERS

| TRAINING/SEMINAR WORKSHOPS | YEAR | ORGANIZER | NO. OF TEACHER/S WHO ATTENDED |
|---|------|----------------|-------------------------------|
| Regional Mass Training for Multigrade Teachers on Differentiated Instruction | 2017 | DepEd-DO | 2 |
| Two-day Seminar Workshop on the Production of Localized and Indigenized Intervention Materials for PARDOs and IPs | 2016 | DepEd-DO | 2 |
| Self- Intervention Materials (SIM) | 2016 | Deped-District | 3 |
| Division Training on Early Literacy and Numeracy (ELLN) | 2015 | DepEd-DO | 2 |
| Teaching and Learning in a Multigrade Classroom | 2015 | DepEd-DO | 2 |
| School-Based Performance Management Reading Program | 2014 | DepEd-DO | 2 |
| Results-Based Performance Management System (RPMS) | 2014 | DepEd-DO | 2 |

Source: Lopero Elementary School data, SY 2017-2018

She however mentioned that the Schools Division of Zamboanga del Norte uses a contextualized M&E system, developed by its own Division. It monitors the following: (1) teacher's teaching competence and skills on lesson preparation, classroom management, teaching strategies; (2) attendance in In-Service Teacher Trainings and School-based Learning Action Cells (SLACs); (3) anecdotal records; and (4) community support. Furthermore, the Schools Division monitors the technical assistance provided by the school head, the number of teachers observed by the school head, including the identified needs and recommendations for school improvement.

Teacher Competence and Quality

The school personnel are composed of four (4) teachers, including a Teacher-in-Charge (TIC). The teachers are nationally-funded and have a full teaching load. All three teachers are female. The Grades 1 and 2 teacher, aged 33, is the oldest and longest-serving; while the Grades 5 and 6 teacher, aged 24, is the youngest teacher with three years of service. The TIC teaches Grades 3 and 4. She and the two teachers are considered locals in the

community. Table 51 shows the profile of four multigrade teachers in Lopero ES, including the Kindergarten teacher.

In the school survey form and during interviews, it was reported that Teacher Jenilyn was awarded first place in an on-the-spot painting contest for teachers and she likewise coached a team of pupils to win third place in an oral reading competition. It should be noted that Teacher Jenilyn is the only teacher who travels to and from the school for around two hours via a motorcycle since she lives in the town proper of Dipolog City. During the interview with parents, they noted that Teacher Jenilyn has an innovative approach to teaching, incorporating painting, role play, experiments, and drawing in the learning activities to develop students' creativity and critical thinking. This is something that most parents said they like about and appreciate in their children's classes.

During the interview with teachers, meanwhile, Teacher Jenilyn revealed that she first heard about multigrade teaching in a subject on special topics in her college education course. She, however, never imagined that she would be assigned in a multigrade school. She further said that she went

TABLE 51. LOPERO ES TEACHERS' PROFILE (SY 2017 TO 2018)

| TEACHERS' PROFILE | NAME OF TEACHER | | | |
|-------------------|-------------------|---------------|-------------------|-----------------------|
| | MARISSA H. DINGAN | LEA F. FLORES | EMELLY T. OGA | JENILYN R. DELA CRUZ |
| Gender | F | F | F | F |
| Age | 32 | 33 | 43 | 24 |
| Grades | Kindergarten | Grades 1 & 2 | Grades 3 & 4 | Grades 5 & 6 |
| Item | Teacher I | Teacher I | Teacher-in-Charge | Teacher I |
| Years in Service | 6 months | 6 years | 12 years | 3 years |
| Degree | BEEEd | BEEEd | BEEEd | BEEEd with 9 MA units |

Source: Lopero Elementary School data, SY 2017-2018

back to her notes to review the strategies that she could implement in her mixed class. She embraced multigrade teaching wholeheartedly and would like to share her artistic talent to her pupils to make them appreciate the arts as well. She was also the adviser of Grades 5 and 6 pupils who took the SY 2014-2015 NAT and took pride in the reviews they conducted during weekends to prepare their pupils for the examinations. It was noted during the interview that she desires to be transferred to a monograde school.

Those teachers who stayed for more than three years shared in an interview that their source of motivation is not just the financial benefits coming from the national government (e.g., hardship and multigrade allowance) but also the fulfillment they get from seeing their pupils succeed. According to these teachers, "*Kung walang cash e 'di okay lang, trabaho lang i-enjoy na lang*" (Even if there's no cash, it is still okay, we still work and we enjoy it). For them, teaching in a multigrade school is exciting and challenging and every day is a new learning experience.

Teacher Jenilyn further shared that she is motivated every time she sees her pupils learn and excel in class, as well as when they compete with other pupils in monograde schools. Being able to contribute to a pupil's success makes Teacher Marise proud and happy. She recounted: "*Meron*

akong parent, illiterate, kaya nakikinig sya at nakikiupo para matuto din" (We have an illiterate parent, hence, she sits-in in my class to listen and learn). I can see the glow in her eyes as she learns something new in class. The thirst for knowledge is there but due to poverty, some parents feel that farming or fishing is the only skill they need to master in order to make a living so they can send their children to school."

The TIC was also quoted: "*May mga low moments pero marami ring peak moments na unforgettable at sobrang saya kasi ang dami na ring accomplishments ng school*. (There were low moments but there were also many unforgettable peak moments. We are very happy because the school has many accomplishments). "Those simple and small outpouring blessings surpassed those low moments and what was left were happy memories of being a TIC in a multigrade school."

Ms. Oga believes that Lopero ES has come a long way and has made a big difference in the lives of teachers, the Subanen children, as well as the parents in the community.

Support Infrastructure and Services

1. Support facilities

The school has two classrooms donated by the Coca Cola Foundation through the Little Red Schoolhouse Program and one classroom constructed under the KALAH-CIDSS program. The classrooms have functional furniture, enough for the number of pupils, but the tables and chairs need repainting and repair. Varied, creative, and informative materials hand-made by the teachers were on display inside the classrooms during the school visit in February 2018. The existing school equipment of Lopero ES are listed in Table 52.

The safety of school properties is an issue in this school. The teachers safeguard the school equipment by keeping the rooms properly padlocked or by bringing them home to ensure safety. The PTA, community members, and other benevolent stakeholders support the child protection and security programs of the school. Through the collaborative support from parents and teachers, the school site titling under Section 4 on Special Patent of the Republic Act 10023 was secured from land squatters.

Lopero ES lacks clean and safe potable drinking water. The TIC mentioned that this issue increases pupils' vulnerability to water-borne illnesses (e.g., cholera, typhoid, dysentery, diarrhea, etc.). To help address this issue, pupils alternately fetch water from a deep well and carry buckets to school so they have water in their toilets. The teachers said this can be time-consuming and can reduce contact time for learning. Community members said that all residents in the barangay do not have access to water and have to also fetch water from the deep well. Likewise, the school does not have access to electricity according to community members.

TABLE 52. LOPERO ES' EXISTING SCHOOL EQUIPMENT

| EQUIPMENT | NUMBER |
|--------------------------|--------|
| Science Equipment | |
| Thermometer | 6 |
| Weighing Balance | 1 |
| Human Torso | 2 |
| Animal replica | 4 |
| Math Equipment | |
| Calculator | 5 |
| Ruler | 10 |
| Protractor | 10 |
| Cylindrical Box | 1 |
| Shapes made of woods | 6 |
| Tape measure | 4 |

Source: Lopero Elementary School data

2. Health and Nutrition Programs

Out of 88 enrollees, Lopero ES reported 18 pupils (20.45%) as wasted and 70 pupils (79.55%) as normal prior to the implementation of the school-based feeding program of DepEd. At the end of 120 days, all pupils were classified under the normal status (Table 53). The feeding program aimed to address undernutrition among public school children from Kindergarten to Grade 6 and to increase the attendance rate of pupils from 85 to 100 percent.

TABLE 53. LOPERO ES PUPILS' HEALTH AND NUTRITIONAL STATUS BEFORE AND AFTER THE FEEDING PROGRAM (SY 2017 TO 2018)

| GRADE LEVEL | SEVERELY WASTED | | WASTED | | NORMAL | | TOTAL |
|-------------------------|-----------------|--------------|---------------|--------------|---------------|-------------|-----------|
| | BEFORE | AFTER | BEFORE | AFTER | BEFORE | AFTER | |
| Kindergarten | 0 | 0 | 3 | 0 | 7 | 10 | 10 |
| Grade 1 | 0 | 0 | 2 | 0 | 10 | 12 | 12 |
| Grade 2 | 0 | 0 | 3 | 0 | 7 | 10 | 10 |
| Grade 3 | 0 | 0 | 3 | 0 | 6 | 9 | 9 |
| Grade 4 | 0 | 0 | 4 | 0 | 14 | 18 | 18 |
| Grade 5 | 0 | 0 | 2 | 0 | 12 | 14 | 14 |
| Grade 6 | 0 | 0 | 1 | 0 | 14 | 15 | 15 |
| Total | 0 | 0 | 18 | 0 | 70 | 88 | 88 |
| Percent to Total | 0.00% | 0.00% | 20.45% | 0.00% | 79.55% | 100% | |

Source: Lopero Elementary School data

Parental Support and Community Involvement

1. Parental Support

According to Ms. Angelie Pelingon, the teacher-in-charge, 46 percent or almost half of the parents actively participated in different school programs and activities. The poor economic condition of the families accounted for the absence of parents in some of these activities. Since farming is the main occupation of most parents, they could not afford to leave their work in the field. In the parents' absence, the pupils' grandparents or guardians were typically the ones who attended the school programs, such as *Brigada Eskwela*, *Buwan ng Wika*, Feeding Program, Nutrition Month, Christmas Party, and other school events.

One parent cited that there is an active and operational parents-teachers association (PTA), which meets quarterly to discuss the issues and concerns of the school. For transparency and good governance, the parents are also involved in crafting the school improvement plan together with the teacher and barangay/community representatives.

The parents shared that despite their difficulties in life, they support the school, teachers, and their children in their own modest ways. A parent mentioned that they help the school by paying their annual PTA contribution amounting

to one hundred pesos, as a way to support school activities. But the parents admitted that not all of them can afford to pay their PTA contribution due to poverty. She also recounted: "*Kami po bilang parents, meron kaming PTA and Homeroom Officers from Kindergarten to Grade 6. Lahat po ng activity sa school tulad ng mga palaro para sa mga bata, lahat po kami may kaunting donasyon para sa papremyo.*" (We, parents, have PTA and Homeroom Officers from Kindergarten to Grade 6. In all school activities such as fun games, however small it may be, we give cash donations to be used as prizes for games for the participating pupils).

Another parent said that she sought to lighten the burden of her children's teachers by checking and reviewing her children's assignments and lessons. She cited: "*Tinuturuan ko po sa bahay 'yong mga anak ko sa lesson nila at pag may assignment para at least pag pasok marunong na ng kaunti at hindi mahirapan si teacher. Hindi kailangang i-asa lahat sa teachers.*"

The parents admitted that they cannot give 100 percent financial support to the school, but they have tried to be involved in different ways. As shared in the focus group discussion, some parents have offered free labor if needed, others have contributed in the form of cash or in kind, and some have volunteered to accompany the teachers in the District/Division meetings for the school competition.

2. Community Involvement

The Barangay Local Government Unit (BLGU) has insufficient funds to support the school, thus, many parents volunteer to provide free labor to support school-based projects. The parents and the community members proudly shared that they could be counted on to contribute to the school, such as in the beautification of school vicinity, tree planting, and cleaning up the school surroundings. Collectively, they call this as *Pahina* or *Bayanihan* for the school.

The school envisions producing competent and patriotic young people, with the proper knowledge and skills—a shared goal of the families and the community members. Thus, ever since the school was founded, a strong linkage was established between the PTA and the community through the School Governance Council (SGC) to help Lopero ES in carrying out its mission. The Lopero ES SGC is composed of representatives from the barangay education council, alumni, pupils, teachers, and parents who meets quarterly.

The teachers revealed that a special bond has developed between teachers and parents as they work together to make sure that pupils learn and get promoted to the next grade level at the end of school year. A common sentiment among parents is that despite their financial hardship, they encourage their children to study because they believe that education is the only solution to pull themselves out of chronic poverty. One of the parents shared,

“Pinapaalala ko sa kanila lagi na mag-aral silang mabuti para hindi sila matulad sa amin na farmer lang at para makamit nila ang mga pangarap nila” [I keep on reminding them (my children) to study hard so that they won’t become poor farmers like us, and to achieve their dream].

KEY POINTS

1. Learning Environment

As a Coca-Cola “Little Red School,” Lopero ES has unique classroom structures that provide a well-organized environment and promote effective learning. The classroom seating arrangement allows mobility, convenience, and comfort among pupils during classroom activities, such as whole-class teaching, peer learning, and group work. The two grade levels in mixed classes are divided through a seating arrangement in which each grade level faces the opposite end of the classroom.

In addition to the conducive learning space, the teacher likewise contributed to a stimulating learning environment in a multigrade setting. During the classroom observation, there was evidence of orderliness/system in organizing class activities such as role play, board work, paperwork, and group presentations. The Grades 5 and 6 teacher gave clear instructions for all the activities and made sure that every pupil could understand the instructions. She encouraged the pupils to participate during class discussion by asking questions that require critical thinking. The teacher monitored the pupils’ outputs, kept on praising the pupils for giving the correct answers, and ended the day’s lesson by giving a homework.

2. Instructional Strategies

Lopero ES uses diverse instructional strategies suitable to the K to 12 curriculum and based on pupils’ needs. The following are examples of the multigrade strategies used in the school:

- **Subject Grouping** is being used to meet all the required learning competencies of the DepEd K to 12 Curriculum. Lopero ES adopts subject grouping as a class program option, in which they teach Science and *Edukasyon sa Pagpapakatao* (ESP) every Monday, Wednesday, and Friday (MWF) and English, Mathematics, and other subjects every Tuesday and Thursday (TTh). According to the MG teachers interviewed,

subject grouping is effective for them to cover all the competencies required under the K-12 Curriculum.

- **Explicit Teaching** includes guided skills practice/learning activities, drills, reviews, motivation, and model teaching. Lopero ES considers explicit teaching effective specifically in teaching Mathematics using the teacher's guide which they have downloaded from LRMDs, as well as pupil workbook/worksheet and other teacher-made learning resources. For the lower grade, the challenge lies in the use of mother tongue in explaining Mathematics concepts. The teacher's guide is written in English while the pupil workbook/worksheet is in "*Sinugbuanong Binisaya*." For easier comprehension of pupils, the teacher needs to translate the lesson either in English or in *Sinugbuanong Binisaya*. Both the pupils and the teacher note that using mixed languages are necessary in order to understand the concept of the subject being taught, esp. in Mathematics, MTB, and Science.
- **Model Teaching** involves the presentation of examples while the pupils listen and participate in the discussion of the sample topic/problem which is similar to the activity that the pupils and the teacher will do together. When the concept/process is mastered by the pupils, the teacher gradually assumes the role as facilitator and allows the pupils to work independently;
- **IPed Integration** is a strategy used to integrate IP core values and culture in the lessons. It promotes integration of the core values and cultural practices of the indigenous people (IP) in multigrade lesson plans. An example of this is the integration of IP's organic farming practices such as planting rice in teaching science. Multigrade teachers are able to get the elders from the Subanen ethnic group to share indigenous knowledge, systems, and practices to the class as deemed appropriate for the day's lesson; and

- **Division-led Collaborative Learning** is a strategy used where pupils can discuss, help, share, encourage, and teach each other during classes.

3. Teacher's Quality

In most case studies, teachers who reside within the community and have served several years in multigrade schools seem to best contribute to the improvement of learning. However, in Lopero ES, the youngest and newest teacher, but qualified and trained in both pre-service and in-service programs, was evidently among the strongest contributing factors for the effective multigrade learning in school.

The 24-year old Teacher Jenilyn has proven to have contributed to high scores of Grades 5 and 6 in their NAT examination in SY 2014 to 2015 and has injected several innovations in her instructional strategies such as drawing, role play, experimenting, and painting in class which parents and students alike recognized to have helped in learning. Retaining or sustaining new teachers who may bring innovative practices and strategies in multigrade teaching however poses a challenge to multigrade schools.



CASE STUDY NO. 6

Struggling for Excellence: The Story of Nababarera Elementary School

DEPED SCHOOL ID: 112330, NABABARERA, BAAO, CAMARINES SUR, BICOL REGION

LEFT: The Multigrade teachers of Nababarera ES, Baao, Camarines Sur have a positive outlook and passion for teaching, which are the basic traits of an effective Multigrade teacher.

Photo by SEAMEO INNOTECH (2018)

BACKGROUND

THE NABABARERA COMMUNITY

Barangay Nababarera is one of the 30 barangays in the Municipality of Baao, Camarines Sur and considered the 2nd smallest barangay in the municipality based on the 2015 Philippine Census of Population⁷. It is approximately 17 kilometers from the población of San Francisco, with an average travel time of forty-five minutes by a passenger jeepney, tricycle or motorcycle.

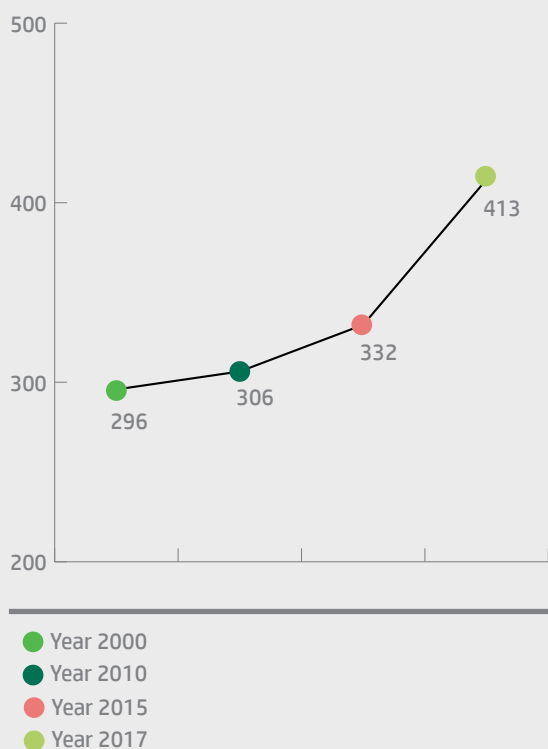
Nababarera is bounded on the north by Barangay Tapol, on the south by Barangay Pugay, on the west by Barangay Sta. Teresa, and on the east by Barangay San Vicente, Iriga City. It has a total land area of 218.40 hectares with three zones namely: Centro, Tabon-Tabon, and Caco. It has a total population of 413 with average family size of five members per family as of 2017 barangay survey. Figure 13 shows that its population has steadily increased, from 296 in 2000 to 413 in 2017. Furthermore, it reported a high growth rate between 2015 and 2017, at 24.40 percent.

The main language of the population is Rinconada Bikol. However, Tagalog and English are also spoken by the people in the community especially in formal gatherings, in schools as well as in business transactions.

Agriculture is the main source of livelihood of the people in Nababarera. Farming and buy-and-sell of agricultural products such as coconut, corn, rice, vegetables, and banana are the major occupations of most families. Aside from farming, the people also depend on poultry and livestock raising as their other source of income.

7 Santa Teresa (262) is the smallest barangay followed by Barangay Nababarera (332) and Barangay Cristo Rey (333) based on the 2015 Census of Population

FIGURE 13. NABABARERA'S POPULATION DATA



Source: 2015 Philippine Census of Population and 2017 Barangay Survey

THE SCHOOL PROFILE

Nababarera Elementary School is situated along mountainous terrain and rolling hills. It is a pure multigrade school located within the barangay offering the following combination classes: Kindergarten to Grades 1 and 2, Grades 3 and 4, and Grades 5 and 6. As of School Year (SY) 2017-2018, the school enrolment is at 61, of which 61 percent (37) are males and 39 percent (24) are females. The school has three (3) multigrade teachers under the supervision of a cluster head/ principal. See Table 54 for details.

TABLE 54. NABABARERA ES' CLASSIFICATION OF LEARNERS (SY 2017 TO 2018)

| GRADE COMBINATION | M | F | TOTAL | NO. OF TEACHERS |
|----------------------------|-----------|-----------|-----------|-----------------|
| Kindergarten, Grades 1 & 2 | 16 | 8 | 24 | 1 |
| Kindergarten | 11 | 1 | 12 | |
| Grade 1 | 2 | 3 | 5 | |
| Grade 2 | 3 | 4 | 7 | |
| Grades 3 & 4 | 9 | 4 | 13 | 1 |
| Grade 3 | 7 | 2 | 9 | |
| Grade 4 | 2 | 2 | 4 | |
| Grades 5 & 6 | 12 | 12 | 24 | 1 |
| Grade 5 | 4 | 8 | 12 | |
| Grade 6 | 8 | 4 | 12 | |
| Total | 37 | 24 | 61 | 3 |

Source: DepEd-EMISD

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

Nababarera Elementary School was established in 1968 and is considered one of the oldest upland schools in the Municipality of Baao. It was founded to provide basic formal education to school-age children in Barangay Nababarera. Data on enrolment were obtained in the last five consecutive years, from SY 2013-2014 to SY 2017-2018 (see Table 55). A declining enrolment trend was noticeable from 82 enrollees in SY 2013-2014 down to only 61 enrollees in SY 2017-2018. It was also reported that girls' enrolment posted a higher negative percentage change at 42 percent (17 girls) as compared to boys' enrolment at negative 10 percent (4 boys). The ratio of girls to boys' enrolment in SY 2013 to 2014 was 50:50 as compared to 39:61 in SY 2017-2018. The drop in girls' enrolment was attributed to their domestic roles in the family, such as caring for their younger siblings and helping in household chores while their parents work in the farm to earn a living. Despite

the increasing population of the community, there was a decrease in enrolment due to migration of some families to nearby barangays where they can find work and lift their families from poverty.

Another reason for the low enrolment as mentioned by one of the parents during the interviews was the distance. Pupils need to walk almost an hour along a rough muddy road in order to reach the multigrade school, which is the only public elementary school near the community. One parent shared: “*Walang malapit na school at eto na ang pinakamalapit mula sa bahay. Mga dalawang kilometro po ang layo mula sa bahay. Thirty minutes to almost an hour po naglalakad ang mga bata sa maputik na daan.*”

Table 56 shows that 19 out of 61 students or 31 percent are recipients of the *Pantawid Pamilyang Pilipino Program (4Ps)* of the Philippine government. Also, there are five over-aged learners and 10 indigenous people (IP) learners for SY 2017-2018. The IP learners are Agtas who live in poverty, have experienced discrimination, and are deprived of basic services. All 10 IP learners are also beneficiaries of the 4Ps conditional cash grants of the government. These data show that multigrade education is open to all learners, particularly those who are isolated by poverty and social exclusion. Nababarera ES gives disadvantaged learners an opportunity to complete their basic education.

TABLE 55. NABABARERA ES' ENROLMENT (SY 2013-2014 TO SY 2017-2018)

| SCHOOL YEAR | F | M | TOTAL | RATIO OF M TO F |
|-------------|----|----|-------|-----------------|
| 2013-2014 | 41 | 41 | 82 | 50:50 |
| 2014-2015 | 36 | 38 | 74 | 49:51 |
| 2015-2016 | 33 | 39 | 72 | 46:54 |
| 2016-2017 | 26 | 38 | 64 | 41:59 |
| 2017-2018 | 24 | 37 | 61 | 39:61 |

Source: DepEd-BEIS and Nababarera ES School Improvement Plan SY 2016-2019

TABLE 56. NABABARERA ES' CLASSIFICATION OF LEARNERS (SY 2017 TO 2018)

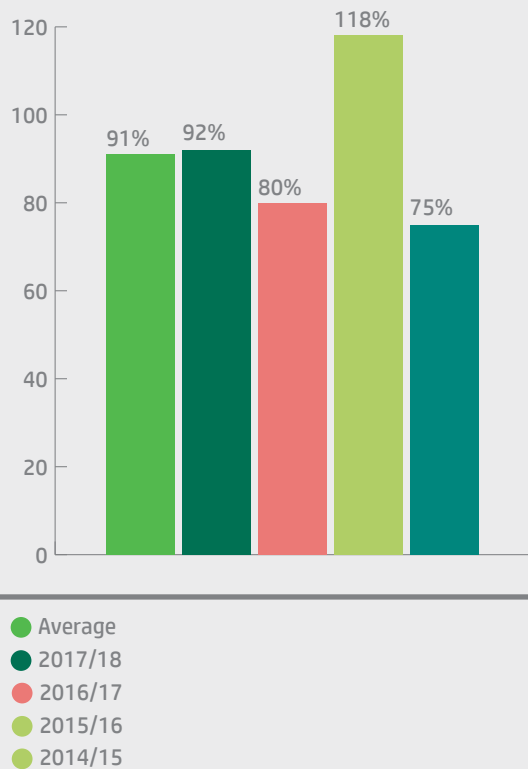
| GRADE LEVEL | NO. OF OVER-AGED LEARNERS | NO. OF IP LEARNERS | NO. OF 4PS LEARNERS |
|--------------|---------------------------|--------------------|---------------------|
| Kindergarten | 1 | 0 | 0 |
| Grade 1 | 0 | 2 | 1 |
| Grade 2 | 1 | 2 | 2 |
| Grade 3 | 1 | 2 | 3 |
| Grade 4 | 0 | 0 | 1 |
| Grade 5 | 1 | 2 | 5 |
| Grade 6 | 1 | 2 | 7 |
| Total | 5 | 10 | 19 |

Source: Nababarera ES data

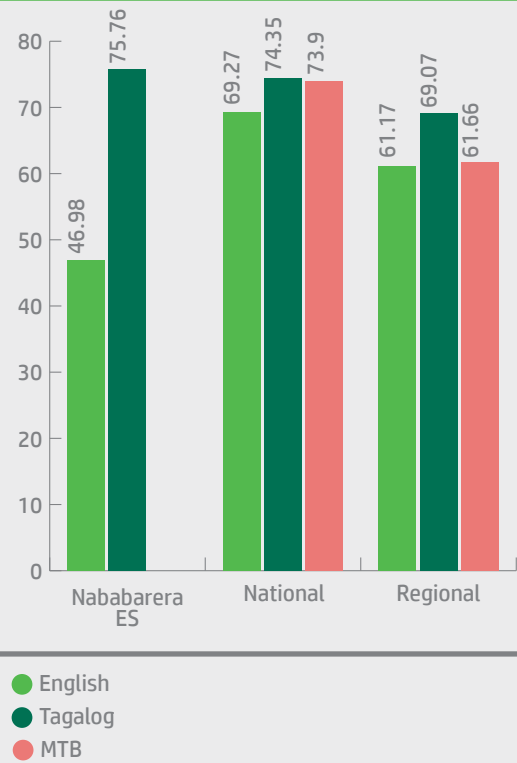
PROGRESSION AND COMPLETION

According to data submitted by the school head from SY 2014-2015 to SY 2017-2018, there were no drop-outs and repeaters over the last four years. However, absenteeism was a common problem among pupils. The reasons mentioned by the teachers, school head, parents, and community members on this issue are poverty, malnutrition, sickness, family problem, and distance to school, which are very common among multigrade schools in the province of Camarines Sur.

As shown in Figure 14, the average completion rate was reported at 91 percent. In SY 2015-2016, completion rate was above 100 percent (118%). Data showed that there were only 11 pupils who enrolled in Grade 1 in SY 2011-2012 as compared to 13 pupils who graduated in Grade 6 in SY 2015-2016. The additional two (2) pupils who graduated were transferees from nearby barangays and were accepted by the school. Transfer to another school is also the reason why completion rate was below 100 percent in some school years. Pupils who started Grade 1 in Nababarera ES completed their elementary education in another school because of change of residence.

FIGURE 14. NABABARERA ES' COMPLETION RATE (SY 2014 TO 2015 AND SY 2017 TO 2018)

Source: Nababarera ES KPI data for SY 2014-2015 to SY 2017-2018

FIGURE 15. NABABARERA ES' MEAN PERCENTAGE SCORES IN LAPG (SY 2014 TO 2015)

Source: DepEd-BEA and Nababarera ES School Improvement Plan

LEARNING OUTCOMES

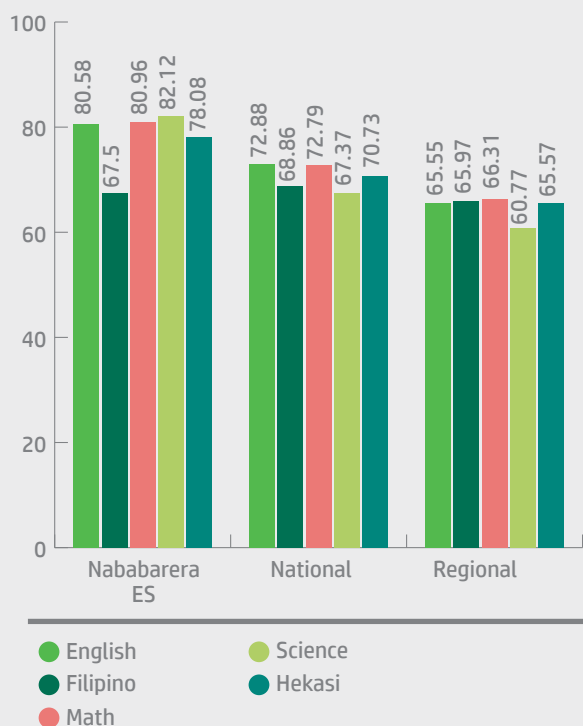
Grade 3 pupils who took the SY 2014-2015 Language Assessment for Primary Grades (LAPG) in Tagalog obtained higher mean percentage scores (MPS) than their cohorts at the national and regional levels (Figure 15). However, the pupils obtained very low MPS in English at 46.98 compared to the national (69.27) and regional (61.17) MPS. It was reported that Nababarera ES was not included in the sample schools who took the mother tongue-based (MTB) exam for SY 2014-2015.

The Grade 6 students who took the SY 2014-2015 National Achievement Test (NAT) received scores of more than 75 percent in all subjects except in Filipino, significantly higher than those of their peers at the national and regional levels (see Figure 16). The school's MPS in Filipino, 67.50, was slightly lower than the national MPS of 68.86, although somewhat higher than the Region 5 MPS which stood at 65.97. Interestingly, the performance of learners in LAPG Tagalog at 75.76 percent (Figure 16) was higher than the NAT score in Filipino at 67.50 percent (Figure 16). The low NAT score may be attributed to insufficient learning materials, especially textbooks in Filipino and other related Filipino-subjects (e.g., *Araling Panlipunan*,

Edukasyon sa Pagpapakatao, MAPEH, EPP), that could have enhanced the pupils’ understanding of the Filipino language and performance in national assessments/tests.

One of the big challenges of the school is how to improve the pupils’ academic performance in all subject areas to exceed the 75 percent passing score, which was set by the Department of Education based on the mastery level as per DECS Order No. 46, s. 1983.

FIGURE 16. NABABARERA ES’ MEAN PERCENTAGE SCORES IN NAT (SY 2014 TO 2015)



Source: DepEd-BEA and Nababarera ES School Improvement Plan

FACTORS AFFECTING THE PERFORMANCE OF NABABARERA ELEMENTARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Alignment with K to 12 Curriculum

Nababarera Elementary School’s multigrade program is aligned with the K to 12 curriculum based on interviews with division/district supervisors, cluster head, teacher-in-charge, and the teachers. During the school visit, the teachers revealed that they did not have yet a copy of the revised Budget of Work (BoW) on multigrade. Instead, the teachers used the following references in preparing their lesson plans: K-12 Curriculum Guide, old BoW, Teacher’s Guide (TG) on Multigrade, and MG curriculum exemplars, among others. During interviews, the representative from DepEd-BLD encouraged the school teachers to maximize the use of the BoW in preparing their lesson plans to effectively facilitate the delivery of multigrade instruction.

Teaching and Learning Resources

1. Learning Facilities

Nababarera Elementary School has four classrooms, which is compliant with the 3-room school building policy based on DepEd Order No. 96. series of 1999. But the classrooms need a minor to major repair and maintenance work. The school fences also need to undergo renovation. There were some classrooms which do not have ceiling fans and do not have enough lighting facilities. The desks and arm chairs have a pupil to seat ratio of 3:1. However, these are already defective. The school has an ICT equipment namely, LCD projector, screen and eight computers. The school has no safe facility to secure the computer equipment, which will serve as a storage of the ICT materials. The school likewise needs a Kindergarten room to separate the Kindergarten class from Grades 1 and 2 pupils.



2. Teaching Resources

The multigrade teachers mentioned in the FGD that they have access to the multigrade TGs provided by DepEd and at the same time reported that they were expecting the delivery of new instructional materials like the Multigrade Teach-and-Learn Package (MG-TLP) of DepEd including the updated BoW.

3. Learning Materials

Based on SY 2017-2018 School Report Card, only the textbooks for Grades 3 and 4 were sufficiently available. The other learning areas across all grade levels were deprived of textbooks, particularly Grade 6 textbooks (see Table 57).

Science equipment, such as the weighing scale, magnifying lens, human torso model, dry cell holder and other basic equipment and tools, were made available for pupils' use. There are six desktop computers in the school and two computer laptops but these computers are no longer functional.

ABOVE: ICT materials provided through the Department of Education Computerization Program (DCP) and some textbooks were among the teaching and learning materials of the school.

Photo by SEAMEO INNOTECH (2018)

Kindergarten to Grade 3 pupils who need to undergo remedial reading classes were using the levelled readers books donated by BASA Pilipinas for their reading sessions, usually held after class or during the teacher's free time. There were other teacher interventions to help raise the reading literacy skills of the pupils, such as Project Drop Everything and Read (DEAR) and Every Child a Reader Program (ECARP) of DepEd, the one o'clock reading habit, reading buddies, and adopt a reader approach. Furthermore, the school supported the newest project implemented by DepEd, which is the Project Early Language Literacy and Numeracy (ELLN) to improve the reading and numeracy skills of Kindergarten to Grade 3 pupils.

Other learning resources available and being used by the pupils were visual aids, big books, audio and video materials, and activity sheets.

TABLE 57. NABABARERA ES' NUMBER OF AVAILABLE TEXTBOOKS (SY 2017 TO 2018)

| SUBJECT AREAS | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | TOTAL |
|---------------------------|-----------|-----------|----------|----------|-----------|-----------|------------|
| English | 0 | 9 | 0 | 0 | 0 | 12 | 21 |
| Filipino | 5 | 0 | 0 | 0 | 0 | 12 | 17 |
| Mathematics | 5 | 0 | 0 | 1 | 12 | 0 | 18 |
| Science | n/a | n/a | 0 | 0 | 0 | 12 | 12 |
| Araling Panlipunan | 5 | 5 | 0 | 0 | 0 | 12 | 22 |
| Edukasyon sa Pagpapakatao | 5 | 3 | 0 | 0 | 12 | 0 | 20 |
| MAPEH | 5 | 0 | 0 | 0 | 12 | 12 | 29 |
| Mother Tongue | 5 | 3 | 0 | n/a | n/a | n/a | 8 |
| EPP | n/a | n/a | n/a | 0 | 0 | 12 | 12 |
| Total | 30 | 20 | 0 | 1 | 36 | 72 | 159 |

Source: School Report Card SY 2017-2018

Instructional Delivery

1. Instructional Delivery

Differentiated instruction as a mode in multigrade delivery was smoothly carried out due to well-established class routines. The small combination class of around twelve pupils makes management of the activities for the day easier. The teachers planned and carried out the lessons using structured groupings and the pupils were able to work independently or in groups. As observed in Teacher Babol's class for Kindergarten, Grades 1 and 2, she started the day's lesson with a motivational song using their mother tongue. It was evident that the introductory song prepared the pupils to actively participate in the multiple simultaneous activities that are designed to address the lesson objectives for each grade level. The three first graders seated on chairs facing one side of the room were given reminders on how to listen properly and were then left with a laptop in which to view the video "*Si Buboy at ang Masipag na Bubuyog*." The first graders knew how to press the right buttons on the laptop so they were

able to watch the video twice while waiting for further instruction from the teacher. This quiet but useful learning activity allowed Ms. Babol to introduce the new lesson on the different parts of the school to the second graders.

Using a chart and singing with a rap song titled "*Eskwelahan*," the teacher modeled how to read each line in Rinconada before she asked for the full oral recitation of the class. Singing the rap was a springboard for the lesson for Grade 2 pupils. It was followed by a short discussion on the meaning and message of the rap song and an individual activity/seatwork on the different parts of the school. The pupils were asked to identify and describe the different parts of the school.

While the Grade 2 pupils were doing their activity, Ms. Babol went back to the first graders and discussed Buboy and the Hardworking Bumblebee by relating the story to the pupils' daily lives. The pupils were then tuned-in to the story for the day: "*Si Inggolok at ang Planetang Pakaskas*." The pupils were asked to make word associations with *planeta* and right after,



Ms. Babol read the story as she flashed the teacher-made laminated pages of the big book. Then, an individual seatwork was given to the first graders before the explicit instruction on superlative and comparative forms of adjectives in the mother-tongue was done with the second graders. Charts, graphic organizers, and pictures were used in the lesson and tasks were done either in groups or in pairs. Waiting activities were also evident as the first graders read the big books of their choice.

Ms. Babol was able to balance both independent and cooperative learning among the pupils. She made use of diverse instructional technologies or differentiated activities according to grade level. Also, peer groupings as well as the content were suitable to the level of pupils' abilities. She was able to successfully do these even though they were not reflected in detail in her weekly lesson plan, which mainly focused on the objectives for each subject. The carefully planned activities and strategic management of grade levels clearly assisted in achieving the target learning competencies for the day.

In the focus group discussion with the teachers, they shared that their good practices in multigrade instructional delivery revolve

ABOVE: Ms. Lilibeth Babol, Teacher of a 12-pupil mixed class of Kindergarten, Grades 1 and 2, addresses the pupils of Grade 1 using visual aids, while the other grade levels are busy with their sub-group activities.

Photo by SEAMEO INNOTECH (2018)

around the following: well-established class routines; good time management; differentiated instruction based on the level of the pupils as indicated by baseline data; positive outlook and resourcefulness of teachers; and teamwork among teachers for various concerns. The teachers also recommended some areas that should be addressed for more effective multigrade delivery as follows: (a) timely delivery of instructional materials from the DepEd Central Office which would help the teachers spend lesser hours in designing appropriate lessons for their class; (b) more appropriate teaching and learning resources for both teachers and pupils; (c) school-based development of quarterly exams; (d) better water, sanitation, and hygiene (WASH) facilities, which include a working water pump, and additional comfort room to the current existing lone structure, (e) sturdy tables and chairs, and a playground; and (f) active involvement of more parents in school activities.

2. Classroom Management

As observed in Ms. Babol's Kindergarten, Grades 1 and 2 multigrade class, she attempted to manage the Kindergarten class separately from the grade levels 1 and 2. When the Grades 1 and 2 pupils were taught together, the class was grouped according to grade level with each level occupying one side of the room. The seating arrangement and general classroom structure facilitated the implementation of activities designed for group, paired, or independent learning. With the chairs surrounding the bigger tables, the pupils sometimes had to work in pairs or accomplish individual tasks or they sometimes faced the teacher when the lesson was presented to the entire group.

BELOW: Despite the absence of Internet connection and ICT room, learners from various grade levels gather to watch a documentary video on a school laptop.

Photo by SEAMEO INNOTECH (2018)

When Ms. Babol started the whole class activity, all the pupils were singing in their mother tongue as they sat on a small space on the floor in front of the room. This was a cue for everyone to get ready. Ms. Babol facilitated the multigrade lessons of the class by smoothly transitioning from one grade to another, carefully leaving each group with a seatwork or a task with a partner, or a group activity. The Grade 1 pupils had a lesson in Filipino while the subject of the second graders was in Mother Tongue.

It was apparent that classroom routines were well established using transition songs that facilitate the smooth shifting from one class to another or one subject to the other. The pupils were aware of their task to take part in cleaning the classroom prior to the start of each day but during lunch time, they have an older grade level buddy. They were also familiar about what was expected of them when they were given tasks. Consequently, instructional time was maximized due to orderly conduct of activities.



3. Learning Assessment

During the classroom observations, learning assessments were done in various forms such as oral and written tasks. Constructive feedback and more examples were given when an activity was not clearly grasped by the pupils. Positive reinforcement was shown through class or group claps whenever correct responses were given by the pupils individually or in groups. This motivated other pupils to take an active role in the activities. The general classroom culture showed respect for authority and warm teacher-response to the pupils' questions, needs, and ideas.

Remedial and Enrichment/Extra-curricular Activities

No remedial activities were noted during the class observation. However, it was reported in the Annual Implementation Plan for SY 2016-2017 that a class adviser and/or school head should conduct daily remedial instruction to slow/struggling learners. In addition, home visitation was also reported as a responsibility of the class adviser to encourage parents to follow-up on lectures or assignments and to know the condition of the pupils at home.

MULTIGRADE ENVIRONMENT

Governance

1. School Management

The school has no dedicated school head but they have a Teacher-in-Charge in the person of Ms. Angelie T. Pelingon, who is guided by Ms. Elena B. Ramos as the cluster principal. Ms. Ramos visits the school twice or thrice a month depending on her availability. To be effective in multigrade delivery, Ms. Ellen Ramos views human capital, transparency, and clear instruction as critical elements for the optimal development of the pupils. She believes that commitment, dedication, and willingness to teach spur teachers to stay on especially in challenging times. In her observation, instructional delivery skills are secondary to the teacher's optimistic attitude and mindset about her vocation. She further said that collaboration

among multigrade teachers on solutions to school issues enabled them to become active problem-solvers. The school teachers assist each other to become better teachers. Whether in the area of effective instruction of a math concept or better grammar, multigrade teachers serve as each other's resource person and give reciprocal technical assistance. As a community of practice, they exchange ideas among themselves whenever possible because this exercise facilitates informal learning and coaching much like Learning Action Cell (LAC) sessions.

Ms. Ramos also shared that any school-related concerns or accomplishments were openly presented to and discussed with the school governing council, teachers, parents, and community members. To ensure progress of results and positive outputs of school goals and objectives, the School Governing Council (SGC) headed by the Barangay Captain created the School Planning Team (SPT). The SPT is composed of a parent, a teacher, and a pupil representative, the school guidance coordinator, and the teacher-in-charge. They serve as planners and advisers in drafting and finalizing the annual school improvement plan (SIP), which is one of the requirements (e.g., Monthly Accomplishment Report, Monthly Attendance Sheet, SIP) of Baao District for endorsement and acceptance of Camarines Sur School Division Office. They also monitor and evaluate the outcomes of the different priority programs and projects that were identified by some stakeholders during quarterly school PTA meetings. This practice allows various stakeholders to actively take part in the school operations' planning and program implementation. Together, the school and the community look for possible solutions to address the challenges in SIP implementation. As an instructional leader, Ms. Ramos ensures that appropriate lessons are delivered according to the learning abilities of the pupils. She observes that this approach leads to positive learning outcomes, whether the lessons are delivered during class hours or as extra remedial sessions.

2. Monitoring and Supervision

■ By the Teacher-in-Charge and the Cluster Principal

Ms. Angelie T. Peligon, teacher-in-charge (TIC) and class adviser of Grades 5 and 6 facilitates learning action cell sessions among teachers twice a month although classroom observation was not part of her functions as a TIC. Through LAC-sessions, they were able to conduct peer-teacher evaluation and learn instructional strategies from each other. She confided that being a teacher-in-charge is not an easy task since she had additional administrative assignments including school report submission and other requirements to the District and Division Offices.

Ms. Ellen Ramos, the cluster principal of Nababarera Elementary School and San Juan Elementary School, which is a monograde school in the area, revealed that she started as a multigrade teacher in 2002. Without any orientation nor background on how to deliver instruction in a multigrade setting, she considered herself a stranger to multigrade instruction. Nevertheless, she took on this challenge and came to realize that the trials she faced defined her peak moments both as a school teacher and instructional leader.

Ms. Ramos has imagined Nababarera ES to be a model multigrade school producing young achievers in the future. She believes that the school can improve the quality of learning outcomes because it has competent and committed teachers. Thus, to maintain effective teaching and quality learning in multigrade classes, Ms. Ramos opined that attention should focus on the teacher hiring process. The demonstration teaching for newly graduate teachers should focus on a multigrade lesson. Once a new multigrade teacher is hired, Ms. Ramos said that there should be close monitoring by the school head/TIC. This should come in the form of regular (monthly) observation of classroom teaching and use of constructive feedback for

teachers to reflect on their current practice and improve their instructional strategies. Ms. Ramos admitted that she has not been strict in monitoring her teachers since she had no proper orientation on multigrade instruction. She said that she performs her tasks according to her experience in supervising a regular monograde school. She visits the school twice or thrice a year depending on the technical assistance needed by the school. Ms. Ramos shared that checking the multigrade lesson plans per subject and per grade level is the most challenging part of her work. She focuses on innovative practices and tries to help the teachers by giving them suggestions during post-conference sessions. She plans to monitor on her next visit if the suggestions she put forward and agreements they reached were implemented in the classroom.

Monitoring of teachers' performance becomes more meaningful when it is done by a professional/supervisor trained on MG delivery, according to Ms. Ramos. She noted that a network of multigrade teachers coming together in a forum can be a good venue for sharing effective practices, validating new instructional strategies, and finding solutions to common problems in multigrade teaching.

With Ms. Ramos tasked to manage two elementary schools located in separate barangays, she is assisted by Ms. Peligon in managing Nababarera ES by performing some administrative tasks (e.g., report preparation and documentation).

■ By DepEd Schools Division of Camarines Sur

The school is monitored and supervised by the DepEd Schools Division Superintendent (SDS) with the help of the Public Schools District Supervisor (PSDS) of Camarines Sur. Based on interview with Ms. Irene Malate, the PSDS, the Annual Instructional Supervisors Plan (AISP) accomplishment submitted by the school head every month, is their basis for school visit and monitoring.

Ms. Malate conducts regular visits to multigrade schools under her supervision four to five times in a school year. School visits are either announced or unscheduled/surprise visits aimed at verifying the issues and concerns of the school and the community. For school year 2017-2018, Ms. Malate visited Nababarera Elementary School four times. The three announced visits were conducted as follows: (a) 1st week of July 2017 to monitor enrolment and school facilities such as classrooms, furniture, and others; (b) last week of February 2018 when SEAMEO INNOTECH selected Nababarera ES for inclusion in the case study sample schools; and (c) 1st week of March 2018 to conduct reading evaluation among Nababarera's pupils across all grade levels. The unannounced visit was in December 2017 to conduct classroom observations of the three multigrade teachers. Class observation was conducted using a generic district observation checklist. Prior to actual observation, there was a pre-conference with the teacher to identify the topics for the day's lesson and to check the lesson plan and teacher-made contextualized materials. A post-conference was also conducted as a means of giving technical assistance once the teacher's strengths and weaknesses have been identified. Ms. Malate mentioned that after the class observation, she would normally ask the teacher about how the day's lesson was delivered. Ms. Malate shared that some of her post-conference questions were: "*Ano 'yong best na nagawa mo today?* (What is the best thing you did today?); *Ano ang nalimutan mong gawin?* (What are the things you missed to do?); and "Given the chance to reteach, what would you do differently?" She said that the realization of improvement areas must come from the teacher and from there, she would mentor the teacher on what to do to enhance her teaching skills. Then she would report to the Division Office her findings and recommendations for the school and teacher's improvement.

Another interview was conducted with Ms. Imelda Nardo, the MG Coordinator of the Division of Camarines Sur. She mentioned that the Division Office assigned an Area Supervisor for each cluster of MG schools to closely coordinate with the district officials and school heads about school issues and concerns. The Area Supervisors were also tasked to visit the multigrade schools at least twice in a school year and to report to the Division Office the needs of the school, which include in particular, technical assistance in school leadership and management for the district officials and school heads. They tapped the DepEd's MG scholars to facilitate LAC sessions which are conducted twice a month for multigrade teachers. These MG scholars are the school teachers who completed the two-year summer program at the University of the Philippines under the Department of Education Scholarship Program for multigrade teachers.

Teacher Competence and Quality

Table 58 shows the summary profile of the three multigrade teachers of Nababarera ES. Ms. Peligon finished her academic requirements in Master of Education (MAEd) and served as class adviser for Grades 5 and 6. Ms. Babol and Ms. Dormitorio both have a college degree in Bachelor of Elementary Education. The three teachers have an average of six years of MG teaching experience. Ms. Babol has seven years of teaching experience and as such was assigned to manage the Kindergarten and Grades 1 and 2 classes. With at least five years of teaching experience, Ms. Dormitorio was handling Grades 3 and 4 in school year 2018-2019. They were among those who attended DepEd's division-wide training programs on K to 12 curriculum and School Learning Action Cell (SLAC) implementation. Said trainings prepared them to handle multiple activities and strengthened their competence in delivering their lessons for multigrade classes.

TABLE 58. NABABARERA ES TEACHERS' PROFILE

| TEACHERS' PROFILE | NAME OF TEACHER | | |
|---------------------------------------|--|--|--|
| | ANGELIE T. PELIGON | LILIBETH V. BABOL | ROSARI I. DORMITORIO |
| Position | Teacher I - TIC | Teacher I | Teacher I |
| Civil Status | Single | Married | Married |
| Highest Educational Attainment | Finished Academic Requirements in Master of Education (MAEd) | Bachelor of Elementary Education (BEEEd) | Bachelor of Elementary Education (BEEEd) |
| No. of Years Teaching MG | 6 years | 7 years | 5 years |
| Class Handled | Grades 5 and 6 | Kindergarten, Grades 1 and 2 | Grades 3 and 4 |

Source: Nababarera ES Case Study Form 1

In a focus group discussion, two multigrade teachers in their mid-thirties shared their experiences during the past five years of serving in school. It was an irony that both teachers did not dream of joining the teaching profession in their younger days. Ms. Dormitorio, class adviser of Grades 3 and 4 recounted that when she was a self-supporting student, she dreamt of being a nurse. On the other hand, Ms. Babol did not wish to become a teacher, but she is convinced that God has a plan for her and she made a commitment that she would offer only her best wherever she would be.

Both teachers admitted that during their first few weeks as new multigrade teachers, handling combination/multigrade classes in Nababarera ES were extremely challenging. It was quite an ordeal for them to prepare lesson plans for more than one grade level. On top of this, they had to simultaneously deliver lessons with different target objectives to two sets of pupils. They disclosed that managing a multigrade class required a lot of preparation and effort. The teachers also mentioned that lesson planning is not easy due to lack of instructional and learning resources. Furthermore, delivering instruction in Rinconada, the mother tongue of the pupils, at the primary level was something they had to learn through various means, so they can

make learning more meaningful. According to Ms. Babol, she had to continuously enrich her vocabulary in Rinconada by seeking help from her husband who speaks the language.

Based on the three-year School Improvement Plan for SY 2016-2019, the result of the National Competency-Based Teachers Standards (NCBTS) assessment among teachers was used as the basis for planning and conducting school-based training to improve their competencies on using the different multigrade teaching techniques. The teachers also shared that they constantly sought their own professional development by attending seminars/trainings/workshops in ICT, LAC, K-12 Curriculum, and MG related courses and sometimes sought technical assistance from multigrade experts in the District or Division Offices.

As a result, Ms. Babol, who taught and managed Grades 1 and 2 pupils was bestowed with a couple of awards. In 2014, she was a recipient of the Outstanding Multigrade Teacher Award at the Primary Level in the District of Baao, Camarines Sur. In 2016, she placed first in Storytelling Competition using Mother Tongue during the Congressional Kindergarten Teachers' Festival of Talents.

From the initial struggle of being unfamiliar to multigrade teaching, both teachers can now confidently say that they have fulfilled their

mandate by learning the craft on-the-job with the right perspective. They realized that they can teach combination/multigrade classes using differentiated instructional strategies and witnessing positive results at the same time. They are proud to see the slow readers improve their reading comprehension skills and the advanced/fast learners representing the school in academic competitions up to the Division level, and to produce graduates who are now professionals and recognized as role models in the school community.

Support Infrastructure and Services

1. Support Facilities

The school has access to electricity. However, there is no Internet connection in the school vicinity. The school has a newly completed stage which was constructed through a joint effort of the parents, teachers and the community members. There is one functional comfort room being shared by both teachers and pupils. Other basic facilities and amenities are not available upon inspection, such as water supply, hand washing area, separate toilets for boys and girls, library, kindergarten room, parents' waiting area, canteen, medical clinic, bulletin board, gym, multi-purpose hall, orchard/garden area, and outdoor space. As reported in the school

survey, the school facilities that are damaged are the office of the principal, audio visual/ media center, multi-purpose hall, electricity, ventilation, lighting and the school gate.

2. Learner's Welfare

For SY 2017-2018, there were 13 wasted and 6 severely wasted pupils from Kindergarten to Grade 6. To address this malnutrition problem, the school participated in the school-based feeding program funded by the LGU and the Baa0 Community College. According to the parents, they help prepare the daily nutritional needs of the identified wasted pupils. The teacher mentioned that parents have a schedule on who will cook the day's meal. At the end of the feeding program, 77 percent of the wasted pupils gained weight. Three (3) pupils were reported to be within the normal range, while only 3 pupils were reported to be below normal (see Table 59). This indicates that the feeding program has contributed to improving the nutritional status of school children with poor health, defined in terms of body mass index (mass/weight), as well as in reducing absenteeism.

TABLE 59. NABABARERA ES PUPILS' HEALTH AND NUTRITIONAL STATUS BEFORE AND AFTER THE FEEDING PROGRAM (SY 2017 TO 2018)

| GRADE LEVEL | SEVERELY WASTED | | WASTED | | NORMAL | | OVERWEIGHT | | TOTAL |
|--------------|-----------------|----------|-----------|----------|-----------|-----------|------------|----------|-----------|
| | BEFORE | AFTER | BEFORE | AFTER | BEFORE | AFTER | BEFORE | AFTER | |
| Kindergarten | 2 | 0 | 6 | 1 | 4 | 11 | 0 | 0 | 12 |
| Grade 1 | 0 | 0 | 1 | 1 | 4 | 4 | 0 | 0 | 5 |
| Grade 2 | 1 | 0 | 0 | 1 | 6 | 6 | 0 | 0 | 7 |
| Grade 3 | 0 | 0 | 0 | 0 | 9 | 9 | 0 | 0 | 9 |
| Grade 4 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 4 |
| Grade 5 | 2 | 0 | 3 | 0 | 6 | 12 | 1 | 0 | 12 |
| Grade 6 | 1 | 0 | 3 | 0 | 8 | 12 | 0 | 0 | 12 |
| Total | 6 | 0 | 13 | 3 | 41 | 58 | 1 | 0 | 61 |

Source: Nababarera ES data

Parental Support and Community Involvement

1. Parental Support

According to Ms. Angelie Pelingon, the teacher-in-charge, 46 percent or almost half of the parents actively participated in different school programs and activities. The poor economic condition of the families accounted for the absence of parents in some of these activities. Since farming is the main occupation of most parents, they could not afford to leave their work in the field. In the parents' absence, the pupils' grandparents or guardians were typically the ones who attended the school programs, such as *Brigada Eskwela*, *Buwan ng Wika*, Feeding Program, Nutrition Month, Christmas Party, and other school events.

One parent cited that there is an active and operational parents-teachers-association (PTA), which meets quarterly to discuss the issues and concerns of the school. For transparency and good governance, the parents are also involved in crafting the school improvement plan together with the teacher and barangay/community representatives.

The parents shared that despite their difficulties in life, they support the school, teachers, and their children in their own modest ways. A parent mentioned that they help the school by paying their annual PTA contribution amounting to one hundred pesos, as a way to support school activities. But the parents admitted that not all of them can afford to pay their PTA contribution due to poverty. She also recounted: *"Kami po bilang parents, meron kaming PTA and Homeroom Officers from Kindergarten to Grade 6. Lahat po ng activity sa school tulad ng mga palaro para sa mga bata, lahat po kami may kaunting donasyon para sa papremyo."* (We, parents, have PTA and Homeroom Officers from Kindergarten to Grade 6. In all school activities such as fun games, however small it may be, we give cash donations to be used as prizes for games for the participating pupils).

Another parent said that she sought to lighten the burden of her children's teachers by checking and reviewing her children's assignments and lessons. She cited: *"Tinuturuan ko po sa bahay yung mga anak ko sa lesson nila at pag may assignment para at least pag pasok marunong na ng kaunti at hindi mahirapan si teacher. Hindi kailangang i-asa lahat sa teachers."*

The parents admitted that they cannot give 100 percent financial support to the school, but they have tried to be involved in different ways. As shared in the focus group discussion, some parents have offered free labor if needed, others have contributed in the form of cash or in kind, and some have volunteered to accompany the teachers in the District/Division meetings for the school competition.

2. Community Involvement

The school and the community jointly make decisions directed towards the continuous improvement of the school and children's welfare. They organized teams to play certain roles in addressing the identified needs and major problems of the school and the learners. The barangay local government unit (BLGU) was also involved in school programs and activities. As reported in the SY 2016-2017 Annual Implementation Plan, the school governing council, which includes the BLGU, was responsible for choosing and giving recognition to the most active groups or individuals during quarterly PTA meetings. The budget for this activity came from donations of generous community members and BLGU officials. The BLGU also sponsored the costs of classroom repair with a budget of fifty thousand pesos (P50,000.00), which was sourced from the school MOOE, LGU/BLGU and PTA funds.

During the FGD, one community member proudly shared: “*Anim po yung anak ko, dalawa po yung nakatapos dito sa Nababarera ES at mga professionals na sila at teachers na rin po sila sa ibang schools.*” (I have six children, two of whom graduated from this school and are now both in the teaching profession). He said that as he helped the school, it reminded him of the days he was a member of the PTA and has two successful children who are products of Nababarera ES.

The barangay captain of Nababarera, who is also the head of the School Governing Council (SGC) shared the story behind the construction of the stage platform in 2017. He said that the project was a joint initiative of the parents, teachers, and community members with the help of Governor Miguel Luis Villafuerte of Camarines Sur. The barangay captain requested funding support which took six months to approve. The governor’s office released one hundred thousand pesos (P100,000.00) to finance the construction of the stage. A contractor was hired to finish the construction. Significant LGU contributions to school improvement programs include the following: a) cash donations in the sum of five thousand pesos (P5,000.00) for the school feeding program; b) voluntary work by barangay officials to be on-duty as Brgy. “*Tanod*” to keep watch of the pupils playing within the school vicinity; and c) transportation for pupils, parents and teachers during the District/Division meet.

According to the community members, the extent of their participation and involvement in school activities may be as high as 80 percent. The remaining 20 percent of community members were not able participate due to financial and work-related issues. They needed to prioritize their work in the field to earn money than to participate in school activities.

KEY POINTS

The following are some key points emerging from Nababarera ES’ case study:

1. Use of Differentiated Instruction and other MG Teaching Strategies

In a multigrade school, teacher’s preparation remains important if quality teaching is to be achieved. The seasoned teachers of Nababarera ES were skilled in using differentiated instruction, explicit teaching, and independent and cooperative learning. Although they did not yet have a copy of the new Multigrade Teach & Learn Package and revised BOW (at the time of the study), multigrade instruction was smoothly carried out due to well-established class routines and teacher’s competence in facilitating multigrade lessons.

2. Teachers’ Commitment to Delivering Quality Education

The multigrade teachers of Nababarera ES have a positive outlook and passion for teaching, which are the basic traits of an effective multigrade teacher. All teachers shared that they have their own ups and downs in multigrade teaching but they remained faithful to their mission. Instead of thinking about the hardship, they focused on teaching with passion and intrinsic motivation. The teachers draw inspiration from the positive changes they consistently observe in their pupils’ academic performance day after day.

Teaching in Nababarera Elementary School with limited resources (e.g., non-availability of the revised BoW and insufficient textbooks) for more than five years was made possible because of the school teachers commitment and dedication as well as teamwork in addressing issues. Even without the revised BoW, the teachers were able to effectively deliver their multigrade lessons by using other references such as contextualized teaching and learning materials, K-12 Curriculum Guide, Teachers’ Guide on Multigrade, MG Curricular Exemplars, and even the old BoW (1st edition). Also, the use

of information and communications technology (ICT) in multigrade delivery of the lesson and use of contextualized big books in reading were part of the innovations and good practices of Nababarera ES MG teachers.

3. Instructional Leadership and Support

The cluster principal who was once a multigrade teacher provides dynamic leadership support by ensuring that quality instruction is delivered in every class and supported by: (a) social capital (i.e., PTA, BLGU), (b) transparency, (c) recognition of performing teachers, (d) close monitoring of teacher's performance by the school head and/or Schools Division/District Supervisors.

To ensure quality of teaching in multigrade classes, teachers with exposure to MG teaching during their undergraduate practice teaching or practicum should be prioritized in the hiring process and once hired, be provided with continuous training to hone their skills on multigrade instruction. Though practicum exposure in multigrade setting is not enough to master the skills, this can be enhanced through continuing professional development and learning networks. Multigrade teachers should be closely monitored in the form of regular (monthly) observation of classroom teaching. Thus, the DepEd Schools Division should support all cluster principals in providing technical assistance and capacity building (trainings/mentoring) on instructional supervision.

4. Capacitating Newly Hired Teachers on Multigrade Instruction

The case of Nababarera ES highlights the difficulty of the newly hired multigrade teachers in handling combination classes without any orientation or background on how to teach in a multigrade setting. Hence, DepEd should continuously provide trainings and workshops on multigrade instruction, strategies, and other related MG courses (e.g., use of BoW, DLL, DLP, MG Teach-Learn Package; K to 12 Curriculum and School Learning Action Cell;

etc.). Likewise, a network of multigrade teachers coming together in school-based LAC sessions is a good venue where newly hired teachers can learn effective MG practices, validate new instructional strategies, and learn from other MG teachers on how to resolve common problems in multigrade teaching.

Technical assistance from multigrade experts in the Schools Division and District Offices should be promoted to improve the competencies of all multigrade teachers (especially newly hired) on using the different multigrade teaching techniques. Multigrade teachers are better prepared to handle multiple activities through peer-coaching that happens through LAC sessions and training. Competent/trained teachers have more confidence to deliver their lessons for multigrade classes

5. Strong Linkages among Parents, Teachers, Community, and Other Stakeholders

The stakeholders of Nababarera ES are very supportive in the implementation of school activities, such as academic contests and non-academic activities (e.g., scouting and sport activities). Although economically poor, the PTA officials contribute funds for the school's different contests and curricular activities. The strong and collaborative relationships among parents, teachers, community, and other stakeholders are crucial in achieving the school improvement goals. Multigrade stakeholders such as parents, teachers, community members, barangay local officials and even the pupil representatives from higher grades are more supportive when they are involved in planning, implementation and review of school improvement goals. Also, when members of the school community have a clear understanding of their roles and responsibilities in their children's education, they tend to offer whatever they have in terms of time, effort/capability, and even their meager resources to help the school fulfill its mandate of providing access to quality education for every learner in the community.

6. DepEd Continuous Support to MG Teachers of Nababarera ES

The MG teachers of Nababarera ES emphasized DepEd's role in addressing various concerns and issues in order to ensure effective multigrade instruction and delivery in disadvantaged communities. The following actions from DepEd will enable the MG teachers to effectively sustain the gains of multigrade instruction: Timely delivery of instructional materials from DepEd Central office which would help the teachers spend lesser hours in designing appropriate lessons for their class; More appropriate teaching and learning resources for both teachers and pupils; School-based development of quarterly exams; Better water, sanitation, and hygiene school facilities which include a working water pump and additional comfort room to current existing lone structure; and Provision of sturdy tables and chairs, and playground.

CASE STUDY NO. 7

Nurturing Shared Hopes and Dreams: The Story of Katipunan Elementary School

DEPED SCHOOL ID: 132171, KATIPUNAN, DEL CARMEN, SURIGAO DEL NORTE, CARAGA REGION

BACKGROUND

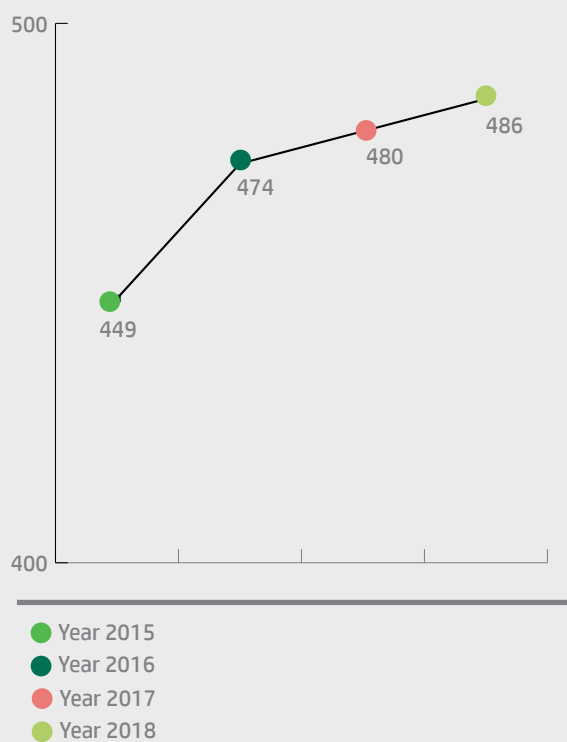
THE KATIPUNAN COMMUNITY

Katipunan Elementary School (ES) is situated in Barangay Katipunan in the Municipality of Del Carmen, Surigao del Norte. The Municipality of Del Carmen is classified as a fifth class municipality with 20 barangays and total population of 18,392.

Barangay Katipunan, which used to be called Barangay Haoyon, was established in 1635 and is said to be one of the oldest settlements in the municipality. Its current population is 486, up from 449 in 2015. The data show positive but lower growth rates over the past two years (Figure 17).

The main language of the population is Surigaonon. However, Agusan language, Sinugbuanong Binisaya, Tagalog, and English are also spoken within the community. The main source of livelihood of the people in the community is agriculture and its main products are coconut and rice. Fishing is the subsidiary means of livelihood of the people.

The school is located along the highway, seven kilometers from the municipality, with an average travel time of one hour by a passenger jeepney, tricycle, or a private car. Katipunan is bounded on the north by Barangay Cancoy, on the south by Barangay Esperanza, on the east by Barangay Mahayahay, and on the west by mangrove areas. The cities closest to Katipunan are Surigao, Tandag, Cabadbaran, Butuan, Maasin, and Bayugan.

**FIGURE 17. KATIPUNAN'S POPULATION DATA
(2015 TO 2018)**

THE SCHOOL PROFILE

Katipunan ES offers combined monograde and multigrade classes serving the following grades/classes: Kindergarten, Grades 1 and 2, Grades 3 and 4, and Grades 5 and 6. As of School Year (SY) 2017-2018, the school has an enrolment of 57 students, of whom 61 percent (35) are male pupils and 39 percent (22) are female pupils (see Table 60). At present, Katipunan ES has three multigrade teachers and one kindergarten teacher under the supervision of a male head teacher, Mr. Archie A. Rosillo.

**TABLE 60. KATIPUNAN ES' ENROLMENT (SY 2017
TO 2018)**

| GRADE COMBINATION | M | F | TOTAL | NO. OF TEACHERS |
|-------------------|-----------|-----------|------------|-----------------|
| Kindergarten | 4 | 1 | 5 | 1 |
| Grades 1 & 2 | 9 | 7 | 16 | 1 |
| Grade 1 | 3 | 4 | 7 | |
| Grade 2 | 6 | 3 | 9 | |
| Grades 3 & 4 | 8 | 7 | 15 | 1 |
| Grade 3 | 3 | 4 | 7 | |
| Grade 4 | 5 | 3 | 8 | |
| Grades 5 & 6 | 14 | 7 | 21 | 1 |
| Grade 5 | 4 | 2 | 6 | |
| Grade 6 | 10 | 5 | 15 | |
| Total | 35 | 22 | 57 | 4 |
| (%) | 61 | 39 | 100 | |

Source: DepEd-EMISD and Katipunan ES data

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

Katipunan Elementary School was established in January 1952 and is one of the oldest lowland schools in the Municipality of Del Carmen. It was founded to provide equitable access and quality basic formal education to school-age children in Barangay Katipunan.

Data on enrolment were obtained in the last four consecutive years, from SY 2014-2015 to SY 2017-2018 (see Table 61). A declining trend was noticeable from 85 enrollees in SY 2014-2015 down to only 57 enrollees in SY 2017-2018 or a negative 33 percent growth rate. The drop in enrolment especially for the girls is a matter of concern. Based on available data, a significant gender imbalance in favor of the boys was evident as recorded in the ratio of boys to girls' enrollees in the last four consecutive years (average ratio of 58:42). Based on the interview with the school head, the decrease in enrolment might be attributed to

the following factors: (1) low economic status of parents which forced them to migrate or transfer to other barangays or municipalities where work is available; (2) incomplete facilities of the school (e.g., computer, printer, projector, internet access, science laboratory, and others); and (3) parents' negative perception on multigrade instruction and delivery.

To increase enrolment, the Enhanced School Improvement Plan (ESIP) includes the following initiatives: ask barangay local officials to grant scholarships to selected underprivileged pupils; partner with non-government organizations; and prioritize livelihood programs in the barangay and provide employment opportunities for parents of the pupils.

Table 62 also shows the classification of pupils for SY 2017-2018. Seventy percent (40 out of 57 pupils) of the total pupil population belong to poor households and are recipients of the Pantawid Pamilyang Pilipino Program (4Ps) of the Philippine government. The program requires families to enroll their school-age children in a public school, including those who may have previously dropped out, as one of the conditions for receiving the 4Ps cash grant. The program is administered by the Department of Social Welfare and Development (DSWD) and a DSWD coordinator is assigned to monitor the children's schooling.

In SY 2017-2018, it was reported there were eight overage pupils (3 males and 5 females). These pupils, according to the school head, completed the previous school year but were forced to discontinue their schooling due to poverty.

TABLE 61. KATIPUNAN ES' ENROLMENT (SY 2014-2015 TO SY 2017-2018)

| SCHOOL YEAR | F | M | TOTAL | RATIO OF F TO M |
|----------------|-----------|-----------|-----------|-----------------|
| 2014-2015 | 34 | 51 | 85 | 40:60 |
| 2015-2016 | 39 | 47 | 86 | 45:55 |
| 2016-2017 | 35 | 46 | 81 | 43:57 |
| 2017-2018 | 22 | 35 | 57 | 39:61 |
| Average | 33 | 45 | 78 | 42:58 |

Source: DepEd-BEIS and Katipunan ES data

TABLE 62. KATIPUNAN ES' CLASSIFICATION OF LEARNERS (SY 2017 TO 2018)

| GRADE LEVEL | NO. AND AGE OF OVERAGE PUPILS | NO. OF 4PS LEARNERS |
|--------------|-------------------------------|---------------------|
| Kindergarten | 0 | 5 |
| Grade 1 | 0 | 4 |
| Grade 2 | 1; M 8yrs old | 8 |
| Grade 3 | 1; F 9yrs old | 6 |
| Grade 4 | 2; F 10 & 11yrs old | 5 |
| Grade 5 | 2; M 11 & F 13yrs old | 5 |
| Grade 6 | 2; M & F 13yrs old | 7 |
| Total | 8 | 40 |

Source: Katipunan ES data

PROGRESSION AND COMPLETION

Based on the submitted School Report Card (SRC) for SY 2017-2018 and School Improvement Plan (SIP) for SY 2016-2017 to SY 2018-2019, the enrolment was declining from 85 to 57 pupils with an average of 77 pupils.

The re-entry of overage pupils to school may be attributed to the constant communication of multigrade teachers with the parents of these pupils. The PTA meetings and general assemblies were occasions to emphasize the importance of education and persuade parents to enroll their children in school.

As shown in Table 63, all enrolled Grade 6 pupils over the past four years successfully completed sixth grade, accounting for the 100 percent graduation rate. The promotion rate during the same period was also 100 percent except for SY 2016-2017 when one pupil had to repeat a grade (for not meeting DepEd's age requirement⁸) and two pupils (siblings) had to transfer to another residence following parental separation.

8 Amendment to DepEd Order No. 47. S. 2016, Otherwise known as the "Omnibus Policy on Kindergarten Education" that states that learners who completed Kindergarten during SY 2017-2018 can enroll in Grade 1, provided that they turned five (5) years old within SY 2017-2018.

The average completion and cohort survival rates are reported at 61 percent each, while average transition rate is at 98 percent. The school head said that the low completion and cohort survival rates are likely due to poverty and migration of some families to nearby barangays. Furthermore, the school head mentioned that the 109 percent transition rate in SY 2014-2015 and 106 percent in SY 2015-2016 were due to the increasing number of Grade 5 enrollees as compared to Grade 4 enrollees.

LEARNING OUTCOMES

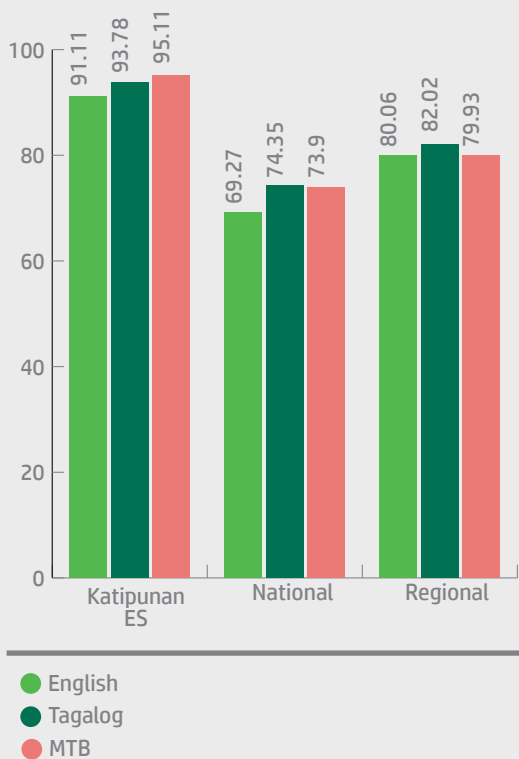
Grade 3 pupils who took the SY 2014-2015 Language Assessment for Primary Grades (LAPG) obtained higher Mean Percentage Scores (MPS) at above 90 percent in all subject areas compared to their peers at national and regional levels. Among the three subject areas, Katipunan ES got the highest MPS score in MTB at 95.11% while the national and regional MTB-MPS is reported at 73.90 and 79.93, respectively. Tagalog (93.78%) and English (91.11%) LAPG results also showed that Katipunan ES pupils performed better than their national and regional counterparts (See Figure 18).

TABLE 63. KATIPUNAN ES' PERFORMANCE INDICATORS (SY 2014-2015 TO SY 2017-2018)

| INDICATORS | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | AVERAGE |
|----------------------|-----------|-----------|-----------|-----------|---------|
| Enrolment | 85 | 86 | 81 | 57 | 77 |
| Enrolment Rate | 100% | 100% | 100% | 100% | 100% |
| Repetition Rate | 0% | 0% | 1.37% | 0% | 0% |
| Transition Rate | 109% | 106% | 100% | 75% | 98% |
| Completion Rate | 35% | 37% | 100% | 71% | 61% |
| Cohort Survival Rate | 35% | 37% | 100% | 71% | 61% |
| Drop-out Rate | 0% | 0% | 2.44% | 0% | 1% |
| Promotion Rate | 100% | 100% | 96% | 100% | 99% |
| Graduation Rate | 100% | 100% | 100% | 100% | 100% |
| NAT VI/GA | 81.75% | n/a | n/a | n/a | 81.75% |

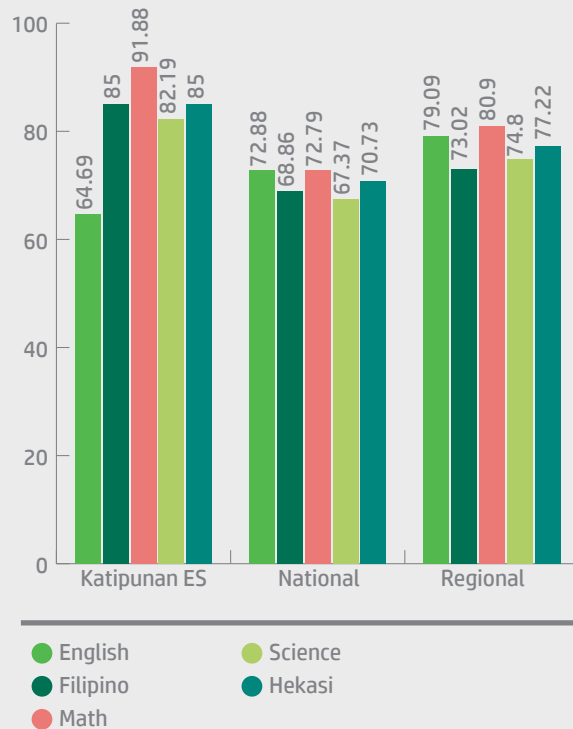
Source: DepEd-EMISD on Grade 6 NAT, School Report Card SY 2017-2018 and Katipunan ES submitted data on KPIs

FIGURE 18. KATIPUNAN ES' MEAN PERCENTAGE SCORES IN LAPG (SY 2014 TO 2015)



Source: DepEd-BEA

FIGURE 19. KATIPUNAN ES' MEAN PERCENTAGE SCORES IN NAT (SY 2014 TO 2015)



Source: DepEd-BEA

The Grade 6 pupils who took the SY 2014-2015 National Achievement Test (NAT) got significantly higher scores in all subjects as compared to their peers at the national and regional levels except for the English subject with an MPS of 64.69, which is significantly lower than the national MPS score of 72.88 and Division of CARAGA MPS score of 79.09. It was in Mathematics that got the highest percentage (91.88) in which the pupils performed well. Overall MPS was also higher as compared to national and regional averages (see Figure 19). The satisfactory performance of the pupils in both LAPG and NAT exams were reported to be associated with the teachers' close supervision and conduct of regular NAT review classes by learning areas for eight (8) consecutive Saturdays prior to taking up the assessment/test.

Other than the school's strong academic performance in national level assessments, the pupils of Katipunan Elementary School have continuously garnered awards from various competitions at the district level such as: Damath, Sudoko Contest, Math Cartooning, Math Trail, and Science Environmental Quiz. For the last five years, eight (8) of the pupils' awards were from the District Office. School awards such as Best Gulayan sa Paaralan, High Performing School in NAT, Search for Most Prepared School-Multigrade Level, and Search for Best School Implementer were awarded by the Division Office and another school-based recognition for being the 1st Place in Best Gulayan sa Paaralan Program was also awarded by the District Office (see Table 64).

TABLE 64. KATIPUNAN ES' AWARDS (2013 TO 2016)

| TITLE | YEAR | AWARD-GIVING BODY |
|---|------|-------------------|
| Pupil | | |
| 3rd Place-Damath Contest | 2016 | District |
| 6th Place-Sudoko Contest V | 2016 | District |
| 1st-Math Cartooning | 2016 | District |
| 5th-Math Trail | 2016 | District |
| 5th-Science Environmental Quiz V | 2016 | District |
| 3rd Place-Environmental Essay VI | 2016 | District |
| 3rd Place-Science Individual Quiz II | 2016 | District |
| 5th Place-Science Individual Quiz IV | 2016 | District |
| School | | |
| 1st Place-Best Gulayan sa Paaralan Program | 2016 | District |
| 2nd Place-Best Gulayan sa Paaralan Program | 2016 | Division |
| High Performing in NAT | 2013 | Division |
| Search for Most Prepared School-Multigrade Level and Search for Best School Implementer | 2016 | Division |

Source: School Report Card 2017-2018

FACTORS AFFECTING THE PERFORMANCE OF KATIPUNAN ELEMENTARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Alignment with K to 12 Curriculum

The Katipunan Elementary School's multigrade program is aligned with the K to 12 curriculum based on the submitted ESIP and interviews with different multigrade implementers. As indicated in its ESIP, the school's objective is to give instruction that develops the whole being of every pupil to enable them to maximize their potentials and skills.

During the school visit, it was observed that the multigrade teachers have a copy of DepEd's Budget of Work (BoW), the Learning Materials (LMs), Curriculum Guides (CGs), and Multigrade Teacher's Guides (MG-TGs) in their respective classrooms, which they use in preparing their Daily Lesson Plans (DLPs) and Daily Lesson Logs (DLLs). However, one of the teachers mentioned that the DLPs and DLLs were just a copy-paste formula from the TG and an additional burden to the teachers. She said that DepEd should not be strict in the DLP and DLL preparation since everything that transpires in the classroom has been taken from the TGs.

Teaching and Learning Resources

1. Learning Facilities

Katipunan ES has eight classrooms jointly funded by DepEd and other government and non-government organizations such as the Department of Social Welfare and Development (DSWD), the Local Government Unit, and World Vision. Four of these classrooms are used by the Kinder to Grade VI pupils. The remaining four classrooms are assigned to daycare pupils, school head office, home economics class, and the library. Two of these classrooms are compliant based on DepEd's classroom size



standards⁹ while the rest of the classrooms are smaller in size. All classrooms are functional but need minor to major repair and maintenance work at the time of school visit. The pupil to seat ratio is 1:1.

The existing library, which contains 700 books and 79 chairs, was donated by National Bookstore through the effort of the Municipal Mayor Honorable Alfredo M. Coro Foundation. The school also received the following ICT equipment under DepEd's Computerization Program (DCP): seven functional computers, one set of LCD projector, and one laptop. The DCP equipment was used for the enhancement of the pupils' ICT skills.

2. Teaching Resources

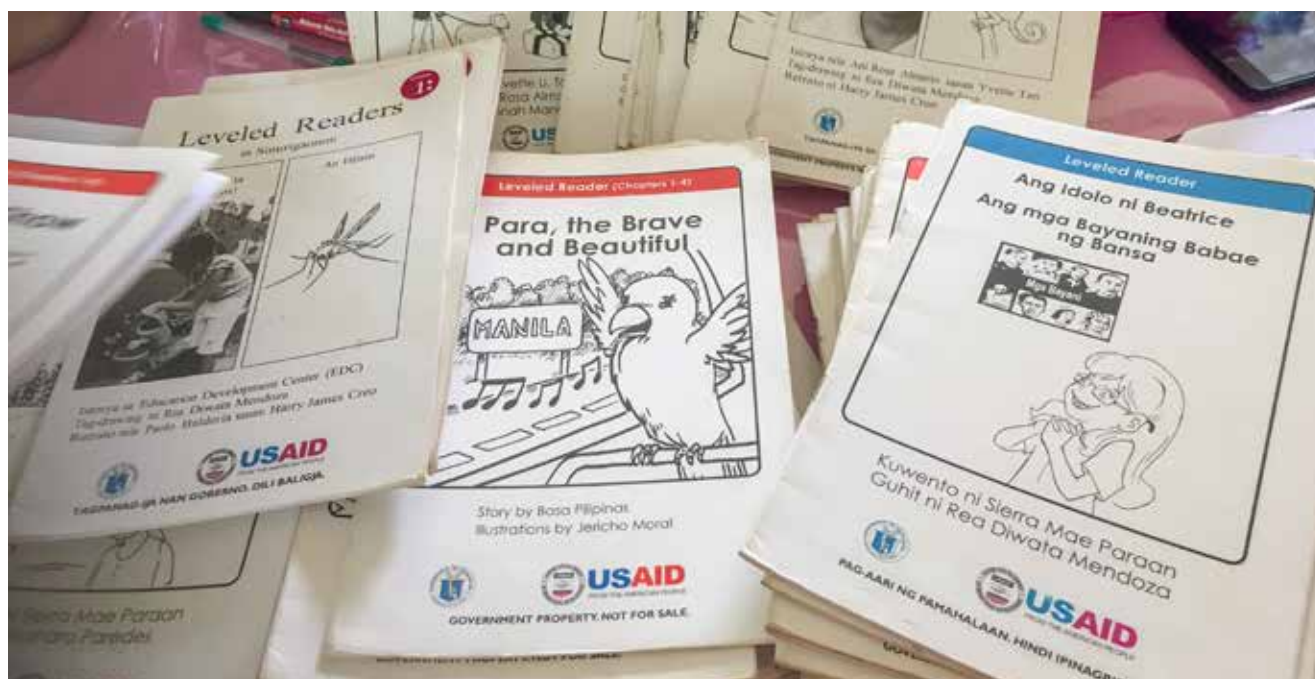
The multigrade teachers mentioned in the FGD that aside from the BoW, TGs and curriculum guide, they have used the Multigrade Teach-and-Learn package and lesson plan exemplars

ABOVE: Katipunan Elementary School is one of the lowland schools in the Municipality of Del Carmen, Siargao.

Photo by SEAMEO INNOTECH (2018)

of DepEd as additional teaching resources in the delivery of their lessons. This was confirmed by the school survey that the multigrade teachers of Katipunan ES fully utilized the BoW, TGs/CGs, and Multigrade Teach-and Learn package, and DLL/DLP provided by DepEd Central Office. However, though these materials are readily available and can be downloaded from DepEd's learning resource portal, there was an issue in the production of hard copies due to lack of funds. One of the multigrade teachers mentioned that sometimes, they had to produce the materials at their own expense. Teacher-made visual aids, charts, printed pictures and other localized teaching materials were also used by the multigrade teachers. During the interview with the teachers, one of them disclosed that they recycled used straws, plastic bottles and cups to create alternative teaching materials to supplement textbooks.

⁹ DepEd Order No. 64 series 2017 on the Minimum Performance Standards and Specifications (MPSS) for DepEd School Building, of which the classroom size measured 9.00 meters in width/depth x 7.00 meters in length from the centers of the walls.



3. Learning Materials

According to the school survey results and the FGD with multigrade teachers, textbooks and other reference materials such as teacher-made big books, worksheets/activity sheets, and other supplemental reading materials like the BASA Pilipinas leveled books are available and utilized in the school. The multigrade teachers also mentioned that they contextualized their own learning materials using Surigaonon language for better understanding of the pupils, especially those in primary levels. However, it was reported in the school ESIP that in SY 2017-2018, there was a shortage of books in Grade 3 in the following subjects: Science and *Araling Panlipunan*. Grades 5 and 6 pupils do not have books in Mathematics and Science. Likewise, in Grade 1, there were no textbooks in Filipino and Sinugbuanong Binisaya. Since other instructional materials were not provided by DepEd, the multigrade teachers initiated the preparation of their own visual aids, activity/worksheets, and other indigenous materials using recycled materials for their respective classes. To address the deficiency in terms of learning materials, the school typically seeks the assistance of stakeholders and uses MOOE funds to purchase additional materials, such as visual aids, posters, etc.

ABOVE: Supplemental reading materials like the BASA Pilipinas leveled books in Surigaonon were available.

Photo by SEAMEO INNOTECH (2018)

Instructional Delivery

During the class visits, the team observed the multigrade teachers using multimedia to encourage pupils to actively listen and participate in the lesson discussion. Both teachers (i.e., Grades 1 and 2; and Grades 5 and 6) grouped their pupils according to grade level and they smoothly alternated giving lecture/activities to each level in the combined class. However, the team noticed that the teachers spent much more time teaching one grade level, leaving insufficient time and attention to the pupil's individual needs in the other group. It appears that instructional time is not efficiently managed by the teachers.

In Ms. Monter's Filipino class for Grades 5 and 6, she started the whole class activity by asking the pupils to sing about the day's topic, "*pangatnig*" or conjunction. The song (entitled "*Ang Pangatnig*") emphasized the importance of conjunction in communication and report writing. This activity prepared the pupils for the whole class lecture and discussion. Ms. Monter facilitated the multigrade lesson by moving from one grade to another

but only one kind of activity per grade level was observed that day (e.g., Identifying conjunction in a sentence for the Grade 5 pupils while Grade 6 pupils need to write sentences using conjunction). As a result, differentiated tasks and activities were not fully implemented within each grade and some tiered activities were not successfully conducted by the pupils.

Meanwhile, Teacher Petallo's *Araling Panlipunan* or Social Studies class for Grades 1 and 2 started with the teacher telling the students that she prepared rewards for those who will actively participate in class discussion and activities. Teacher Petallo grouped the first graders into two groups and provided them with two jigsaw puzzles about the things used in the classroom and instructed them to complete the puzzle within five minutes. She asked the Grade 1 pupils if they understood the instruction before she proceeded to the second graders. Prior

to the lesson, she encouraged the Grade 2 pupils to join the class in group singing entitled "*Gabay sa Komunidad.*" Teacher Petallo used the Surigaonon language to communicate with her pupils.

The importance of education, the school, and the community were the topics discussed with Grades 1 and 2 pupils. The teacher praised the pupils who gave correct answers to her questions. Some examples of the questions asked were as follows: (a) "*Ano ang pangalan ng iyong komunidad?*" (What is the name of your community?); (b) "*Sinu-sino ang mga lider ng inyong komunidad?*" (Who are the leaders in your community?); and (c) "*Bakit mahalaga ang lider sa isang komunidad?*" (Why is a leader important in a community?)

To continue the lesson, Teacher Petallo showed different photos to the pupils and asked if they know the tasks or roles of the persons depicted in the picture such as barangay health worker, doctor, nurse, farmer, teacher, and a carpenter. The Grade 2 pupils were able to identify the different roles of people in the pictures. To further assess the pupils' understanding of the lesson, Teacher Petallo gave a matching-type activity where the pupils would match the professions portrayed in one column with

BELOW: Ms. Helen Petallo gives instructions to her Grades 1 and 2 class for a jigsaw puzzle group activity.

Photo by SEAMEO INNOTECH (2018)



the corresponding tasks in another column. Then she gave them ample time to answer the activity in a piece of paper then went back to the first graders, checked their outputs and discussed the importance of each learning materials such as books, pencils, etc. to the pupils' education.

Based on the school survey results, the multigrade teachers used the following teaching strategies: cooperative group learning, hands-on/learn by doing activities, demonstration/modeling, discovery inquiry based, lecture, peer tutoring, self-directed learning, simulation/role-play, and giving homework to pupils. These teaching strategies were validated during the actual classroom observation.

In the focus group discussion, the teachers revealed that some of the challenges they have encountered in handling multigrade classes include teachers' workload, production of instructional materials, and acceptance on the part of some parents that Katipunan ES is a multigrade school. They shared that aside from teaching, multigrade teachers have other roles and functions as follows: (a) school coordinator of different school activities (e.g., *Brigada Eskwela*, Scouting event, feeding program, etc.); (b) social worker who acts as counselor/adviser

to pupils and their families in various social issues such as domestic conflicts, psychological concerns, and others; (c) evaluator who monitors the pupil's academic and non-academic performance in close coordination with their parents; and (d) resource person who supports the community when needed in any form of cultural and community activities. Teachers from Katipunan Elementary School also mentioned that some parents had a negative impression about multigrade teaching and some were hesitant to enroll their children because they were worried that these children might not receive proper education as compared to those attending a monograde school. The challenge for the teachers was to prove to the community the effectiveness of a multigrade class despite the wrong impression it had created among parents.

Classroom Management

It was observed that cooperative group learning was a strategy common to both teachers as they started their discussion using the whole class approach in lesson delivery. Both classes were grouped according to grade level and topics were discussed by level of difficulty. For example, in the English class, the Grade 5 pupils were asked to identify the conjunction in a sentence, while the Grade 6 pupils were asked to construct a sentence using a conjunction. Learning activities were smoothly conducted and facilitated by the multigrade teachers of Katipunan ES.

BELOW: Ms. Genavie Monter-Villahermosa starts her Grades 5 and 6 Filipino class through a whole class activity.

Photo by SEAMEO INNOTECH (2018)



The classroom's physical lay-out such as the arrangement of chairs and work stations was also designed to assist the flow of the lesson and to accommodate group work activities, teacher-pupil interaction, discussion, and independent study. The physical environment positively impacted on the multigrade class and gave ideas on what is effective for individual learning and group or peer learning.

Both teachers were approachable and managed to maintain control and enforce positive discipline among pupils. The pupils showed respect to their teachers and followed the routines and procedures set by the teachers. It was observed in Ms. Helen Petallo's class that every time she noticed her pupils misbehaving, she would just call them out by saying, "Teacher, Teacher" and everyone would respond "Helen, Helen." This had the effect of restoring order which then allowed Teacher Petallo to continue the lesson delivery. On the other hand, Ms. Monter's clear and sweet-sounding voice helped encourage active participation among her pupils. The latter appeared to be joyful and pleasant while the class was going-on.

Learning Assessment

During the team's classroom observations, learning assessments in the form of oral recitation (individual or by group) and written test were administered to pupils. Both teachers acknowledged the students' correct oral responses by encouraging the class to give a round of applause. This had the effect of encouraging pupils to participate more in class discussion without fear of being criticized if they give an incorrect answer. Both teachers shared that they had been trained to provide constructive feedback and to give more examples when an activity is not clear (e.g., Teacher Petallo had to explain further the role of a barangay health worker to her Grade 2 pupils when she saw evidence of pupils' lack of understanding on the different roles of different persons in the community).

Remedial and Enrichment/Extra-curricular Activities

The team noticed that both teachers did not give supplemental or remedial activities, such as assignments, during the class observations. However, in the School Improvement Plan for SY 2016-2019, the school identified home visitations and remedial/review classes as the important activities to be pursued to address the teaching and learning gaps. Since some of the pupils were slow readers and had poor comprehension skills, *Tutok Basa Program* (Reading Intervention), was implemented beginning August 2016 until the end of each school year. The program objective was to provide remedial reading intervention to slow and frustration level readers. Using teacher-made enlarged reading materials (Big Books) and visual aids, the class adviser, with the support of the school head, had to conduct a monthly assessment of the pupils' progress in reading to monitor the effective delivery of remedial classes. On the other hand, home visitation was conducted by the teacher whenever the pupil was identified as at risk of dropping out (PARDO) and failing in his/her academic grades, so as to partner with parents and/or guardian in following up on assignments and monitoring the child's progress in class. The class advisers were also tasked to design remedies to help the pupils' catch-up with the lessons and to regularly monitor the children's daily attendance to ensure that they stay in school. According to the school head, the remedial interventions conducted by the multigrade teachers with the help of parents had improved the academic performance of the pupils. He shared that through the remedial programs, the teacher-pupil relationship had improved and pupils became motivated to improve their studies and gain self-esteem/self-confidence.

MULTIGRADE ENVIRONMENT

Governance

1. School Management

Mr. Archie A. Rosillo, School Head of Katipunan ES, said that his management involves planning, assessing, implementing, and evaluating school programs and projects for the welfare of the school children of Barangay Katipunan. As school head, he organized, managed, and directed the School Planning Team (SPT) which spearheaded the drafting and finalization of the ESIP as well as the monitoring of school projects. A representative from the School Governing Council (SGC) was also a member of the SPT, which was composed of an assistant project team leader, public information officer, secretary, and members from the PTA and barangay local officials. On the other hand, the SGC was represented by LGU, NGO, Faculty, SPT, PTA, alumni and other concerned individuals in the community. The SGC determined the general school policies on pupils' welfare, discipline and well-being, was involved in the development and implementation of the ESIP, and monitored/evaluated the ESIP implementation.

Mr. Rosillo mentioned that prior to crafting the ESIP, any school-related concerns, observations, and accomplishments were openly presented to and discussed with the SPT during their monthly meetings. Suggestions from other stakeholders were considered to ensure that the ESIP includes inputs from relevant sectors, is workable, and has broad support. These suggestions were then presented to the SGC and PTA during their quarterly meeting for further discussion and approval. Thus, the validated school ESIP may be considered a product of the collaborative efforts of different multigrade stakeholders from the SPT, SGC, and PTA. Mr. Rosillo said that the strong-willed and active members of the PTA (as a support group) were responsible for collecting voluntary contributions for the school. The PTA carried out fund raising, participated in school inspection and in the committee on procurement activities, and collaborated in managing relevant school programs.

The ESIP serves as a blueprint that articulates the schools' priority programs and projects to attain its key goals of raising the quality of learning and better school-based management. School management is a shared responsibility of the school and the community. ESIP includes strategies, programs and activities designed to improve the comprehension and retention skills of pupils as well as the development of their competencies, (i.e., knowledge, skills, and attitude) so they can live a productive life.

Once programs or projects identified in the SIP were developed, the school would normally prepare an "Annual Implementation Plan (AIP)" as a tool to guide the SPT in setting the project objectives, outputs, activities, person(s) responsible, schedule, budget per activity, and budget source for a particular school year. See Appendix E and F for the SIP Timetable and AIP details.

The school head shared in the interview that he tapped the support of other stakeholders (e.g., OFWs residents of the community, LGU and BLGU Officials, NGOs and private organization) in efforts to solicit donations to augment funds for the school projects. He disclosed that the school successfully accomplished some priority school projects due to stakeholders' financial and labor support.

2. Monitoring and Supervision

■ School Level

Mr. Rosillo said that as school head, monitoring each teacher's performance is very important and a way for him to identify the teacher's strengths and weaknesses in handling multigrade classes. He reported conducting monthly classroom observations using DepEd's STAR (Situation, Teacher's Actions, Actions of Learners, Results) observation technique for instructional supervision and monitoring. This supervisory tool was used to collect information from actual teaching and learning process in the classroom. The findings were recorded and kept in a portfolio entitled Individual Teacher Teaching Performance

Record (ITTPR) to keep track of the teacher's progress and determine if the recommended areas for improvement were followed by the concerned multigrade teacher. The ITTPR also serves as basis for identifying the appropriate training for the multigrade teacher.

Mr. Rosillo also shared that he encouraged the Katipunan ES teachers to attend the Learning Action Cell (LAC) session every Friday afternoon, which is a platform for sharing multigrade teaching and learning strategies. Mr. Rosillo and some multigrade teachers have taken the role of LAC facilitator on different topics involving multigrade instruction and delivery. The LAC sessions include presentation and open discussion or sharing session among teachers so they can address common topics/ issues at hand. These sessions aim to nurture teacher's knowledge, skills, and attitudes in terms of curriculum, planning, instruction, and assessment in their respective multigrade classes. He disclosed during the interview that he also organized series of summer trainings

for multigrade teachers and other school heads to enrich their professional development in the following areas: (a) ICT in classroom teaching, (b) Disaster Risk Reduction and Climate Change Adaptation, (c) Solid Waste Management, (d) Creation of Teacher-Made Learning Materials, and (e) Action Research Workshops. These training programs were not just meant for multigrade schools but also offered for free to other cluster schools in the District. Table 65 shows the list of training programs organized and accomplished by Mr. Rosillo in the last two years. He also served as a resource person in ICT training workshops. For other training programs, he tapped DepEd trainers from the Schools Division Office. These workshops were funded under the School-to-School partnership program (with Siargao Island Institute of Technology) to enhance the competencies of all teachers in the District/Division Office. The workshops were held in an island pension house and lasted from three to five days.

TABLE 65. KATIPUNAN ES' LIST OF TRAINING PROGRAMS (SY 2016 TO 2017)

| TRAINING PROGRAMS OFFERED | TRAINING OBJECTIVE | NO. OF PARTICIPANTS |
|---|--|----------------------------|
| 1. Use of ICT in Classroom Teaching: Innovative Teaching Strategies | To train teachers in innovative teaching strategies using ICT in classroom teaching | 80 |
| 2. Creation of Teacher-Made Materials | To help teachers create additional teacher-made materials using recycled materials | 120 |
| 3. Disaster Risk Reduction Workshop | To provide information and increase awareness and understanding of disaster risk management | 200 |
| 4. Action Research Workshop | To enhance the competence of the participants in writing action research | 80 |
| 5. Solid Waste Management | To provide awareness and understand the common problems and addressing solutions on solid waste management | 60 |

Source: Interview with the School Head, January 2018

On top of the various training programs offered by the school, Mr. Rosillo, also mentioned that he initiated a program called “*Gulayan sa Paaralan Program (GPP)*” (School Vegetable Gardening) to help the community and other barangays with their food and livelihood needs. Resource speakers from the Department of Agriculture and the Schools Division Coordinator from Del Carmen talked about the importance of food security in schools and nearby communities through self-help vegetable production activities pursuant to DepEd Memo No. 223, series of 2016 entitled “Strengthening the Implementation of the GPP in Public Elementary and Secondary Schools.” This was attended by parents, teachers, barangay local officials, and community members. At the end of the training, different kinds of seedlings were distributed to encourage the participants to start their own vegetable garden, be it in their own backyard or in the schools. The activity contributed to the sustainability of the school-based feeding program and helped address the malnutrition issue in every school in Numancia West District. Thus, with Mr. Rosillo’s action steps and resourcefulness, the Katipunan Elementary School was awarded 1st Place (District Level) and 2nd Place (Division Level) as the Best *Gulayan sa Paaralan Program* in 2016. Mr. Rosillo recounted:

“Kung walang community support, mahihirapan akong mapatupad lahat ng proyekto at programa; kailangan ng partner dahil hindi naman lahat maibibigay ng DepEd. Kung maraming partners, maraming magagawa para sa mga batang mag-aaral ng Katipunan Elementary School.”
(Without community support, I would have struggled to implement the school projects and programs. We need partners since DepEd cannot provide everything. If we have partners, we will have more projects to accomplish for the benefit of the Katipunan school children).

■ DepEd Schools Division of Siargao and Numancia District Office

Katipunan Elementary School is supervised by Mrs. Theresa Real, DepEd Schools Division Superintendent (SDS) of Siargao, with the support of the Multigrade Coordinator and other multigrade implementers namely: The Curriculum Implementation Division (CID), School Governance Operations Division (SGOD), Education Program Supervisor (EPS), and the Public School District Supervisor (PSDS) of Numancia West District. The Schools Division of Siargao has been in existence for the past fifty two (52) years. Since June 18, 1966¹⁰ the Schools Division has committed to provide quality and competitive basic education to its diverse pupils. As such, the school enables the pupils to acquire necessary skills to contribute to the sustainable development of Siargao island and become responsible citizens.

During the focus group discussion with Mrs. Real and other key officials of the Division Office, Mrs. Real mentioned that the Schools Division conducts annual competency-based training programs to ensure the effective implementation of the K to 12 curriculum. The programs were meant to assist multigrade teachers on multigrade instructional delivery and to strengthen the school head’s leadership and supervisory skills.

The school head reported that in the past three consecutive years (SY 2013-2014 to SY 2015-2016), all Katipunan ES multigrade teachers had attended the three-day resident training-workshop on “K to 12 Content-based Contextualization per Grade Level.” He proudly shared that the school has been implementing the K to 12 curriculum despite the shortage of K to 12 teaching and learning resources.

The Schools Division regularly monitors the database of multigrade teachers and provides

10 Under Republic Act No. 4696, Congressman Constantino C. Navarro Sr. sponsored the creation of Siargao Division as separate division from Surigao del Norte and was approved by the Congress on June 18, 1966.

appropriate trainings based on the following submitted documents namely: (a) Office Performance Commitment Review Form (OPCRF) for school heads and Individual Performance Commitment Review Form (IPCRF) for teachers every end of the school year; (b) Data on Instructional Supervision and Classroom Observation; (c) School Head/Multigrade Teacher's portfolio; (d) School children's anecdotal records, if available; (e) Data on School Learning Action Cells (SLACs); (f) School Head/Teacher's concerns on academic issues; and (g) Data on action research.

Mrs. Real shared that they also designed a specific monitoring tool for multigrade schools for the Division's 12 District Offices, including Numancia West District. The District Office conducted monthly school visits and classroom observations while the Division Office scheduled their monitoring and supervision quarterly. The District Learning Action Cell Session (DisLAC) was scheduled once a month and a generic tool was used to assess the findings and feedback of teachers/participants during DisLAC sessions.

According to Mrs. Real, the challenge in monitoring and supervision is primarily the process of implementation. Hence, the Schools Division has required the PSDS and the School Head to adopt a common process of monitoring multigrade schools as follows:

- As a matter of policy, lesson planning should be prepared daily and not on a weekly basis. Mrs. Real asked the different school heads together with the EPS and PSDS to discuss this process with the teachers.
- Requiring the multigrade teachers to write down their own reflections based on questions such as: (1) What did I do that made learning possible to the pupils?; (2) What did I miss in the delivery of the day's topic?; and (3) How can I improve my teaching approaches and strategies in the delivery of my lesson? These personal reflections of the teachers can be used by the Schools Division to design appropriate training programs for all multigrade teachers.

Moreover, Mrs. Real shared that ideally, both the supervisor and school head should conduct a pre-conference with the multigrade teachers before the scheduled classroom observation and a post-conference after the MG teachers were observed. Prior to classroom observation, a pre-conference enables them to better understand the multigrade teachers' lesson plan, collect additional evidence on multigrade instructional delivery, and determine teacher's expectation on pupil's progress at different learning activities. After the classroom observation, a post-conference or feed-backing allows the supervisor/school head to determine a multigrade teacher's strengths and encourage continuation of effective practice; and identify at least two areas for improvement and offer concrete suggestions.

There are some supervisors and school heads who reported that they conduct a pre-and-post conference whenever they do classroom observations. However, Mrs. Real said that due to time constraints and given the bulk of administrative tasks (e.g., preparing school project updates, monitoring and evaluation/assessment of multigrade teachers, School Report Card (SRC) data completion) to comply with the requirements of the Division Office, there were instances when the supervisors and school heads missed the pre-conference session. Mrs. Real reiterated that both pre-and-post conferences should strictly be implemented every time they conduct a classroom observation.

Mrs. Real also mentioned that the Schools Division of Siargao is mandated to release all multigrade allowances and benefits for teachers on time. She also empowered the school heads to process teacher's benefits so as to avoid disruption of classes unless the concerned teacher needs to process her personal salary loan from the Government Service Insurance System (GSIS) or PAG-IBIG-Home Development Mutual Fund (HDMF).

Another program that the Division supported was the exposure to a multigrade setting of practice teachers who are enrolled in the

Bachelor's Degree in Elementary Education program of the Surigao State College of Technology and the Siargao Island Institute of Technology. According to Mrs. Real, the Division Office does not deploy newly hired teachers to a multigrade school. She said that as much as possible, the Division Office should recruit Teacher II or Teacher III post for multigrade schools. However, she admitted that there are multigrade teachers ranked Teacher I at Katipunan ES (only Teacher Makinano has five years of teaching experience although she has yet to be promoted to Teacher II). In such cases, teaching exposure is very important to prepare the newly hired teacher to a multigrade environment and multigrade instructional delivery.

On the issue of school head assignments and capacitating them in terms of school management and supervision, Mrs. Real preferred to deploy school heads residing within the barangay where the multigrade school is situated and to ensure that length of service and dedication are maximized at the fullest. The Multigrade Coordinator mentioned that she had submitted a policy recommendation to the Schools Division Office to retain a trained multigrade teacher to a minimum of three years on his/her post prior to seeking transfer to a monograde school if s/he opts to. This policy recommendation is still under review by the Schools Division.

Teacher Dedication, Competence and Quality

Table 66 shows a summary profile of four multigrade teachers in Katipunan ES. Ms. Petallo finished the academic requirements for a Master's degree in Education (Major in Filipino), while Ms. Villahermosa has 18 units in master of education. On the other hand, Ms. Makinano graduated with a degree of Bachelor of Elementary Education while Ms. Sulima, the newly-assigned Kindergarten teacher, has less than one year of teaching experience and currently taking her Masteral in Education. Ms. Petallo, 44 years of age and the seasoned teacher among the three, has been teaching for 8 years, of which, six years were spent in multigrade school handling Grades I and II classes, while Ms. Makinano, 28 years of age, has 5 years of teaching experience. According to the school head, Ms. Makinano was a fresh graduate in 2013 when she was assigned to Katipunan ES to handle Kindergarten. On her second year of teaching, she was transferred from Kindergarten to the combined Grades 5 and 6 class, beginning SY 2014-2015 up to SY 2016-2017. At present, she handles Grades 3 and 4 pupils. Meanwhile, Ms. Monter-Villahermosa, 25 years old, has one year of experience in teaching the multigrade class of Grades V and VI.

As reported in Katipunan's ESIP, to improve the basic competencies of multigrade teachers, they are required to attend the DepEd trainings organized by the Schools Division of Siargao in addition to those organized by the school head. Table 67 shows the list of trainings they have attended which aimed to strengthen their competence in multigrade instructional delivery. The summary of the teachers' Individual Plan for Professional Development (IPPD) was considered by the Schools Division Office in drafting the school-based training programs for teacher development. Other interventions were administered by the school head in terms of peer coaching during their LAC sessions, which provide MG teachers with opportunities to learn from their co-teachers and other MG teachers from other multigrade schools.

TABLE 66. SUMMARY PROFILE OF KATIPUNAN ES MG TEACHERS SY 2017-2018

| TEACHERS' PROFILE | NAME OF TEACHER | | | |
|--|----------------------|-------------------------------------|--|--|
| | ROS KAREN MAY SULIMA | HELEN CONSIGNA-PETALLO | ROSE ANN MAKINANO | GENAVIE MONTER-VILLAHERMOSA |
| Position | Teacher I | Teacher II | Teacher I | Teacher I |
| Civil Status | Single | Married | Single | Married |
| Date of Appointment | July 9, 2018 | September 8, 2016 | June 3, 2013 | June 3, 2013 |
| Highest Educational Attainment | on-going MAEd-ECE | Master of Education (MAEd)-Filipino | Bachelor of Elementary Education (BEEEd) | 18 units in Master of Education (MAEd) |
| No. of Years in Teaching Multigrade | Less than a year | 6 | 5 | 1 |
| Total No. of Years Teaching | Less than a year | 8 | 5 | 5 |
| Class Handled | Kindergarten | Grades I and II | Grades III and IV | Grades V and VI |

Source: Katipunan ES Case Study Form 1

TABLE 67. TRAININGS ATTENDED BY MULTIGRADE TEACHERS FOR THE LAST 5 YEARS (SY 2013-14 TO SY 2017-18)

| TITLE OF TRAININGS | YEAR | SPONSORED BY: | NO. OF TEACHERS WHO ATTENDED |
|---|-----------------|-----------------------|------------------------------|
| Three-Day Competency-Based Training for Multigrade Teachers | May 19-21, 2017 | DepEd-Division Office | 3 |
| K-12 Content-Based Contextualization per Grade Level | 2013-2016 | DepEd-Division Office | 3 |
| Seminar on ICT Instruction | 2013-2016 | DepEd-Division Office | 3 |
| Seminar on School-Based Management | 2013-2016 | DepEd-Division Office | 1 |
| Pupils Readiness Profile Early Grades Assessment (EGRA) and Assessment Results Associated Teaching Activities (ARATA) | 2015 | DepEd-Division Office | 3 |
| Multigrade Teachers on Literacy and Numeracy Skills Development | 2016 | DepEd-Division Office | 1 |
| School Operating Budget (SOB) Annual Procurement Plan (APP) and Updates on Simple Bookkeeping | 2016 | DepEd-Division Office | 1 |
| School Implementation Plan (SIP) | 2016 | DepEd-Division Office | 1 |

Source: Katipunan ES ESP 2016-2019

In a focus group discussion, the three multigrade teachers shared their experiences in Katipunan Elementary School. They all said that it was a challenge handling multigrade classes as these entailed multiple tasks, i.e., as class adviser and trainer of pupils during inter-school competitions, and as property/library custodian. With the generous support of parents and other stakeholders, they said that they were able to survive in teaching multigrade classes because of their heart-warming experiences with their pupils. They said that they will remember all these things once they retire as multigrade teachers.

Teacher Petallo cited that the appreciation they have been receiving from the parents motivates them to excel and provide a long-lasting impact on their pupils' lives. They went the extra mile of crafting their own instructional materials to engage the attention of and facilitate learning among their pupils. Another teacher shared,

“Nagrecycle kami ng mga nagamit ng mga bagay tulad ng straws, plastic bottles/cups at iba pa para makabuo ng mga additional materials na magagamit sa Math subject tulad ng gamit sa pagbilang ng mga bata. May mga supplies naman kami tulad ng colored paper na provided ng school galing sa MOOE at may printer din kami.” (We usually recycle used straws, plastics bottles and cups to create additional materials for Math activities, such as for teaching children how to count. We also have school supplies, such as colored papers, and a printer, which were funded from the MOOE).

Teacher Makinano said that being a multigrade teacher was not an easy task because she had to go beyond teaching and to be passionate in dealing with diverse pupils. She further commented in mixed Tagalog/English and local language:

“Kanang nakatabang ka, lalo na sa mga bata ay malaking bagay. Makikita mo ang pagbabago sa kanila. May isa akong pupil na laging nambully ng classmate nya, nanununtok pa. Ang ginawa ko, kinausap ko ‘yong bata, kinaibigan ko at minsan ginagawa ko siyang lider ng grupo nila sa mga class activities. Ang laki ng naging pagbabago sa bata.” (To be able to help educate children is a big thing. You will see changes in their behavior. I had a pupil who used to bully and even tried to hit his classmate. What I did was to talk to the child, befriended him, and sometimes, I made him the leader of group activities. This transformed the child's behavior).

The three teachers commented that challenges make multigrade teaching interesting, and overcoming these challenges makes teaching more meaningful. The teachers cited the remoteness of the school as one of the challenges of teaching in a multigrade school. A multigrade teacher who is not a resident of the community will have to shuttle to and from school every day or every week. It became the primary reason why most of the multigrade teachers assigned in Katipunan ES have asked for a transfer to another school near or within their own barangay so they could have more time to take care of their families.

As quoted by one of the teachers:

“Kung ang teacher po ay taga-barangay mismo, mas higit pa ang ibibigay nya sa eskwelahan dahil itinuturing nyang pag-aari na rin ang magsilbi para sa mga bata at sa kanilang pag-unlad.” (If the multigrade teacher resides in the same barangay, the teacher is likely to serve the school well since she/her will have a sense of ownership in nurturing their children and will be committed to developing the full potential of the students).

The teachers also cited as another difficulty, the parents’ negative perception of and their uncertainty about enrolling their children in a multigrade school. The multigrade teachers felt the need to explain to some parents and community members that they have nothing to fear if their child is enrolled in a multigrade school. The teachers emphasized that quality education can also be accessed using multigrade instruction. In fact, since the multigrade class size is smaller than a monograde school, a multigrade teacher has more time to attend to individual needs of students, such as organize remedial classes or conduct home visitations to monitor each student’s progress. They further disclosed that their role as multigrade teachers goes beyond teaching. Even as they found joy in teaching, they also get fulfillment from providing positive influence to pupils’ lives, and encouraging them to always perform at their best.

Support Infrastructure and Services

1. Support Facilities

Based on observations during the school visit, it was evident that the school has access to water, sanitation, and hygiene (WASH) facilities. The main source of water is the piped water supply from the barangay. There are two handwashing facilities in the school. Five toilets were funded by DepEd while two toilets were funded under Kapit-Bisig Laban sa Kahirapan-Comprehensive and Integrated Delivery of Social Services (KALAHI-CIDSS) of DSWD. All seven toilets are functional. However, upon verification, two toilets donated by Metrobank Foundation¹¹ and the shared toilet located in the home economics building funded by the World Vision¹², are non-functional and need major repair. The school’s electricity is supplied and powered by Siargao Electric Cooperative (SIARECO). The school has Internet connectivity which is provided by Smart, Sun, and Globe telecommunications. The school utility expenses incurred are charged to school’s MOOE. Thus, multigrade teachers have access to downloadable reference materials from DepEd’s Learning Resources Management Development System (LRMDS).

Other support facilities found inside the school vicinity are the library, home economics room, and outdoor space with a playground. At the time of the school visit, the covered court, located at the back of the school’s stage platform, was being constructed. In addition to these, the school survey results reported the availability of the following learning facilities: computers provided through DepEd’s Computerization Program (DCP), reading and learning corners, and moveable dividers donated by the multigrade teachers.

11 Metrobank Foundation is one of the biggest corporate philanthropy organizations in the Philippines.

12 World Vision is a non-profit organization that works to improve the lives of families and communities to overcome poverty and to build a better world for children living in poverty.

TABLE 68. HEALTH AND NUTRITIONAL STATUS BEFORE AND AFTER THE FEEDING PROGRAM (SY 2017-2018)

| GRADE LEVEL | SEVERELY WASTED | | WASTED | | NORMAL | | OVERWEIGHT | | TOTAL |
|--------------|-----------------|----------|----------|----------|-----------|-----------|------------|----------|-----------|
| | BEFORE | AFTER | BEFORE | AFTER | BEFORE | AFTER | BEFORE | AFTER | |
| Kindergarten | 1 | 0 | 3 | 0 | 5 | 9 | 9 | 0 | 12 |
| Grade 1 | 0 | 0 | 1 | 0 | 6 | 7 | 7 | 0 | 5 |
| Grade 2 | 0 | 0 | 3 | 0 | 6 | 9 | 9 | 0 | 7 |
| Grade 3 | 1 | 0 | 0 | 0 | 6 | 7 | 7 | 0 | 9 |
| Grade 4 | 0 | 0 | 0 | 0 | 8 | 8 | 8 | 0 | 4 |
| Grade 5 | 0 | 0 | 1 | 0 | 5 | 6 | 6 | 0 | 12 |
| Grade 6 | 0 | 0 | 0 | 0 | 15 | 15 | 15 | 0 | 12 |
| Total | 2 | 0 | 8 | 0 | 51 | 61 | 61 | 0 | 61 |

Source: Katipunan ES data

2. Health and Nutrition Programs

In SY 2017-2018, eight pupils were diagnosed as wasted while two were severely wasted (Kindergarten to Grade VI). To address undernutrition among pupils, the school became a recipient of the School-Based Feeding Program of DepEd. As reported in the school SIP, a regular annual deworming program was conducted by DepEd in partnership with the Department of Health (DoH) to prevent school children from being infected with soil-transmitted helminthiasis (STH), a disease outbreak in 2016 that was caused by different species of parasitic worm. STH can cause poor physical growth, poor intellectual development and impaired cognitive function in school children, and contribute to poor school attendance. According to DoH press release, the nationwide deworming campaign is being done because STH is a public health issue that affects school-age children. As a result of the deworming program, the total number of malnourished children decreased from 33 pupils (27 wasted; 6 severely wasted) in SY 2016-2017 to 10 pupils (8 wasted and 2 severely wasted) in SY 2017-2018.

Aside from DepEd's budget for the feeding program, the vegetable produce from the school garden were also used by parents for the daily meals of the pupils. At the end of 120 feeding days, all pupils were classified as "Normal" based on the school's monitoring report on pupils health and nutritional status for SY 2017-2018. See Table 65 for details.

Parental and Community Involvement

1. Parental Support

As reported in the school ESIP and as validated by the school head, Katipunan ES greatly valued parents' support and recognized the importance of their role in pupils' learning. The school has an open-door policy when it comes to parents since maintaining a harmonious relationship serves as the foundation of school, home and community partnership. The Parents-Teachers Association (PTA) was actively engaged in school affairs and shared responsibility for creating a conducive learning environment.

TABLE 69. PARENTS/GUARDIAN AND STAKEHOLDER'S PARTICIPATION RATE

| ACTIVITY | | PARTICIPATION RATE |
|------------------------------------|---|--------------------|
| Co-Curricular Activities | | |
| 1 | Annual Celebration: Nutrition Month; Linggo ng Wika, Arts Month | 90% |
| 2 | Athletic Meet Activities | 20% |
| 3 | District Boys Scout/Girls Scout Activities | 30% |
| 4 | District Math Festival | 8% |
| 5 | District Science Fair | 6% |
| Mean Average | | 30.8% |
| Extra-Curricular Activities | | |
| 1 | Tree Planting | 94% |
| 2 | Annual PTCA Assembly | 94% |
| 3 | Quarterly Convocation Program | 60% |
| 4 | Brigada Eskwela | 100% |
| 5 | Other Major Activity: Adlaw nan Del Carmen | 94% |
| Mean Average | | 88.4% |

Source: Katipunan ES SIP 2016-2017

According to one of the teachers, parents would come to school to help beautify the school surroundings and even the classrooms every first Friday of the month. In many instances, they would visit the school and volunteer to help the teachers in any kind of tasks. The landscaping project was a concrete proof of the parents' willingness to lend a hand without expecting anything in return. Even parents working abroad were able to help the school through cash donations.

The school head, proudly shared the commendable participation of parents in different school programs and activities. As shown in Table 69, parents' participation in extra-curricular activities in SY 2016-2017 was highest (100%) during *Brigada Eskwela*, followed by tree planting (94%), Annual PTCA Assembly (94%), and Adlaw na Del Carmen (94%). The average parents' participation rate in extra-curricular activities and co-curricular activities is at 88.4% and 30.8 percent, respectively.

Most parents also usually help out in annual celebrations of the Nutrition Month, Linggo ng Wika, and Arts Month (90%). Parents whose children represented the school in competitions (e.g., athletic meets, BSP/GSP, District Math Fair, and Science Fair) were also keen to contribute.

One parent recalled her experience by saying:

"Tuwing Brigada Eskwela, ang PTA po at mga parents ay nakasuporta sa eskwelahan sa paglilinis ng kapaligiran, at mga classrooms. Kapag may mga school programs at activities, tumutulong din kami sa mga teachers. Minsan pinansyal, gumagawa kami ng solicitation sa mga ibang barangay and other local officials at sa mga parents na nagtrabaho abroad para sa major school project tulad ng landscaping. Kami rin nag-cocontribute kahit kaunti para sa ikatatagumpay ng school projects. (We fully support the Brigada Eskwela program which entails cleaning the school surroundings and preparing the classrooms for the next school year. We also help the teachers in every school program and activity. We help raise funds for major school projects such as landscaping by soliciting donations from the barangay and other local officials and parents working abroad. We also shell out our own funds to contribute to these school projects).

Another parent mentioned that the PTA has been very active in helping the school. In fact, aside from their quarterly meetings, they also conducted meetings held at the house of any volunteer PTA officer when important school issues needed to be discussed. She recalled one of the group's concerns:

“Concerned din kami sa mga mahihirap na estudyante. Kaya nagsosolicit din kami ng mga school supplies tulad ng mga notebook at lapis at binibigay namin sa mga batang estudyante ng Katipunan ES lalo na bago magsimula ang pasukan. (We are also concerned about students from impoverished households. Hence, we usually solicit school supplies like notebooks and pencils and we distribute these to pupils of Katipunan ES especially before the start of classes every school year).

A single mother shared that she is aware that she cannot place the responsibility of her children's education solely on the multigrade teacher. Thus, she closely monitored her child's school performance. She cited:

“Yong mga anak ko tinutulungan ko sa paggawa ng assignment, lahat ng kailangan nila sa school binibigay ko at inaasikaso ko sila na mag-isa lang ako.” (I help my children complete their school assignments and attend to my children's needs without help).

Parents interviewed shared that they were happy with their children's academic and extra-curricular achievements in school. They reported being very proud that despite being in a multigrade school, their children were able to participate in different Schools District/Division competitions. One of the teachers shared that Katipunan ES and their parents felt proud every time students' brought home plaques of recognition and medals. However, there are still some parents with negative perception about multigrade education. When asked about their preference, two (2) out of the seven (7) parent respondents said that if given a chance, they would still prefer a regular school for their children. These two parents believed that a single class could provide proper/better quality education as compared to a multigrade class with two or more classes handled by a single teacher.

2. Community Involvement

The school and the community both aim to elevate the quality of education in Katipunan Elementary School and address the diverse needs of its pupils. According to the school head, the school practices participatory leadership in which the community and other stakeholders are consulted in planning any priority improvement projects to ensure that these will redound to children's welfare. Strengths, weaknesses, opportunities and threats (SWOT) analysis is undertaken before a plan is carried out.

The school, for instance, has successfully negotiated the continuing financial assistance of the LGU/BLGU and the PTA to some of the school's program and projects. Among the projects that resulted from this partnership were:

1. Construction of a kindergarten classroom in 2011. This was funded by KALAHI-CIDDS, otherwise known as the *Kapit-Bisig Laban sa Kahirapan*-Comprehensive and Integrated Delivery of Social Services, a project of the Department of Social Welfare and Development (DSWD) to help the community implement any poverty alleviation program.

TABLE 70. KATIPUNAN ES' STATUS OF PRIORITY IMPROVEMENT PROJECTS

| IMPLEMENTER | PROGRAM/PROJECT TITLE | DURATION | | STATUS |
|-------------|--------------------------|-----------|------------|-----------|
| | | START | END | |
| School | Pathway | July 2017 | July 2017 | Completed |
| PTCA | Landscaping | June 2016 | Sept. 2017 | On-going |
| School | HE Repair | July 2016 | Sept. 2017 | On-going |
| School | Water Facilities | Nov. 2016 | Jan. 2017 | Completed |

Source: Katipunan ES SIP 2016-2019

- Construction of school playground in 2009. Funded by the PTA in partnership with the barangay local government unit, this project provided the school children of Katipunan ES a space for recreation during recess time.
- Donation of various books for the school library initiated by National Bookstore Foundation (NBSF), the social arm of the National Bookstore Inc. (NBS).
- Distribution of bags and school supplies for kindergarten pupils donated by THPAL Foundation; and toothbrush and tooth paste donated by Colgate Company.
- Gulayan sa Paaralan or School Garden Maintenance. This program has encouraged the families of Katipunan ES to consume more vegetables. The school sells the vegetables produce and use these for the school feeding program.

As reported in the school improvement plan for 2016 to 2019, two of the four major priority improvement projects were completed in SY 2016-2017. These include the school pathway and repair and maintenance of water facilities within the school campus. Ongoing projects as of September 2017 were the landscaping and repair of the home economics room. Table 70 details the status of these projects.

The school head also disclosed that Mayor Alfredo M. Coro II, Municipal Mayor of Del Carmen, has been very supportive when it comes to facilities needed by the school children. Mayor Coro approved a four million (P4M) peso budget for the installation of a covered court and another two hundred sixty thousand (P260,000.00) pesos as additional funds for the installation of the school drainage system (Table 71). Mr. Rosillo mentioned that he requested additional funds for the repair of the school stage and the mayor said that once the school has completed the covered court, it can start the repair of the school stage as its next project. All school priority projects were supported by the PTA, community members, BLGU/LGU Officials, and other stakeholders.

TABLE 71. KATIPUNAN ES' STAKEHOLDER DONATIONS (SY 2017 TO 2018)

| ACTIVITIES | SOURCE OF FUND | AMOUNT IN PHP |
|---------------------------------|----------------|---------------------|
| Installation of Covered Court | LGU | 4,000,000.00 |
| Installation of Drainage System | LGU | 260,000.00 |
| Landscaping | PTA | 60,000.00 |
| Total | | 4,320,000.00 |

Source: School Report Card 2017-2018

In the FGD conducted, one community member said:

“Dumadalo kami sa mga pulong sa eskwelahan, at katuwang kami ng school sa paggawa ng kanilang SIP. Nagbibigay din kami ng pinansyal na suporta sa projects ng school”

(We attended school meetings, and contributed to the drafting of the SIP. We also give financial support for the school projects).

The barangay captain of Katipunan admitted that a multigrade school is really difficult to manage. He believes that the success of a multigrade school depends on the capability and commitment of assigned multigrade teachers and school head. She also mentioned about the importance of transparency within the school. The kapitana said:

“Kung walang tiwala, hindi mapagtatagumpayan ang mga proyekto ng eskwelahan. Dapat din magkaroon ng maayos na relasyon ang bawat miyembro ng komunidad. Kailangan ding maging bukas ang lahat ng namumuno sa PTA sa kung ano ang status ng mga proyekto, kahit na sa parteng pinansyal.” (Without trust, school projects will not be completed. Community members and other stakeholders must have a good working relationship. The PTA officers as well as the members of the community must be open and transparent in reporting the status of school improvement projects, particularly the financial aspect).

In an interview with Mayor Coro, Municipal Mayor of Del Carmen, he said that the LGU led the Del Carmen communities in providing quality basic education by creating an educational roadmap through community involvement. This roadmap serves as a basis for designing capacity building programs for barangay captains, parents, and PTA on how they can effectively contribute to improving the learning outcomes in public schools. In addition to the trainings provided by DepEd-Division Office, all teachers (in the areas of English, Math, and Science) including multigrade teachers also received financial assistance for capacity building from the office of the mayor. The latter also supplied basic instructional materials especially in Science.

From the FGDs and Key Informant Interviews, it is apparent that strong community partnerships and linkages helped Katipunan Elementary School achieved its mission of providing complete quality, equitable, and culturally appropriate education for all pupils at all grade levels.

KEY POINTS

1. Use of Varied Instructional Strategies

The use of differentiated instruction as a multigrade teaching strategy was not fully observed during classroom observation. The two teachers started their lessons using the whole class approach with few differentiated activities which were based solely on grade level, disregarding other criteria such as students' abilities and interests. However, both teachers were skilled in the use of ICT which encouraged pupils to actively participate in class. Other multigrade teaching strategies applied in multigrade classes were explicit teaching, and independent and cooperative learning. The DepEd Division/District Offices and the LGU all commented that there is a need to continuously capacitate the multigrade teachers and the school head in adopting differentiated instruction to improve the quality of learning in Katipunan ES.

2. Perspective on Instructional Leadership

According to parents and the school head, an effective multigrade school is a product of an efficient school-based management and leadership of a school head. A good leader is determined to find ways of implementing school projects and programs no matter how difficult they are. An effective school leader is adept at building relationships with different kinds of stakeholders and has a clear vision for the school-community. The Schools Division Superintendent added that as instructional leader, the school head is also expected to continuously pursue the improvement of multigrade instruction. The superintendent said that all these characterize the current school head of Katipunan ES. Through his efforts and in partnership with parents and the community, the school attained its goal of improving the performance of pupils in the NAT and other assessment measures as well as in providing a safe and healthy environment that is conducive to learning.

3. Lack of Regular Monitoring and Evaluation as Perceived by the MG Teachers

Although it was mentioned by the Schools District and Division Offices that they conducted regular visits to multigrade schools, the teachers of Katipunan ES expressed hope that these monitoring visits become regular. According to the teachers interviewed, supervisory visits rarely occurred which could be due to scarcity of DepEd-Division or District personnel. All teachers agreed that regular monitoring and evaluation from a supervisor (similarly, school head conducts monthly classroom observation) to check on their progress in teaching multigrade classes is a means for them to receive appropriate technical assistance for continued professional development. Likewise, they said that monitoring reports from school inspection could guide their decisions in regard to upgrading and maintenance of learning facilities and resources.

4. Teachers' Commitment on Access to Quality Education

All multigrade teachers of Katipunan ES share the belief that teaching in a multigrade school entails a great responsibility. According to the school head, all multigrade teachers have the undeniable passion for teaching, commitment, and dedication to ensure that every pupil receives quality education. But how to sustain teachers' motivation and desire to serve and excel is another issue. He commented that since the distance of the school has been a major challenge to teachers who are not from the community, the Schools Division Office needs to assess the hiring and deployment of multigrade teachers, particularly the "strict" implementation of the localization policy to ensure that multigrade teachers stay in the school-community.

5. Strong Linkages among School Implementers, Parents, Teachers, Community, and other Stakeholders

The strong relationship cultivated by the school with the PTA, community, and other stakeholders is one of the factors that led to successful implementation of school improvement projects of Katipunan ES. This is evident in the high participation rate (90 percent and above) of parents and community members during major co-curricular and extra-curricular activities, such as annual celebration of the Nutrition Month, *Linggo ng Wika*, Arts Month, *Brigada Eskwela*, Annual PTA Assembly, and Tree Planting. As mentioned by the school head, family and community members as well as other stakeholders actively participated in these activities and shared responsibilities in providing access to quality education to the disadvantaged pupils of Brgy. Katipunan. Multigrade implementers practiced transparency, while the School Based Management (SBM) team composed of the PTA and community leaders aggressively outsourced additional funds from benevolent donors/ interested partners, if necessary, to implement their priority SIP projects.

At present, the school head and teachers are faced with challenges that they need to address in cooperation with all stakeholders. One of these is to improve the school transition rate and to ensure that “every child enrolled in kindergarten continues to learn until he/she completes grade 6”. A concerted action on improving the transition rate will enable the school to provide inclusive and equitable quality education and lifelong learning opportunities for all children in Barangay Katipunan.

APPENDIX E: SCHOOL IMPROVEMENT PLAN TIMETABLE

| OBJECTIVES | PROGRAM ACTIVITIES | SCHEDULE OF ACTIVITIES | BUDGET REQUIREMENTS | | | SOURCE OF FUNDS | ACTIVITY EVALUATION ANALYSIS |
|---|---|-------------------------|---------------------|----------------------------|------------------------|-----------------|---|
| | | | PROPOSED BUDGET | ACTUAL EXPS: MEALS/TRANSPO | ACTUAL EXPS: MATERIALS | | |
| 1. Gather data of children in the community and school in terms of their access to relevant basic education | A. Preparatory Activities <ul style="list-style-type: none"> • Child Mapping Activity • Organizing Data | January 2016 | P100 | P100 | P200 | MOOE | Joint action of teachers in gathering data and cooperating with Barangay Local Government Unit (BLGU). |
| 2. Organize SPT for the start of SIP process and managing the SPT Team | <ul style="list-style-type: none"> • Forming SPT • Meeting with SPT for orientation, vision sharing, and scheduling | February 2016 | P800 | P800 | P200 | MOOE | Collaborative sharing of opinions and ideas during the conduct of the meeting for comprehensive decision-making. |
| 3. Identify school needs and priorities for provision of quality education | <ul style="list-style-type: none"> • Child Mapping Activity • Organizing Data | February to March, 2016 | | | | | Systematic analysis of data from SRC and child mapping tool and other data in order to identify priority improvement areas. |
| 4. Set general objectives | B. Assess <ul style="list-style-type: none"> • Identify and review PIA's • Presentation of root causes to the SPT | February to March, 2016 | | | | | Based from the identified PIA's general objectives have been formulated. |
| 5. Identify and analyze root causes of the identified problem/gap | <ul style="list-style-type: none"> • Analyze PIA's and root causes | | P300 | P300 | | MOOE | A critical analysis of root causes of the identified gaps have been identified. |

| OBJECTIVES | PROGRAM ACTIVITIES | SCHEDULE OF ACTIVITIES | BUDGET REQUIREMENTS | | | SOURCE OF FUNDS | ACTIVITY EVALUATION ANALYSIS |
|---|---|-------------------------|---------------------|----------------------------|------------------------|-----------------|--|
| | | | PROPOSED BUDGET | ACTUAL EXPS: MEALS/TRANSPO | ACTUAL EXPS: MATERIALS | | |
| 6. Review the general objectives and targets | C. Plan <ul style="list-style-type: none"> Meeting with the SPT for reviewing the general objectives and targets | March 2016 | P300 | P300 | | MOOE | Evaluate the efficiency and effectiveness of objectives relevant to the needs and gaps |
| 7. Formulate and develop programs and project designs as solutions of identified gaps | <ul style="list-style-type: none"> Formulating program and developing programs and project designs as solutions of identified gaps | March 2016 | | | | | Evaluate the congruency of programs and projects to the general objectives |
| 8. Write and develop SIP | <ul style="list-style-type: none"> SIP Writing | April to May 2016 | P1000 | | P1000 | MOOE | Evaluate and examine the organization of ideas, content, and information |
| 9. Monitor progress of the projects/ programs with project team | D. Actual Implementation <ul style="list-style-type: none"> Actual class observation with the programs for teaching-learning gaps Home Visitation Remedial Classes Review Classes | June 2016 to March 2017 | P1000 | P1000 | P1000 | MOOE | Evaluate and review of programs and activities every grading period |
| 10. Test and review the solution | <ul style="list-style-type: none"> Meeting with SPT for the review of the project and programs, rolling out the solution and check progress of AIP | June 2016 to March 2017 | P1000 | P1000 | | MOOE | Collaborative sharing of solution of unresolved gaps |

Source: School Improvement Plan of Katipunan ES, SY 2016-2017 to SY 2018-2019

APPENDIX F: ANNUAL IMPLEMENTATION PLAN: SCHOOL YEAR 2018-2018

| OBJECTIVES | PROJECT OBJECTIVE | OUTPUT FOR THE YEAR | BUDGET REQUIREMENTS | | | BUDGET PER ACTIVITY | BUDGET SOURCE |
|--|--|---|--|-------------------------------|---------------------------|---------------------|---------------|
| | | | ACTIVITIES | PERSON/S RESPONSIBLE | SCHEDULED VENUE | | |
| 1. Uplift Teachers Professional Development (UTPD) | To uplift professional development of teachers. | <ul style="list-style-type: none"> Engage in various seminar workshop Encourage teacher to enroll masteral degree | <ul style="list-style-type: none"> Attend seminars and workshops Enroll in accredited University/apply scholarship programs in DepEd | Teachers | Whole year round | P200 | School MOOE |
| | | | <ul style="list-style-type: none"> Scholar sponsorship | Class Adviser | June 2017 | None | None |
| | | | <ul style="list-style-type: none"> Inter-barangay campaign | Class Adviser | May 2017 | P300 | School MOOE |
| 2. Tutok Basa Program (Reading Intervention) | To provide remedial reading intervention to slow and frustrated pupils | <ul style="list-style-type: none"> Reading materials and visual aids are provided Monthly assessment of the pupils' progress in reading Attendance and checklist submitted | <ul style="list-style-type: none"> Provision of enlarged reading materials and visual aids | School Head | August 2016 to March 2017 | P500 | School MOOE |
| | | | <ul style="list-style-type: none"> Regular monitoring of the pupil reading progress | School Head/Class Adviser/PTA | June 2016 to March 2017 | None | None |
| | | | <ul style="list-style-type: none"> Involvement in the implementation of School Project and Program | School Head/Class Adviser/PTA | June 2016 to March 2017 | None | None |

| OBJECTIVES | PROJECT OBJECTIVE | OUTPUT FOR THE YEAR | BUDGET REQUIREMENTS | | | BUDGET PER ACTIVITY | BUDGET SOURCE |
|---|--|--|--|----------------------------|--|---------------------|---------------|
| | | | ACTIVITIES | PERSON/S RESPONSIBLE | SCHEDULED VENUE | | |
| 3. Pupils Engage in Enhanced Reading System (PEERS) | To provide remedial reading intervention to slow and frustrated pupils | <ul style="list-style-type: none"> Provide innovative teaching reading materials | <ul style="list-style-type: none"> Inject innovative teaching reading materials | Class Adviser | June to March of the current SY for SY 2017 and 2018 | P200 | School MOOE |
| | | <ul style="list-style-type: none"> Monthly assessment of reading pupils progress in reading Reading assessment submitted | <ul style="list-style-type: none"> Regular assessment of pupils progress through the use of innovative teaching reading materials Reading assessment checked | Class Adviser/ School Head | June for beginning October for baseline and February for endline | P300 | School MOOE |

Source: School Improvement Plan of Katipunan ES, SY 2016-2017 to SY 2018-2019

CASE STUDY NO. 8

Creating a Breathing Space for Learning: The Story of Dao Primary School

DEPED SCHOOL ID: 132151, SITIO DAO, MAGSAYSAY, GENERAL LUNA, SURIGAO DEL NORTE

BACKGROUND**THE BARANGAY MAGSAYSAY COMMUNITY**

Sitio Dao is situated in Barangay Magsaysay, Municipality of General Luna, Surigao del Norte. General Luna is a 5th class municipality and known as the “Surfing Capital of the Philippines¹³” because of the Cloud 9 waves.

According to the 2015 Census of Population¹⁴, Barangay Magsaysay has a population of 651 people which represents about four percent of the total population of General Luna at 16,771. The census showed that between the years 1990 and 2007, population in the barangay decreased from 579 (1990) to 521 (2007), then increased sharply in 2010 and again in 2015 (Figure 20).

Barangay Magsaysay shares a common border with six barangays in General Luna namely: Libertad, Cabitoonan, Tawin-tawin, Malinao, Corazon, and Sta. Fe. Brgy. Magsaysay is eight kilometers from the General Luna proper, or a 30 to 45-minute motorcycle or *habal-habal* (motorcycle) ride.

13 According to CNN Travel News on World’s 50 Best Surf Spots posted online dated 1 July 2013: Cloud 9, Siargao Island, Philippines ranked 9th best surf spot in the world and has one of the most well-known waves worldwide and the best in the Philippines.

14 2015 Census of Population data from Philippines Statistics Authority

FIGURE 20. MAGSAYSAY'S HISTORICAL POPULATION

Source: 2015 Census of Population, Philippine Statistics Authority

Agriculture is the main source of livelihood in Brgy. Magsaysay and the major products produced in the community are rice, coconut, and root crops (i.e., cassava and sweet potato). Aside from farming, other sources of income in the community are fishing, tour guide work, surfing instruction, household work, carpentry, and resort/guest services, including driving for surfing establishments or hotels in General Luna.

THE SCHOOL PROFILE

Dao Primary School is situated on the hillside of Brgy. Magsaysay. It was established in 1999 as a complete primary school through the initiative and support of the barangay officials, parents, and community members to address the need for an accessible public elementary school. Classes were used to be held in a small chapel in the barangay until these were moved to the barangay dancing hall. Made of nipa hut, the dancing hall served as a temporary classroom from 2000 to 2002. The school's first building was constructed only in 2003. As of School Year (SY) 2017-2018, the primary school was categorized as a combined monograde and multigrade school under the Department of Education-Education Management Information System Division (DepEd-EMISD).

For school 2017-2018, the school enrolment is at 17, of which 76 percent (13) are boys and 24 percent (4) are girls (see Table 72). A significant gender imbalance in favor of the boys (76 percent) was evident compared to girls (24 percent). An interview with parents revealed that fewer girls were enrolled because poverty forced them to stop schooling. Meanwhile, some were expected to care for their younger siblings while the parents work in the farm or in nearby communities. Out of 17 total enrollees, the highest number of enrollees is in Kindergarten with eight pupils and the lowest enrollees are in Grade 2 with only four pupils. The school is an incomplete primary school with only one teacher handling the combination class of Grades 1 and 2 and a separate class for Kindergarten.

TABLE 72. DAO PS' ENROLMENT (SY 2017 TO 2018)

| GRADE COMBINATION | M | F | TOTAL | NO. OF TEACHERS |
|-------------------|-----------|-----------|------------|-----------------|
| Kindergarten | 7 | 1 | 8 | 1 |
| Grades 1 & 2 | 6 | 3 | 9 | |
| Grade 1 | 4 | 1 | 5 | |
| Grade 2 | 2 | 2 | 4 | |
| Total | 13 | 4 | 17 | 1 |
| (%) | 76 | 24 | 100 | |

Source: DepEd-EMISD

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

Data on enrolment were obtained in the past four consecutive years, from SY 2014-2015 to SY 2017-2018. As shown in Table 73, a decreasing enrolment trend was noted in the three consecutive years, from SY 2014-2015 to SY 2016-2017.

The number of enrollees held steady in SY 2017-2018. The data on enrolment also revealed a significant difference in the ratio of girls to boys' enrolment in SY 2014 to 2015 at 54:46 as compared to 24:75 in SY 2017-2018. No specific reasons were mentioned during the interview with the cluster head and teacher-in-charge on the declining enrolment trend of the pupils especially the girls. According to barangay data on community-based management system (CBMS), there were no out-of-school children in the community and the boys' population is higher as compared to the girls in SY 2015-2016 up to SY 2017-2018.

In regard to the classification of pupils, all 17 pupils are recipients of the Philippine Department of Social Welfare and Development's *Pantawid Pamilyang Pilipino Program (4Ps)*. Despite increasing population in Barangay Magsaysay (see Figure 20), the decreasing enrolment in the last four years was due to pupils transferring to other schools in nearby barangays because their parents had to earn a living outside of their home and community.

TABLE 73. DAO PS' ENROLMENT (SY 2014-2015 TO SY 2017-2018)

| SCHOOL YEAR | F | M | TOTAL | RATIO OF F TO M |
|-------------|----|----|-------|-----------------|
| 2014-2015 | 20 | 17 | 37 | 54:46 |
| 2015-2016 | 11 | 12 | 23 | 48:52 |
| 2016-2017 | 8 | 9 | 17 | 47:53 |
| 2017-2018 | 4 | 13 | 17 | 24:75 |

Source: DepEd-BEIS data

TABLE 74. DAO PS' KEY PERFORMANCE INDICATORS (SY 2014-2015 TO SY 2016-2017)

| INDICATORS | 2014-2015 | 2015-2016 | 2016-2017 | Average |
|-----------------|-----------|-----------|-----------|---------|
| Enrolment | 37 | 23 | 17 | 26 |
| Drop-out Rate | 0.00% | 0.00% | 0.00% | 0% |
| Promotion Rate | 100.00% | 100.00% | 100.00% | 100% |
| Graduation Rate | 100% | 100% | 100% | 100% |

Source: Dao PS, School Improvement Plan, SY 2016-2019

PROGRESSION AND COMPLETION

Based on the School Improvement Plan (SIP) report from SY 2016-2017 to SY 2018-2019, there were no drop-outs since SY 2014-2015. Other key performance indicators such as promotion and graduation rates were at 100 percent despite poverty issues among families within the community (Table 74).

The attainment of performance indicators may be attributed to the enthusiasm and passion of the pupils to learn. According to the parents interviewed, their children see their classroom as their haven of knowledge, and enthusiastically explore the teacher-made learning and teaching materials that adorn the classroom.

The parents especially acknowledged the dedication of Ms. Jabines, the lone teacher assigned in Dao PS, and the positive teacher-pupil relationship she nurtures. Ms. Jabines similarly praised the other stakeholders, noting the amount of support and care that the parents, community members, and barangay officials give to the school. Without their support, Ms. Jabines said she probably would have given up her post and long transferred to a nearby monograde school. The parents and community members helped her in managing the school, including the creation of various types of learning materials that are colorful, attractive, and can stimulate learning. In cases when she had to be absent to attend meetings or run errands at the Schools Division Office, a volunteer parent would act as a teacher so as not to disrupt the regular classes. Everyone in the community actively participates in alternately cleaning and maintaining a safe and healthy school surrounding.

LEARNING OUTCOMES

The pupils of Dao Primary School happily shared in an interview that they love going to school. Some of the pupils expressed that they enjoy reading and writing and doing math activities. One of the pupils said:

“Gusto ko po si teacher, natututo akong mag-add, mag-subtract ng numbers at mag-multiply, magbasa, magsulat, at maglaro.” (I like my teacher. Through her, I learn how to add, subtract and multiply numbers, read, write, and also play.)

Aside from Math and English, the pupils also mentioned in the interview that they were interested in other school activities such as singing, dancing, and listening to stories. They said that they had fun every time they join school competitions. One example was the cheer-dance of 2015. The parents recalled that prior to the cheer-dance competition, they heard comments from other participants and parents from other schools that Dao PS has no chance of winning. Yet, at the end of the competition, they won and conquered the hearts of many.



FACTORS AFFECTING THE PERFORMANCE OF DAO PRIMARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Alignment with K to 12 Curriculum

As observed and through an interview with the teacher, Dao Primary School's multigrade program is aligned with the K to 12 curricula. Multigrade lesson plans were prepared based on suggested Daily Lesson Plan (DLP) and Daily Lesson Log (DLL) templates provided by DepEd Central Office. The teacher also used the Budget of Work (BoW), Teacher's Guide (TG), and Learning Materials (LMs) as references in lesson planning, from preparatory to evaluation activities. The teacher, during the interview, said that she normally prepares teaching and learning activities based on her observation of pupils' learning abilities and behavior. However, the research team noted that the assessment tools for said activities were not available in the teacher's teaching portfolios. Likewise, the teacher used only paper and pencil tests to assess pupils' learning. Moreover, differentiated learning activities were not clearly evident in the lesson plan of Ms. Jabines during the school visit.

ABOVE: Attractive teaching and learning materials surround Dao Primary School's classrooms.

Photo by SEAMEO INNOTECH (2018)

The same learning activity was reflected in the lesson plan for each grade level. As a result, differentiated activities and appropriate learning assessment tasks were not fully observed in Dao Primary School during classroom observation.

Teaching and Learning Resources

Dao Primary School has several teaching and learning resources aside from the textbooks provided by DepEd. According to Ms. Jabines, she made the colorful and beautiful learning materials, posters, and visual aids with the help of the parents, pupils, and some community members. Other learning and teaching materials present in the school are the LCD projector, the science and math equipment, table balance weighing scale, a speaker, and a printer. Ms. Jabines admitted that one of the challenges she encountered in terms of teaching resources was the difficulty in accessing DepEd's Learning Resource Management and Development

System (LRMDS) portal that led her to download free suggested activities from DepEd Tambayan website. She was not aware that DepEd Tambayan was not officially recommended by DepEd Central Office as a reliable source of Multigrade teach-learn materials.

Instructional Delivery

During the classroom observation visit, Ms. Jabines began her Grades 1 and 2 class with a song in the mother tongue language, Surigaonon, to set a positive tone in the classroom and prepare the pupils for the day's lesson. Then, she distributed the Grade 2 textbooks and instructed her second graders to read the story silently and answer the questions at the end of the story. After this task, she immediately proceeded to tell a story to her first graders entitled "*Malipayong Pamilya*" or "Happy Family" which is in Surigaonon. She used a visual aid to tell the story. She asked her Grade 1 pupils to listen attentively and remember the characters in the story.

After the story-telling session, she asked questions in mixed Surigaonon and Tagalog languages (e.g., "*Unsa kinabuhi ni Tatay?*" What is the work of the Father?" "*Unsa ang ginahimo ni Nanay at mga bata?*" What is the mother/children doing?" "*Unsa makita sa tiangge?*" What are the things you see in the market?"). The pupils actively participated by answering the questions. Three of them provided the right answers such as: 1) the father works in the farm; 2) the mother washes the clothes while her children fetch water; and 3) we can see different kinds of fish, vegetables, fruits, and meat in the market. One Grade 1 pupil answered that he saw "*bayo*" (cod fish) in the market, which the teacher acknowledged and explained that "*bayo*" is a kind of fish.

BELOW: Ms. Meriam Jabines welcomes her Grades 1 and 2 pupils to her class.

Photo by SEAMEO INNOTECH (2018)





Ms. Jabines returned to her Grade 2 class to check if the pupils have completed their task. She asked them to submit their books and she distributed another worksheet for the pupils to practice their writing skills. While waiting, she gave a role-playing task to her Grade 1 pupils. Each pupil is to act the role of a person that Ms. Jabines would mention (i.e., father, mother, sister, brother) drawing from his/her own experience.

Ms. Jabines asked the second graders to submit their worksheets which will form part of their portfolio that she will evaluate. In the post-conference session with the research team, Ms. Jabines explained that she used Scheme A in handling her multigrade class. Under such scheme, the lesson plans for Grades 1 and 2 have common learning objectives in terms of behavioral change and content (through story-telling). The research team observed that the teacher prepared more activities for the Grade 1 class compared to Grade 2 class which was tasked to simply answer the worksheets.

Ms. Jabines said that she has a hard time keeping all children of both grades pre-occupied simultaneously with appropriate learning activities. During the post-conference conducted by the research team, Ms. Jabines was advised by a DepEd representative to consider the preference and interests of her pupils in group activities and to continuously apply differentiated instruction in teaching.

ABOVE: Case Study Team members, Ms. Yolanda De Las Alas of SEAMEO INNOTECH and Mr. James Bunga, DepEd's Multigrade Program Focal Person conducted the classroom observation at the Dao Primary School.

Photo by SEAMEO INNOTECH (2018)

Classroom Management

The general classroom structure of Dao Primary School looks like a Montessori type-classroom where ample teacher-made big books, supplementary reading materials, and other instructional aids such as cut-outs, charts, pictures, and the likes are readily available to stimulate pupils' independent learning as well as promote collaborative learning.

On the right side of the classroom is a space where pupils can freely read alone or play with a variety of manipulative materials. This is often used by the Kindergarten pupils who usually come to school early. Instead of playing outside, Ms. Jabines allows the Kindergarten pupils to occupy themselves with charts or flashcards. On the left side of the room, there is a reading corner or space suited to group activity which has been designed with colorful alphabet floor mats with walls decorated with brightly colored posters, learning materials, quotes, and other teacher-made resources.



An attractive classroom creates a stimulating environment for learning. The research team observed that it has inspired pupils to actively engage in class activities and discussions. The first graders appeared to be joyful while they were role-playing while the second graders were focused in practicing their writing skills. Ms. Jabines's strong but modulated voice added to the positive vibes in the classroom. The research team also noted that the pupils got along well with each other and had no trouble following the teacher's instructions in every activity.

In sum, the teacher conducted the lesson and learning activities smoothly, aided by a conducive learning milieu and copious resources.

Learning Assessment

The research team observed that Ms. Jabines used traditional methods of learning assessment, such as seatwork and oral recitation. She also used performance assessment like role-play. Ms. Jabines asked questions to the pupils after telling the story of "*Malipayong Pamilya*" and allowed her pupils to speak their thoughts, commended a correct oral response, and provided feedback for an incomplete or incorrect response.

ABOVE: The classrooms abound with colorful and beautiful learning materials, posters, and visual aids. These were hand-made by the teachers, with the help of the parents, pupils, and some community members.

Photo by SEAMEO INNOTECH (2018)

What Ms. Jabines seems to have difficulty with is time management. The research team noted that she spent considerably more time with the first graders rather than the second graders.

Positive Discipline

The research team had the opportunity to observe how Ms. Jabines handles misbehaving pupils. When she noticed one of the first graders not paying attention in class, she asked the said pupil to sit in front of the class so she could keep an eye on him. Ms. Jabines did this in a firm manner. Her intention was to establish reasonable limits for children's behavior and guide the pupil to stay within these limits.

During the post-conference, a DepEd representative advised Ms. Jabines to give the wayward pupil something to work on instead of idly sitting down listening and observing the class.

Remedial and Enrichment/Extra-curricular Activities

The research team noted that there were no supplemental activities provided to the pupils to reinforce learning. However, in the SIP, the teacher is supposed to conduct home visits to address the needs of children who are frequently absent in school and to provide counseling to the parents on how to help and encourage their children to regularly attend classes.

The other intervention programs implemented and reported in the SIP to improve the basic competencies of the pupils are as follows:

- Intensive remedial reading program through spelling bee, reading camp, storytelling, visiting the reading corner during free time, vocabulary building, reading-a-thon, Project DEAR (Drop Everything and Read) Program, and “*Oplan Tutok Basa*” or “Focus on Reading” for boys in Grades 1 and 2 who have fallen behind in class. This was reported in Dao PS School’s school report card for SY 2016 to 2017 (see Table 75). The data show that girls outperform the boys in terms of literacy level (pre-and-post test results). Two boys are classified under frustration level while it is zero for girls.
- Project Matenique (Mathematics Technique) aims to motivate pupils to appreciate math and to help those who struggle with it through the use of different techniques as well as through participation in different math activities, such as, naming number games, word problems and Quarterly Math Olympics.
- Review classes for struggling pupils. The teacher devotes 30-minutes per day usually in the afternoon and on Saturdays to help pupils catch-up with the lessons.

Two boys and two girls are classified under instructional level, while all four independent readers are girls.

Another reading program intervention highlighted in the school SIP is the Project TELL (Teachers Empowering Pupils to Learn), aimed at helping pupils learn to read and comprehend independently by providing different activities using picture words, introduction of new and difficult words in daily lessons, monitoring of pupils through home visitation, contextualization, narrative storytelling, conduct of formative assessment, and oral reading.

TABLE 75. DAO PS PUPILS’ LITERACY LEVEL

| LEVEL | FRUSTRATION LEVEL | | | INSTRUCTIONAL LEVEL | | | INDEPENDENT LEVEL | | |
|------------------|-------------------|------|-------|---------------------|------|-------|-------------------|------|-------|
| | TOTAL | BOYS | GIRLS | TOTAL | BOYS | GIRLS | TOTAL | BOYS | GIRLS |
| Pre-Test | | | | | | | | | |
| Kindergarten | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 2 | 2 | 2 | 0 | 4 | 2 | 2 | 4 | 0 | 4 |
| Post-Test | | | | | | | | | |
| Kindergarten | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 2 | 2 | 2 | 0 | 4 | 2 | 2 | 4 | 0 | 4 |

Source: Dao PS SRC SY 2016 to 2017

MULTIGRADE ENVIRONMENT

Governance

1. School Management

Dao Primary School is supervised by Ms. Louela Antolin, the designated cluster head, with the help of Ms. Meriam Jabines, the assigned teacher-in-charge since school year 2015-2016. According to Ms. Antolin, she supervises two multigrade schools, namely Dao Primary School and Magsaysay Elementary School, in General Luna District. Ms. Antolin was a multigrade teacher for seven years before being promoted as a full-pledge cluster head in June 2017. She proudly mentioned that managing the school has not been burdensome largely because she could rely on strong parental and community support in all aspects of school activities. She shared:

“Malaki po ang naitutulong ng parents and community members sa school. Sa mga projects at meetings sa school, 100 percent po participation nila. Rain or shine nandyan sila. Kung kinakailangang matulog ni teacher sa school, sasamahan siya ng parents at tinutulungan sa mga gawain.”

(“The parents and the community members are of big help to the school. They usually give their 100 percent participation and support to school projects and meetings. They could be depended on to help, rain or shine. Whenever the teacher needed to stay in school overnight, parents would accompany the teacher and lend a hand to complete her tasks.”)

Ms. Antolin also claimed that the success of school projects can be attributed to the enthusiastic members of the School Planning Team (SPT) under the School Governance

Council (SGC), which is composed of individuals representing different group of stakeholders such as the Local Government Unit (represented by the Chairman of the Education Committee and the Barangay Captain), the parents (represented by the PTCA President and the Community President), teacher, pupil and school representatives. The SPT meets every quarter and is tasked to strategically plan, collect, and analyze the school data. Typically, once the priority needs of the school are identified, school plans are disseminated in the quarterly parents-teachers association (PTA) meetings to gather the comments, and recommendations of the parents prior to full implementation of the school project.

Ms. Antolin said she envisions the conversion of the Dao Primary School to a complete pure multigrade school in the coming years. She aspires to have two additional multigrade teachers who will help Ms. Jabines in handling combination classes of Kindergarten up to Grade 6. She believes that with the help of the provincial and local government, nothing is impossible. Ms. Antolin is hopeful that Governor Sol Matugas of Surigao del Norte will fulfill her promise to repair the roads of Sitio Dao and Magsaysay to make them more accessible to school children, parents and the community.

2. Monitoring and Supervision

■ School Cluster Head and Teacher-In-Charge

Ms. Antolin shared that she visits both Dao Primary School and Magsaysay Elementary School almost every day and stays for an hour to check on their needs. Classroom observation is conducted twice a month depending on her availability. Every Monday, she reports to the Division Office to submit the required school reports. In her absence, Ms. Jabines as TIC of Dao Primary School attends to pupils' need and other after school administrative work, such as record keeping, data management and reporting.

■ DepEd Schools Division of Siargao/District Office of General Luna

Dr. Theresa Real, DepEd School Division Superintendent (SDS) of Siargao, as well as the Multigrade Coordinator and other multigrade implementers of General Luna District, provide continuing supervision to all multigrade schools in their areas of jurisdiction. They all adhere to the general policy of DepEd to fully support the continuing professional development of all teachers through school-based LAC sessions.¹⁵ In terms of capacitating the multigrade teachers, Dr. Real shared in an interview that the Division Office usually conducts annual competency-based trainings, such as instructional delivery for the multigrade teachers, leadership and supervision for school heads, and instructional leadership for teachers-in-charge. Aside from these trainings, the Division Office designs and implements the use of a specific monitoring tool for multigrade schools.

The District Office, meanwhile, conducts monthly school visits and classroom observations, while the Division Office schedules its monitoring and supervision quarterly. The District Learning Action Cell Session (DisLAC) is scheduled once a month. During DisLAC sessions, a generic tool is used to assess the findings and gather feedback. Too, the teacher assigns a volunteer-parent to act as teacher-substitute in order not to disrupt the classes of Kindergarten, Grades 1 and 2. According to Ms. Jabines, prior to attending DisLAC session, she prepares the activity sheets of her pupils and entrusts it to the volunteer-parent to administer to the class. Pupils' outputs are then collected and given to her for checking and recording purposes.

Teacher Dedication, Competence and Quality

Table 76 shows the brief profile of Ms. Meriam Jabines, the multigrade teacher of Dao Primary School. Ms. Jabines earned a degree in Bachelor of Elementary Education and has three years of teaching experience in a multigrade school. She handles combination classes of Kindergarten, Grades 1 and 2 pupils.

15 DepEd Order No. 35 s. 2016 issued 7 June 2016 "The Learning Action Cell as a K-12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning

TABLE 76. DAO PS' TEACHER PROFILE

| TEACHER'S PROFILE | TEACHER MERIAM JABINES |
|--|---|
| Position | Teacher I |
| Civil Status | Single |
| Date of Appointment | 2015 |
| Highest Educational Attainment | with units in Master of Education (Ma Ed) |
| No. of Years Teaching Multigrade | 3 |
| Total No. of Years Teaching | 3 |
| Classes Handled | Kindergarten, Grades 1 and 2 |
| Multigrade trainings attended in the last three years | MG Instructions for K-3; Regional Training of Trainers on Differentiated Instruction; Summer Training Program for MG Teachers |

Source: Dao PS Case Study Form 1

Ms. Jabines was able to attend series of trainings sponsored by the DepEd Division office in the last three years. She shared that the trainings on Multigrade Instruction for K-3 and Differentiated Instruction (DI) helped her a lot in managing her multigrade class of Kindergarten, Grades 1 and 2. However, she said that she still needs to practice the DI approach and other teaching approaches appropriate for a Multigrade class to be more effective. Furthermore, Ms. Jabines hopes to attend the training on DepEd's Budget of Work (BoW) to fully appreciate and understand the use of BoW. She also mentioned that an enhanced training on ICT Instruction would be beneficial in multigrade instruction.

Support Infrastructure and Services

1. Support Facilities

According to Ms. Antolin, the school cluster head, the school has access to electricity but it has no internet connectivity. She cited that the main source of water supply comes from an installed pump and pipeline within the school vicinity near the hand washing area. Ms. Antolin also mentioned that there are two functional toilets, one for girls and another for boys. There are two school buildings constructed for day care pupils (funded by BLGU) and for kindergarten up to Grade 2 pupils (funded by DepEd Siargao's Division). The pupil to classroom ratio reported in the school improvement plan (SIP) is 17:1 while pupil to seat ratio is 15:1, all seats are in good condition. The SIP report validates the presence of support facilities mentioned by the school cluster head.

2. Health and Nutrition Programs

As reported in the school SIP in SY 2015-2016, 100 percent (23) of pupils were severely wasted from Kindergarten to Grades 1 and 2. Despite not being a recipient of DepEd's Feeding Program, the school implemented a feeding and deworming program through the initiatives

of the teacher, parents and the community to address the malnutrition problem among pupils. After 120 days, all 23 severely wasted pupils progressed to a normal health status. The school decided to continue the feeding program following its positive effect on the pupils' health and learning outcomes. The budget for the daily feeding program comes from the voluntary contributions of parents and community members. Most of the time, vegetables harvested from the school garden constitute the school meals prepared by the parents. As of SY 2017-2018, all 17 pupils have normal health and nutritional status.

Parental and Community Involvement

1. Parental Support

Without strong parental support, no primary school would have been established in Sitio Dao in 1999. The barangay local officials, who had school-age children at the time, initiated the request to put up a primary school in Sitio Dao so that their children would not have to take a 30-minute to one-hour hike along a steep road to go to Magsaysay Elementary School. During the focus group discussion with the parents, one of them shared:

"Nag-request po sila ng building para malapit lang 'yong paaralan at hindi mahirapan ang mga bata, lalo na yung maliliit pa. Kung minsan dahil sa layo madalas umaabsent na lang sila."
 ("They requested a school building nearby so that the children, especially the small ones, would not have a difficult time. Distance to school was the most common reason for children's absenteeism.")

Another parent also mentioned:

“Nagbibigay rin kami ng magagandang ideya para sa pag-improve ng aming paaralan at bilang mga magulang, kusa kaming tumutulong sa anumang gawain at aktibidad ng eskwelahan para sa ikabubuti ng mga bata at ng paaralan.” (“We also suggest ideas for the school improvement and as parents, we voluntarily help in any school tasks and activities for the benefit of our children and the school.”)

Moreover, the parents proudly shared that through *bayanihan* (cooperation and sense of community), they were able to fund the construction of the school pathway as well as landscaping works. According to parents, they voluntarily donated cash ranging from fifty to one hundred pesos and cooperated with barangay local officials to solicit additional cash and materials (i.e., sand, cement, gravel, etc.) from different stakeholders, including the

DepEd Schools Division Office of Siargao and the Municipality of General Luna. In addition to cash, the parents also offered free labor until the project was completed. The parents likewise recalled other school-community activities that have made an impact on the school as well as the entire community. These are as follows:

- Annual Brigada Eskwela. This annual school-wide clean-up drive is participated in by parents, barangay local officials, and community members. They would routinely repaint the classroom and fix dilapidated chairs, desks, and windows. Even the school children usually helps clean the school grounds. Snacks for Brigada volunteers also usually come from the voluntary contributions of the parents and other community members.

BELOW: Simultaneous Focus Group Discussions (FGDs) with parents and community members were conducted.

Photo by SEAMEO INNOTECH (2018)



- King and Queen and Benefit Dance Fund-raising Project. This event is usually organized when there is a need to raise additional funds for the school. The benefit dance is commonly held during the barangay fiesta in late September. Attendees to the dance, including parents, community members, and invited guests, pay a minimum amount of one hundred pesos for the privilege of dancing with young ladies in the crowd or with their own partners. The PTA and the multigrade teacher then select one couple from at least five (5) couple-candidates who will be crowned king and queen. Most candidates are parents who are willing to solicit funds from well-known benefactors and partners, including their relatives and friends, to support school activities. The couple who manages to solicit the biggest amount of donations is awarded and crowned as King and Queen during the event.

The proceeds from previous benefit dance events had been used to complete improvement projects of the school such as the construction of the elementary fence, school gate, kitchen and pathways. They were used to augment funds donated by the local government unit, particularly the relatively well-off barangay local officials.

- *Gulayan sa Paaralan* (Vegetable Gardening). The vegetable garden is tended collectively by the pupils, teacher, parents, and community members. The garden produce is used in the school feeding program. Some of the vegetables are also given to the families of the pupils for personal consumption.
- School Competitions. The informants mentioned the 2015 cheer dance competition as one of the competitions that the parents/community supported. They proudly shared that the school won at the Division level despite being an underdog. The parents said that their children gracefully performed their cheer dance

wearing the costumes they manually sewed. One of the parents said that even without the award, the parents felt that they have won already because of the joy it brought to their little children.

Apart from their involvement in these school-community projects, parents are also tapped for the “Open-Door” school activity, which includes their participation in school assemblies and other forms of school gathering. One example of this was the National School Immunization Day which garnered 100 percent parental and pupil participation.

2. Community Participation and Involvement

When the primary school was constructed, the stakeholders’ participation in different school activities (i.e., the Anti-Drug Education Campaign, Girls Scout and Boys Scout Camping, Education Caravan, National Deworming, Annual *Brigada Eskwela*) was very strong. The school, with the help of the parents and community members, jointly discussed the school programs and plans directed toward the development of Dao Primary School and pupil’s welfare. It was spearheaded by the School Planning Team (SPT) under the dedicated School Governing Council (SGC). The SGC was composed of individuals representing different group of stakeholders such as: (a) Chairman of the Education Committee from the Local Government Unit; (b) Parents, Teachers and Community Association or (PTCA President); (c) Community President from the School Child Protection Committee; (d) School Disaster Risk Reduction Management Committee Representative, usually a Barangay Captain; (e) Teacher representative; (f) Pupil Representative; and (g) School Head/School-in-Charge. These are the people who brainstormed, planned, developed, and implemented the vision statement of the school: “To continuously improves itself to better serve its stakeholders.”

It was reported in the SIP that the school head has the responsibility of monitoring parental involvement and community collaboration in the development and implementation of school programs and activities. The project

work plan and budget matrix under the SIP emphasized that the principles of school effectiveness require meaningful and on-going consultation with the parents and community members. Thus, according to the school head, the parents and community members have made it a practice to meet as often as they could to resolve school issues or plan for upcoming activities. The SIP noted that one of the most pressing problems that need to be resolved is the occurrence of bullying among pupils. The SGC and PTCA thus plan to pursue the following activities to spread awareness on anti-bullying policies in the school:

- Conduct of quarterly/regular values formation and personal etiquette enhancement program with the help of the school implementers (school head and the teacher) and religious sector representatives. The budget for this activity will be charged to the PTCA Funds and to the school MOOE.
- Institutionalization of policies on anti-bullying programs through production of anti-bullying pamphlets and lesson integration in all learning areas. The budget for this advocacy program will come from the grants/donations of benevolent and generous stakeholders.
- Lobby for the Barangay and Municipal LGUs to pass ordinances on curbing child bullying incidences in the community. This will be initiated by the school head.
- During the FGD with the community members, all of them expressed happiness that the primary school continues to operate in their community. The SGC President who was one of the respondents in the FGD said:

“Hangga’t may paaralan, patuloy akong tutulong at boluntaryong kikilos para sa ikauunlad ng paaralan sa abot ng aking makakaya, gagawin ko ang aking mga responsibilidad para na rin sa mga batang mag-aaral ng Dao PS.” (“As long as the school exists, I will continue to volunteer my services to the best of my ability and I will perform my responsibilities for the improvement of the school and benefit of the school children of Dao PS.”)

According to both parents and community members, they consider the school the second home of their children. They envision the school to be a complete multigrade school within the next five years. They have committed to continuously support the school and the teachers of Dao Primary School in the implementation of school projects and activities.

KEY POINTS

The following are some key points emerging from Dao Primary School case study:

1. A Conducive Learning Environment

The parents and the community members believe that Dao Primary School provides a happy, peaceful, and stimulating learning environment for their children, a place where they can move freely and safely without endangering themselves. Ms. Jabines likewise notes that the bright-colored walls and unique physical layout of the classroom encourage pupils to explore tasks or activities that interest them, such as reading big books, or playing with educational flashcards on their own or with their peers. She said that she can easily monitor her pupils in small groups and can certainly provide assistance to meet their diverse social, emotional, and physical needs.

2. Teacher's Positive Attitude

To develop the socio-emotional intelligence of the pupils, Ms. Jabines inculcates positive discipline and moral values in students. She is sensitive to learners' individual needs; encourages the shy learners to join group activities (e.g., role play); notices pupils who are not paying attention and calls them out without humiliating them; and monitors and talks to pupils who have the tendency to bully/tease other classmates. Her loud voice stimulates the pupils to listen to her stories and discussions.

3. Creativity and Resourcefulness Amid Inadequate Teaching and Learning Resources

According to Ms. Jabines, access to different activities and teaching resources is very important in multigrade instructional delivery. However, she disclosed that one of the challenges she encountered in terms of teaching resources was the difficulty in accessing DepEd Learning Resource Management and Development System (LRMDS) portal that led her to download suggested activities from other free websites.

To supplement the DepEd-provided materials, Ms. Jabines partnered with the parents to create teaching and learning materials, such as the fascinating objects, attractive letter displays, hand-crafted flash cards and visuals aids, reading corner with info bits, and bright-colored posters, to name a few. These materials have enriched the pupils' learning experience and appreciate knowledge.

4. Reliance on District Level Action Cell (DisLAC)

Being a lone teacher in Dao Primary School, Ms. Jabines relies heavily on DisLAC for her own professional development. Thus, she confirmed during interview that she had attended several DisLAC sessions to improve her multigrade teaching competencies and effectiveness. To address the risk of loss of instructional time on task due to her absence at DisLAC sessions, Ms. Jabines said that prior to attending DisLAC session, she prepares activity sheets and entrusts them to the volunteer-parent (who acts as teacher-substitute) to administer to the class. Pupils' outputs are then collected by the volunteer-parent and handed over to Ms. Jabines for checking and recording purposes.

5. Impact of School Feeding Program

Despite not being a recipient of DepEd's Feeding Program, the school implemented feeding and deworming programs to address the malnutrition problem among pupils. These programs were initiatives of the teacher, parents, and the community. After 120 days, the school reported that all severely wasted pupils became normal in terms of health status. It was continued over the years upon realizing the positive effects of the program in pupils' learning outcomes such as increased motivation to go to school, fewer absences due to improved health and positive learning progress among school children.

6. Strong linkages among parents, teachers, community, and other stakeholders

Based on interviews with different multigrade implementers (i.e., teacher, community members, parents, and other stakeholders), the collaborative efforts of the teacher, the barangay officials, and the entire community in different school activities and events strengthened their conviction that they will attain the Dao community's vision in the next five years (i.e., to have a complete multigrade school in their barangay).

The barangay local officials mentioned that they prepared a barangay resolution requesting the Municipality of General Luna in coordination with DepEd Siargao Division to open Grades 3 and 4 classes in SY 2019-2020. The parents and the community are hopeful that the request would be granted. The cluster head also revealed that the DepEd Siargao Schools Division is closely monitoring the request for the municipal government to allocate a budget for the construction of a new classroom for Grades 5 and 6.

It was evident during the school visit that strong relationships among parents, community members, and other stakeholders, and the full support they provide to the school have contributed to the continuous operation of Dao Primary School. The parents and community members are completely committed to helping the multigrade teacher/Teacher-in-Charge to effectively manage the school and to provide quality learning opportunities for their children in Dao Primary School.



CASE STUDY NO. 9

To Dream is to Hope Amidst Challenges: Pangarap, Pagsubok, Pag-asa

SAN JUAN ELEMENTARY SCHOOL: 110427, SCHOOLS
DIVISION OF ORIENTAL MINDORO, REGION IVB
MIMAROPA

LEFT: San Juan Elementary School is situated in the Municipality of Bulalacao, Oriental Mindoro. It is home to approximately 80 pupils, 23 percent of whom come from 4Ps households.

Photo by SEAMEO INNOTECH (2018)

BACKGROUND

THE BARANGAY SAN JUAN COMMUNITY

Barangay San Juan is one of the fifteen barangays in the Municipality of Bulalacao, Oriental Mindoro. Bulalacao is a third-class municipality with the smallest population among the seven municipalities in the second district of Oriental Mindoro. It is located at the southernmost tip of the province, approximately 176 kilometers from Calapan City. From the capital, the municipality can be reached by a three-hour land travel.

Barangay San Juan's population was 3,455 in the 2015 census, representing 8.83 percent of the total population of Bulalacao. The share of young population (0 to 14) was large at 1,434 or 41.51 percent of the barangay population. In all, the barangay populace had a median age of 19 in 2015. The community's demographic characteristics have changed over the past 15 years. From 2,105 in year 2000, the population increased to 3,455 in year 2015 despite reports of massive migration of households of Barangay San Juan to other nearby barangays due to severe water shortage.

Barangay San Juan heavily relies on agriculture for their livelihood, with rice, corn, coconut, vegetables, and high value crops, e.g., banana and mango, as their main agricultural products. Aside from farming, the people of Barangay San Juan also depend on fishing and livestock raising as other sources of income.



ABOVE: Selected pupils from San Juan Elementary School during the Case Study Focus Group Discussion (FGD) with learners.

Photo by SEAMEO INNOTECH (2018)

THE SCHOOL PROFILE

San Juan Elementary School is considered a complete, and pure multigrade school, which is situated in a 2.9 hectare-land area within a coastal and hillside community. It serves as one of the 32 schools in the district of Bulalacao, located approximately six kilometers away from the Department of Education's (DepEd) District Office, and 180 kilometers away from the Schools Division Office in Calapan City. The school is accessible to any land transportation, except when there is heavy rainfall and/ or high tide, which causes flooding in the roads leading to the school and the school vicinity itself. It is the mother school in the barangay located at the center of its adjacent schools, namely Bangkal Elementary School, Tambangan Elementary School, and San Vicente Elementary School.

Although the school records refer San Juan ES as one of the oldest schools in the district of Bulalacao, no documentation shows the exact date of its establishment. Interviews with parents and community members, however, reveal that the school traces its beginnings in the 1950s, with one teacher initiating construction of a make-shift classroom and teaching from Grades 1 to 6.

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

San Juan Elementary School caters to the educational needs of the learners in the community, who otherwise will have to travel a distance of two kilometers, usually by *habal-habal* motorcycle, to attend a public elementary school in Barangay Bangkal. Parents and community members reported that their learners need to board in adjacent barangays in order to attend high school since San Juan ES only provides elementary education and the nearest secondary school is likewise located in Barangay Bangkal.

Based on the data from DepEd's Education Management Information Systems Division (EMISD), enrollment in San Juan ES has been increasing in small increments for the past four school years, with consistently more male enrollees than female ones. In the focus group discussions (FGDs) with

parents, and as validated by the School Report Card (SRC), it was noted that the enrollment rate in San Juan ES did not spike because some families chose to migrate and find forms of livelihood in other barangays due to inaccessibility to water. This situation is seen in the enrollment data of kindergarten which is only nine (9) students in SY 2017-2018.

For SY 2017-2018, Table 78 shows that 23 percent (19 pupils) come from household-recipients of the *Pantawid Pamilyang Pilipino Program (4Ps)*, 22 percent (18 pupils) were overage learners, and 11 percent (9 pupils) come from the Indigenous Peoples (IP) group of Mangyan, specifically the Hanunuo.

TABLE 77. SAN JUAN ES' ENROLMENT (SY 2014-2015 TO SY 2017-2018)

| SCHOOL YEAR | M | F | TOTAL |
|----------------|-----------|-----------|-----------|
| 2014-2015 | 38 | 35 | 73 |
| 2015-2016 | 44 | 35 | 79 |
| 2016-2017 | 43 | 39 | 82 |
| 2017-2018 | 43 | 39 | 82 |
| Average | 42 | 37 | 79 |

Source: DepEd-EMISD Data

PROGRESSION AND COMPLETION

The performance indicators of San Juan ES, shown in Table 79, indicate that while the graduation rate is 100% and promotion rate is near 100 percent, completion and cohort survival rates have been fluctuating for the past four school years, with lowest rate at 55 percent for SY 2016-2017 and highest rate at 85.71 percent for SY 2017-2018. This may be attributed to the presence of drop-out learners (1.47% for SY 2015-2016 and 1.19% for SY 2017-2018) as well as a relatively high percentage of overage learners (21.95% for SY 2017-2018) in the community.

Additionally, based on San Juan ES's School Report Card (SRC), the two main reasons for low participation and completion rates are: financial constraints (40%) and child labor (60%). These factors point back to the community's high poverty incidence. It was reported in the SRC that "at a very young age some of the pupils were engaged in farm work and construction because of poverty. The community itself suffers due to its geographical limitation, particularly the lack of water in the area. Most of the crops are always affected."

TABLE 78. SAN JUAN ES' CLASSIFICATION OF LEARNERS (SY 2017 TO 2018)

| GRADE LEVEL | NO. OF OVERAGE LEARNERS | NO. OF IP LEARNERS | NO. OF 4PS LEARNERS | TOTAL NO. OF LEARNERS |
|-------------------|-------------------------|--------------------|---------------------|-----------------------|
| Kindergarten | 4 | 5 | 0 | 9 |
| Grade 1 | 5 | 3 | 0 | 14 |
| Grade 2 | 1 | 0 | 0 | 10 |
| Grade 3 | 0 | 0 | 0 | 9 |
| Grade 4 | 1 | 0 | 7 | 14 |
| Grade 5 | 4 | 1 | 5 | 13 |
| Grade 6 | 3 | 0 | 7 | 13 |
| Total | 18 | 9 | 19 | 82 |
| % to total | 21.95% | 10.98% | 23.17% | 100% |

Source: School Report Card, San Juan Elementary School 2017 to 2018

TABLE 79. SAN JUAN ES' KEY PERFORMANCE INDICATORS (SY 2014-2015 TO SY 2017-2018)

| INDICATOR | SY 2014-2015 | SY 2015-2016 | SY 2016-2017 | SY 2017-2018 |
|----------------------|--------------|--------------|--------------|--------------|
| Promotion rate | 97.65% | 97.06% | 95.68% | 96% |
| Graduation rate | 100% | 100% | 100% | 100% |
| Completion rate | 69% | 67% | 55% | 85.71% |
| Cohort Survival rate | 69% | 67% | 55% | 85.71% |
| Drop-out rate | none | 1.47% | none | 1.19% |

Source: DepEd-BEA data, SY 2014-2015

LEARNING OUTCOMES

The performance of San Juan ES learners in two areas, i.e., English and Filipino, of the Language Assessment for Primary Grades (LAPG) for SY 2014-2015 (Table 80), is higher than their counterparts at the regional and national levels. There was no assessment on the mother tongue subject because the community's mother tongue is also Filipino.

Table 81 shows that Grade 6 students of San Juan ES fared better than their national and regional counterparts in the National Achievement Test (NAT) for SY 2014-2015 in all subject areas, except for English, where the national mean percentage score is slightly higher than the school's score.

TABLE 80. SAN JUAN ES' MEAN PERCENTAGE SCORES (MPS) IN LAPG (SY 2014 TO 2015)

| SUBJECT | SAN JUAN ES' MPS | REGION IVB MPS | NATIONAL MPS |
|---------------|------------------|----------------|--------------|
| English | 83.25 | 71.53 | 69.27 |
| Filipino | 87.86 | 77.65 | 74.35 |
| Mother Tongue | - | 65.96 | 73.90 |

Source: DepEd-BEA data, SY 2014-2015

TABLE 81. SAN JUAN ES' MEAN PERCENTAGE SCORES (MPS) IN NAT (SY 2014 TO 2015)

| SUBJECT | SAN JUAN ES' MPS | REGION IVB MPS | NATIONAL MPS |
|--------------------|------------------|----------------|--------------|
| Filipino | 74.17 | 69.27 | 68.86 |
| Math | 83.06 | 70.99 | 72.79 |
| English | 71.39 | 70.37 | 72.88 |
| Science | 80.00 | 65.56 | 67.37 |
| Araling Panlipunan | 77.78 | 71.27 | 70.73 |
| Overall | 77.28 | 69.49 | 70.53 |

Source: DepEd-BEA data, SY 2014-2015



FACTORS AFFECTING THE PERFORMANCE OF SAN JUAN ELEMENTARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Alignment with K to 12 Curriculum

In the interviews with the multigrade teachers and the school head, they mentioned that they received the multigrade Budget of Work (BoW) on time and were able to align their lessons with the BoW. This was validated during the classroom observation where it was evident that the teachers effectively delivered a carefully planned multigrade lesson—an outcome of well thought-out lesson plans based on the multigrade BoW. Alignment of developmentally appropriate activities to target objectives for the day's lesson was likewise noted.

Teaching and Learning Resources

1. Teaching Resources

According to the school survey and the interviews with multigrade teachers, the following resources prescribed by the Department of Education were available in the

ABOVE: Despite holding her class in a makeshift 36 square meter-classroom, Ms. Elvie Caballero happily teaches her Grades 1 and 2 pupils.

Photo by SEAMEO INNOTECH (2018)

school: (1) minimum learning competencies; (2) budget of work; (3) teacher's guides; (4) session guides; (5) daily lesson plans; (6) daily lesson logs; and (7) teach-learn package.

Aside from the usual use of the blackboard, it was evident during the classroom observation that more varied instructional technologies were utilized, such as charts, flashcards, and visual aids. Furthermore, teachers employed powerpoint presentations using their personal laptops and provided a white cloth to serve as screen and an LCD projector borrowed from another school. The use of technology facilitated the presentation of the lesson and exercises to the students. It is interesting to note that the pupils assisted the teacher by pressing some buttons on the laptop so the class can get the correct answers on the drill for the day.

Included in the wish list of the teachers was the provision of complete K to 12 textbooks for all subjects and for all grade levels to facilitate instruction. The Grades 5 and 6 teacher lamented that the school just received the updated K to 12 textbooks for English and Mathematics for Grade 5, and *Edukasyon Pantahanan at Pangkabuhayan* (EPP) books for Grade 6. She shared that previously she used the old versions of the textbooks for all other subjects for her Grades 5 and 6 classes:

“Kulang po ang mga aklat, lalo po sa akin sa Grades 5 and 6, kulang po talaga... so ginagamit lang namin ‘yong luma tapos ‘yong iba, magre-research na lang kami sa Internet.” (We used to have a shortage of books for Grades 5 and 6 students so what I would usually do was use the old books, and for other subject areas not covered, we just did research on the Internet.)

2. Learning Facilities and Materials

San Juan ES has three 36 square meter-makeshift classrooms and a makeshift administrative office. This also houses the Kindergarten classroom and a mini-library which stores some children’s books. While the school conforms with the standards on the allocation of three-room school building, it is not consistent with the present guidelines on classroom size, i.e., 7x9 square meters.

According to Mr. Vincent Tuayon, San Juan ES’s outgoing Teacher-in-Charge (TIC), it took two years before the DepEd Schools Division office approved his request to condemn the old classroom building and authorize them to rebuild. He led the documentation of old classrooms to be demolished and submitted them to the engineering department. While waiting for the new buildings, he called for the community’s support to build the present makeshift classrooms, which serve as

temporary classrooms. He recalls “In my term as teacher-in-charge, my focus has been on facilities. It is difficult to teach children when there is a leaking roof, or when there is no water. To address this problem, I had to ask support from the school community and approach the local government.”

The learner-classroom ratio is 20 learners per classroom, with a learner-seat and learner-textbook ratios of 1:1. In terms of other learning facilities, the school reported the availability of the following learning materials:

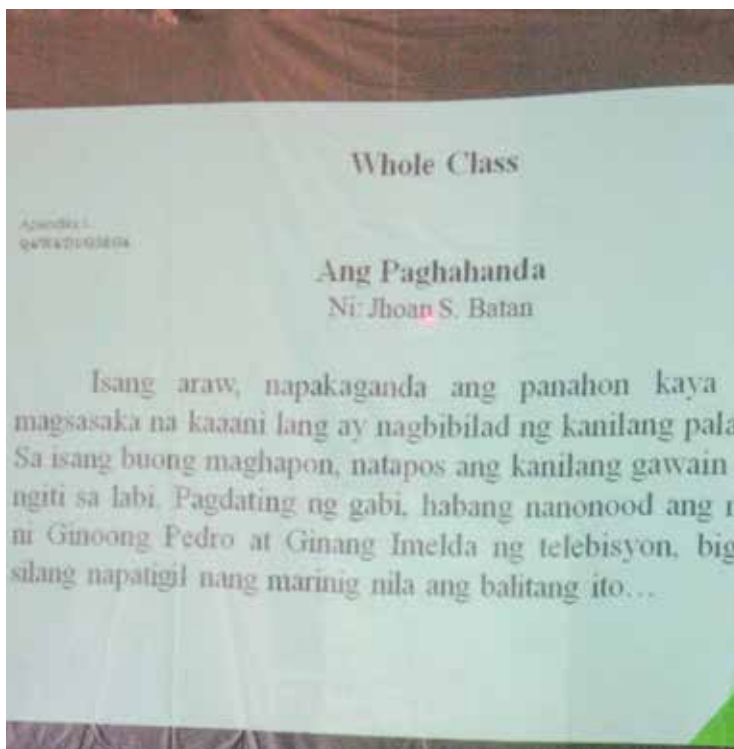
TABLE 82. SAN JUAN ES’ AVAILABLE LEARNING MATERIALS AND EQUIPMENT

| FACILITY/ MATERIAL | NUMBER |
|--------------------|--------|
| Steel Cabinet | 2 |
| Human Torso | 1 |
| Mathematics Tool | 5 |
| Science Tool | 3 |
| Printer | 2 |

Source: San Juan ES School Improvement Plan

During the classroom observation, the research team noted that the crowded six by six makeshift classroom did not deter the teachers in designing a learning environment that stimulates learners. Different kinds of posters and charts on the content of different subject areas for current quarter fill up the walls and bulletin boards. There are also quotes that speak of important values and practices that span the walls of the room.

Like typical classroom set-ups, the chairs faced the front and the black board, while the classes were grouped according to grade levels. Various learning resources, from books, to leveled reading materials, to flashcards and worksheets, were found around the classroom.



ABOVE: Ms. Michelle Tamboong, Grades 3 and 4 Teacher opens the class with a whole-class story, entitled *Ang Paghahanda*. She employs contextualization in her teaching by using familiar materials.

Photo by SEAMEO INNOTECH (2018)

Instructional Delivery

Routines with positive expectations on students' behavior were well-established in the classrooms. The pupils anticipated what was going to happen next, which gave everyone a feeling of security. Transition songs were used to signal a shift from one subject to another. Whether this was about packing away materials or an action song to introduce the lesson of the day, pupils displayed eagerness and interest.

For instance, during the classroom observation of Grades 1 and 2, Teacher Elvie Caballero started her lesson on *Araling Panlipunan* by having the class sing the action song, *Tayo'y Isang Komunidad*. This was a very good starter and relief exercise since the content for the first-grade lesson was on different community structures while the second-grade

session revolved around the services provided by the school. On the other hand, third and fourth graders sang *Pag-ibig tulad ng Batis*, while this was being played on Teacher Michelle Tamboong's mobile phone. The action songs clearly motivated the learners to listen and move their bodies, easing their restlessness and capturing their attention. From the onset, there was evident integration of the activities for the day's lesson using Information and Communications Technology (ICT).

Delivery of the lesson was well paced with students able to manage whatever was asked of them. There were quick shifts from whole class (managing two grade levels) to grade level activities with the teacher competently handling the presentation of the lesson from one grade to another. The entire class activity was a story read by the teacher. After a brief discussion of the important details of the story, there were different activities for each grade level. The students were familiar with what was expected of them, whether it was a collaborative group activity or independent work. The teacher gave the students differentiated tasks, by grade level or by group in accordance with the students' abilities or interests.

Moreover, it was evident during the classroom observation how teachers put effort into linking the lessons with or applying them to students' everyday lives. For instance, in the lesson of Teacher Michelle on *Edukasyon sa Pagpapakatao*, she asked her third grade students to think of an advice to give to a classmate who is getting desperate since the lesson is centered on being hopeful in the midst of struggles. To further drive home the point, one group sang the song, *Pagsubok* from the group *Koro ng Marawi*. This showed the students' awareness of current events in Mindanao. In this case, the song zeroed in on the plight of the people during the Marawi siege/ armed conflict.

Additionally, during the interview with teachers, they reported that they find explicit teaching as an effective strategy in multigrade teaching, especially in language instruction. They said that they also typically utilize subject grouping and integration as strategies.

Classroom Management

The observed student-teacher interactions indicated a warm classroom culture where the teacher was respected and at the same time learners' voices were heard. Positive reinforcement of student's good behavior and creativity was exhibited through diverse forms of applause. Whether it was the "very good" clap or the "good job" clap or a thousand claps, these were good systems of feedback, which the students welcomed. On the other hand, upon finding out that a specific grade level did not successfully do an assigned task, the teacher patiently explained the instructions again.

Classroom management through the "Little Leaders" (student-leaders) impressed the value of responsibility upon the young learners. The leaders were tasked to distribute the worksheet to their classmates or give the answer key as they checked their work. Pupils demonstrated a self-checking mechanism even in the absence of their teacher. Then the "Score Chart" on the board for each grade level was used to plot and track each learner's correct responses and errors for a particular exercise. This assisted the teacher's monitoring of the students' individual performance on a given task. This also allowed the teacher time to focus and

fully engage on the work done by the other grade level. One group was working independently while the teacher was busy with the other grade level. Delegation of other responsibilities in the classroom was displayed in the job chart on the bulletin board.

Learning Assessment

Mr. Tuayon reported that the school utilizes both traditional and non-traditional assessments. During the interview, the teachers shared that they conduct written assessment, such as quizzes as well as oral assessment, such as recitation, but they said that they think that written assessments are more effective in measuring learning. After the group activities, the teachers likewise assess their pupils' learning through group outputs.

Remedial or Enrichment Activities

The teachers reported that remedial activities were not done regularly because most of the students were on track on the skills taught. But they conducted one-on-one remedial activities for pupils who needed them. They said that oftentimes, they administer remedial activities to Mangyan learners, focusing mostly on reading. The teachers usually ask them to stay after class hours for reading activities.

MULTIGRADE ENVIRONMENT

Governance

1. School Management

Although at the time of the study, an incoming Cluster Head, Ms. Myraflor Cantos, has been assigned as the new School Head of San Juan ES, it was Mr. Vincent Tuayon, outgoing Teacher-in-Charge (TIC) who shared his insights on the multigrade school's management in the past years.

TIC Vincent used to teach the third and fourth graders of San Juan ES before he was given the task of serving as the school's TIC in 2016. Taking on a dual role as teacher and school head of San Juan ES, TIC Vincent shared that his leadership style is role-modelling or setting a good example to his colleagues. Due to the

limited resources and facilities in the school, he said that everyone in school from the pupils to the teachers and to the community members, must have the initiative to enhance their capabilities to serve the school. He mentioned, “My co-teachers saw me painting the classrooms and fixing the electrical wires even if it was beyond my job-scope.”

He likewise highlighted that his major accomplishment as San Juan ES’s TIC was uniting the community, including the parents, community members, and the barangay local government unit (LGU), to work on replacing the school’s dilapidated classrooms with makeshift structures for their learners in 2016. He admitted that although these structures are temporary and that they are still waiting for DepEd to officially construct the classroom building, learners can feel safe. He said “*Mas nakaka-worry kung patuloy na gamitin ang condemned building, although ‘yung makeshift classroom ay 6x6 square meters lang at hindi following the standards, wala kaming choice kundi i-construct ang makeshift classrooms*

kaysa sa hintayin ang bagong building.” (It is more worrisome if we continue using the condemned building. Although the constructed 6x6 square meter-makeshift classrooms are not compliant with the classroom size guidelines, we have no choice but to construct them in the meantime rather than wait for the construction of a new building.)

On top of his bachelor’s degree in Education, TIC Vincent made good use of his technical training in ICT from the Technical Education and Skills Development Authority (TESDA). He conducted informal learning sessions with his co-teachers on the basic functions of a computer and printer and did troubleshooting when necessary. He shared that he is happy whenever he sees his

BELOW: Dr. Leonor Diaz, Multigrade Expert, SEAMEO INNOTECH and Professor, UP College of Education and Mr. Ace Aceron, Education Program Officer of UNICEF interview the former School Head of San Juan Elementary School, Mr. Vincent Tuayon.

Photo by SEAMEO INNOTECH (2018)



co-teachers using powerpoint presentations and various printed materials in teaching their multigrade classes.

As TIC, he has been performing the tasks of a school head such as preparing and submitting school reports to the district and schools division offices. However, as TIC, he could not officially conduct classroom observation. Despite such limitations, he still conducted informal observations and provided feedback to his co-teachers.

The teachers in San Juan ES viewed the mentorship of TIC Vincent as noteworthy and instrumental in the development of good classroom practices and right teaching attitudes. During the interview with teachers, they validated TIC Vincent's helpfulness in improving the way they teach multigrade learners because the Schools Division and District supervisors rarely visited them for technical assistance due to geographical distance.

With regard to the school's finances, the San Juan ES's SRC listed the following as the school's funding sources for the year 2016, with the school's MOOE as the biggest source of funding:

TABLE 83. SAN JUAN ES' FUNDING SOURCES

| FUND | AMOUNT | % |
|---|-----------------------|-------------|
| Maintenance and other Operation Expenses (MOOE) | PhP 91,250.00 | 62% |
| General Appropriates Act (GAA) | PhP 47,500.00 | 32% |
| Local Government Unit | PhP 7,000.00 | 4.7% |
| Donations | PhP 2,000.00 | 1.3% |
| Total | PhP 147,750.00 | 100% |

Source: San Juan ES School Improvement Plan

MOOE allocation for 2016 was reportedly spent mostly on physical plants and facilities (33%), and administration and supervision (32%). The remaining amount was spent on student assessment (21%) and teacher training (14%).

TIC Vincent mentioned that it is important to make financial reports available and transparent to the community and stakeholders through transparency boards or through official reports such as the SRC.

2. Supervision and Monitoring by Schools Division of Oriental Mindoro

Ms. Melanie Raneses, education supervisor at the Roxas District of Oriental Mindoro, serves as the Schools Division multigrade coordinator since 2015. She considers this role as both exciting and challenging.

She recalled that what inspired her to work on multigrade education was her exposure as a young Master Teacher to teaching demonstrations and trainings on multigrade strategies, which were facilitated by a National Outstanding Multigrade Teacher who hails from Oriental Mindoro (Ms. Sheila Degala).

From then on, providing technical assistance on multigrade instruction has become her passion; however, over time, she noted that majority of the multigrade teachers who had undergone training eventually transferred to monograde schools. She cited this as the greatest obstacle that the multigrade program needs to address.

According to Ms. Raneses, human resource development is an important aspect of the multigrade program. She finds it a worthwhile investment if the aim is to improve the quality of instruction. She underscored that retooling the school staff should involve not just teachers but school heads as well. She added that she makes sure that the budget for in-service trainings for multigrade teachers is put to good use. Thus, all multigrade teachers and the TIC in San Juan ES have attended a number of relevant trainings organized by the Schools Division office as well



LEFT: The Case Study Team pays a courtesy call on the Schools Division of Oriental Mindoro, represented by Ms. Melanie Raneses, Education Supervisor at the Roxas District and Multigrade Program Focal Person of the Division.

Photo by SEAMEO INNOTECH (2018)

as the central office. The reported trainings attended by San Juan ES multigrade teachers from 2009 to 2017 are listed in Table 84.

The multigrade coordinator further shared that the Schools Division puts premium on recognizing the efforts of extraordinary teachers through its awarding of outstanding DepEd personnel in the Schools Division of Oriental Mindoro. This Award, which started in

2017, recognizes outstanding DepEd personnel within the Schools Division and encompasses various categories, including: Master Teacher, Special Education (SPED) Teacher, Kindergarten Teacher, Indigenous Peoples Education (IPEd) Teacher, Alternative Learning Systems (ALS) Teacher, and Multigrade Teacher.

TABLE 84. LIST OF TRAININGS ATTENDED BY SAN JUAN ES TEACHERS

| THEME OF TRAINING | NAME OF TEACHER | YEAR | VENUE |
|----------------------------|---------------------|------|-------------------------------|
| Multigrade Teaching | Carmencita Salibio | 2009 | --- |
| | Vincent Tuayon | 2017 | Makati City |
| Differentiated Instruction | Michelle Tamboong | 2015 | --- |
| | Vincent Tuayon | 2017 | Makati City |
| K to 12 Curriculum | Vincent Tuayon | 2015 | Roxas, Oriental Mindoro |
| | Carmen Salibio | 2016 | Roxas, Oriental Mindoro |
| | Elvie Dulce | 2016 | Pinamalayan, Oriental Mindoro |
| | Michelle Tamboong | 2016 | Pinamalayan, Oriental Mindoro |
| INSET | Vincent Tuayon | 2016 | Campaasan ES |
| | Carmen Salibio | 2016 | Campaasan ES |
| | Elvie Dulce | 2016 | Campaasan ES |
| | Michelle Tamboong | 2016 | Campaasan ES |
| | Jayrelle Victoriano | 2016 | Campaasan ES |

TABLE 85. SCHOOLS DIVISION OF ORIENTAL MINDORO M&E TOOLS

| M&E TOOL | USER | DESCRIPTION |
|---|--|---|
| Multigrade Annual Report | School Head | Highlights the: (1) school's performance indicators, i.e., gross enrollment, cohort survival rate, completion rate, and drop-out rate; (2) accomplishments: number of teachers, computer units, learning materials; and (3) strategic directions |
| Instructional Supervisory Plan and Report | Division/ District Supervisor/ School Head | Utilizing the Situation, Task, Action, Results (STAR) Observation approach, the plan and report consist of the following: Plan: Includes name of school and teachers observed, with targets, and means of verification Report: Includes name of school and teachers observed, with agreements and actions taken |
| Classroom Observation Tool | Division/ District Supervisor/ School Head | Highlights the preparation and utilization of instructional materials; teaching skills and delivery; and classroom management. |

She also reported that the Schools Division provides technical assistance to multigrade schools through initiatives such as: (1) Project Capacitating Oriental Mindoro Multigrade Educators (COME) through Learning Action Cell (LAC) sessions; (2) Search for Outstanding Reading Multigrade Teacher; and (3) Inclusive Education or Special Education Training for Multigrade Teachers.

Ms. Raneses likewise reported that the Schools Division of Oriental Mindoro utilizes the Monitoring and Evaluation (M&E) tools which were contextualized to multigrade setting (Table 85).

Teacher Competence and Quality

Carmencita (Mameng) Salibio (Grades 5 and 6), Michelle Tamboong (Grades 3 and 4), and Elvie Caballero (Grades 1 and 2) are regular multigrade teachers in San Juan ES. A Local Government Unit (LGU)-funded teacher is assigned in their kindergarten class. Like most multigrade teachers, they landed in their posts not really by personal choice.

While Teacher Mameng, who is on her late forties, has been a multigrade teacher for almost a decade, Teachers Michelle and Elvie, both on their

late twenties, are barely on their second year. All teachers were graduates of Bachelor of Arts in Education, while Teacher Michelle has just started her graduate course, garnering three Master of Education units from the eastern Mindoro College.

When asked to share their memorable experiences as multigrade teachers, all three of them highlighted their challenges in San Juan ES. Teacher Mameng vividly recalls the sorry state of the school when she first set foot on it in 2007. Patches of holes adorned the walls and the roof of the classrooms and soil made up the school floor. There was no electricity at that time. She had to manage using damp instructional resources during the rainy season. Travelling to school meant going through unpaved roads with a heavy heart. But, her face brightened up with pride as she shared that some of her first batch of fifth and sixth graders now boast of college diplomas.

For Teacher Elvie, teaching meant a two-hour trip to San Juan ES before the week starts since her home is in the municipality of Bongabong. She stays within the community on school days. She said, "Even if teaching in multigrade school is really difficult for me, I find joy when I see my students learn." She cited as an example, the three Mangyan siblings, who are enrolled in her first-grade class. She noted

that they were merely passive observers in their first weeks in school, but they now participate in school activities and communicate in their own way. Teacher Elvie encourages them to play with other students as this helps break social and communication barriers, play being the language of children. In cases when her students failed to show up in class for days, Teacher Elvie would visit them in their homes to encourage them to get back to school again. Teacher Elvie recognizes her students' struggle to get to and from home through hiking, thus, she said she derives pleasure when students fill the seats when she starts each day to teach.

Love for her hometown and her alma mater is the driving force for Teacher Michelle to persist teaching in this multigrade school. Her previous teaching experience was working with Mangyans in the mountains. When she confronts daily struggles of teaching third and fourth graders in the mist of limited facilities, this does not dampen her spirit. It is with much certainty and a serious face that she expresses, "*Dito na 'ko tatanda.*" (This is the place where I will grow old.)

Amid the current state of the school and the socio-economic challenges facing the community, the multigrade teachers challenge their learners to dream big. They share the stories of perseverance of former students of the school, hopefully to motivate their young wards to go to school regularly and study well. Their students' eagerness to go to school despite the distance they walk also inspire these teachers to give their best as they teach. In turn, they inspire their students to dream beyond working for a living by selling charcoal, which is one form of livelihood in the community. Joy is their reward when some of their students verbalize that they aspire to be teachers one day. These teachers nurture hope for a better life ahead for their learners.

BELOW: Ms. Emmy Anne Yanga-Domingo of SEAMEO INNOTECH and Ms. Michelle Tolentino of DepEd Bureau of Learning Delivery conduct a Focus Group Discussion (FGD) with San Juan Elementary School's Multigrade teachers, namely Ms. Carmencita Salibio, Ms. Elvie Caballero, and Ms. Michelle Tamboong.

Photo by SEAMEO INNOTECH (2018)



Support Infrastructure and Services

Through the collaborative support from parents, teachers, and other stakeholders, the school site titling under Section 4 on Special Patent of the Republic Act 10023, San Juan ES secured the school's total land area of 2.9 hectares, amounting to Php 3 million in SY 2015 to 2016.

In terms of the community's source of electricity, it was in 2015 when the Oriental Mindoro Electrical Corporation (ORMECO) installed the standard electrical wirings, stabilizing the community's source of electricity.

The following are some of the major support infrastructure and facilities in San Juan ES:

- **Water Supply and Water, Sanitation, and Hygiene in School (WinS)**

It was reported that water shortage remains the community's greatest hurdle, pushing households to migrate out of the community to find other sources of income as families cannot sustain their livelihoods on agriculture.

During interviews, parents and community members shared that there are only around three water pumps or *poso* accessible to the barangay, which are located at the town's center for use of around forty households. For additional water needs, families usually fetch water from the next barangay, which is two hours away. It was reported that the source of water is nine kilometers away from the school.

Parents and community members mentioned that at times, they have to buy mineral water for their daily water consumption which is very expensive and unsustainable. Community members reported that lack of potable water is a cause of health concern for most of them, adults and youngsters alike. It is also one of the reasons why children and even teachers cannot start classes at San Juan ES on time.

To alleviate this problem, the school reported that they have constructed a raindrop water tank to sustain the water needs of the pupils, but this does not suffice.

As regards the WinS, San Juan ES has three comfort rooms— one comfort room per classroom, with one handwashing facility. Despite these existing structures, the issue of water supply does not allow them to utilize these structures in a sustainable manner.

- **Health and Nutrition**

The school reported ten (10) pupils as wasted and six (6) learners as severely wasted. San Juan ES is addressing this through a feeding program, which is part of the 66-day feeding program being implemented by the Schools Division in selected schools, despite the lack of water supply.

It was reported in the SRC that parents and community members satisfactorily supported the initiative by assisting in preparing the food, and monitoring the feeding process, sanitation, and even the nutrients of the food they prepared. The community likewise constructed a makeshift feeding area in 2016 to accommodate 41 learners.

- **Security**

In the school profile, San Juan ES indicated that theft of school property and stray animals were the top two hazards they had experienced. The school addressed this by repairing its perimeter fence through the help of the parents and community members.

Parental Support and Involvement

Barangay San Juan is confronted with several issues and daily challenges that affect the education of their children in school. The very basic physical infrastructure of the school, such as the building of makeshift classrooms to replace the condemned DepEd buildings, would not have been possible without the support of the parents and community members who invested their time, labor, and resources. Parents and community members shared how they brought their own *kawayan* (bamboos) for the construction and how some of them appealed to the barangay LGU officers for additional construction materials.

A San Juan ES School Governance Council (SGC) was established comprising of representatives from the barangay education council, alumni, pupils, teachers, and parents; however, community members said that the SGC has not been meeting regularly. It was reported that what serves as an effective catalyst between the school and the community was Mr. Stephen Tamboong, an alumnus of San Juan ES and now San Juan *Barangay Kagawad*, whose daughter, Michelle Tamboong, serves as one of San Juan ES's exemplary teachers. The parents and the community members alike said that both serve as their inspiration, Mr. Tamboong being a former president of the school's Parent Teacher Association (PTA) and now their *kagawad*, and Teacher Michelle, a community member and now a model teacher whom their children want to emulate. They said that their big heart for the school was instrumental in getting several school initiatives done, particularly getting the support of the LGU in providing construction materials to build the makeshift classrooms.

The community's belief in the school leadership as well as in the capabilities of the teachers fuels the continuous support of community members to the multigrade school. They also place a high value on education, noting that it is the key to their children's bright future. A parent said,

“Ang tinuturo talaga dito sa komunidad at sa eskwelahang ito ay pagtitiis, kusang loob na tulong at kooperasyon para sa mga bata.”
(What we inculcate among community members and in this school are the importance of sacrifice, volunteerism, and cooperation for our children.)

The parents also mentioned their volunteerism in many school activities, called *bayanihan* or *dagyaw* in Oriental Mindoro. They lent their assistance in such activities as *Brigada Eskwela*, feeding programs, and construction of physical facilities.

KEY POINTS

1. School Leadership

Mr. Vincent Tuayon, San Juan ES's Teacher-in-Charge, played a significant role in turning the school into a better one today. In 2016, the original classroom building was condemned and had limited learning space. TIC Vincent sought ways to address this basic safety concern. Through the assistance of the local government, coupled with active community support, the makeshift classrooms were constructed. The teachers and the community witnessed how TIC Vincent folded his sleeves to paint the school walls and installed electrical wiring in the school. This man with a deep sense of service and initiative believes that role modelling is key to good leadership. This certainly rubbed off on the teachers and the community such that the *Dagyaw* spirit was ignited. His school leadership is defined by his belief on “leading by example” demonstrated through competence, diligence, charisma, and sound decision-making.

2. ICT Integration in Multigrade Instruction

As a role model to both his co-multigrade teachers and learners, TIC Vincent happily shared his computer and technological skills through informal learning sessions with his co-teachers. The teachers revealed how they have successfully integrated ICT in their daily multigrade classes through the use of laptops, mobile phones, and LCD projectors, which facilitated the delivery of lessons and exercises to and enhanced the learning experience of the students. This also allowed the learners to be familiar with new technologies. Beyond presentation of lessons, San Juan also optimized ICT in creating teaching materials, printing administrative documents, as well as managing their school records.

3. Multigrade Instructional Delivery

The presentation of the lessons, reinforcement of the target skills, and conduct of assessment in San Juan ES classrooms were all done in such a way that student learning was evident. The multigrade teachers were effective in delivering their lessons and the students clearly recognized their roles. The teachers established clear routines and positive expectations which increased students' comfort level in the classroom.

San Juan ES classes likewise employed various multigrade strategies such as subject integration; shifting from whole class to group level activities; collaborative group work; individual activities; differentiated tasks based on grade levels, interests, and abilities; and explicit teaching. These strategies were backed up by varied, appropriate and engaging learning resources developed by the teachers themselves.

4. Teachers' Commitment and Perseverance

While for the most part, the challenges of the three multigrade teachers have defined their experiences in San Juan ES, they have also served as stepping-stones toward reaching their goal of becoming good teachers. Given their circumstances, it is not entirely easy to be in the best spirits when they come to school or to teach with passion. But, it is clear that they have their students' best interests in mind despite their numerous concerns. Inclusion of all learners, whether regular, indigenous, or ill, is evident in the practices of this school. Collaboration among the school, community, and the local government on multigrade instruction delivery is strong and gradually paying off.

CASE STUDY NO. 10

Treading Past the Sea of Poverty: The Story of Arawane Elementary School

DEPED SCHOOL ID: 123440, BRGY. ARAWANE, DARAM, SAMAR, EASTERN VISAYAS REGION

BACKGROUND

THE ARAWANE COMMUNITY

With a population of just 391 residents concentrated in a 15,000 square meter shoreline, Arawane is a very close-knit community. Almost all of its residents are related to each other in some way. Most of them are members of either the Dacallos or Ilaos clans (or both) or can trace their lineage to one of them. The strong familial bond has made Arawane a robust and cohesive community.

Nestled in the middle of Maqueda Bay, Barangay Arawane sits on a narrow coast between the sea and steep rolling hills. Although part of the bigger Daram Island, which is a municipality on its own, Arawane is isolated from the rest of the town due to its surrounding topography.

Arawane is bordered by Barangay Cagboboto on the north and Barangay Marupangdan on the south. On its west is Barangay San Vicente and on its east is Maqueda Bay, a rich fishing ground in Samar. It has a total land area of 195.2171 hectares with an estimated population density of 200 people per kilometer squared.

Unable to use their lands (i.e., steep rolling hills) for agricultural means, residents rely heavily on the sea for their livelihood. It is also through water that they transport goods and people in and out of the community. All in all, Arawane has 13 fishing boats. The residents also collectively own a donated open sea fish pen being maintained and operated by the Arawane Fisherfolks Association (AFA) for the community. Most of their daily yields are sold to wet market retailers in Catbalogan City, the provincial capital, and other nearby towns while the rest are kept for their personal consumption.



ABOVE: Arawane Elementary School is a complete Multigrade school situated in the Municipality of Daram, a predominantly coastal community.

Photo by SEAMEO INNOTECH (2018)

Arawane is 30 minutes away by boat from the town proper of Daram. It is 1 hour away from Catbalogan City, the provincial capital, using the same means. At times when the weather is unfavorable, residents are completely shut off from both Daram and Catbalogan due to the absence of bigger boats and modern navigation apparatus to withstand bad weather. In situations where they do not have access to commercial centers to purchase food, residents would resort to root crops such as cassava and sweet potato which they plant on the little arable land they have.

The community has access to electricity through underwater cables that connect the island of Daram to mainland Samar. A communal water pump is the main and only source of water in the community. When this was damaged due to Typhoon Ruby, residents had to transport water from neighboring villages on boats. Luckily, the Barangay Local Government Unit was quick to respond to the water crisis and fixed the pump before the situation could lead to an outbreak of water-borne diseases.

THE SCHOOL PROFILE

Arawane Elementary School was founded in 1974 to cater to the growing population of the Barangay and its increasing number of school-aged students. The Dacallos family, said to be the first settlers of Arawane, donated the 4,540 square meter land where the school stands. Thereafter, a Bagong Lipunan Building with two classrooms made of concrete and lumber was erected. This building still stands today, albeit with major repair needs.

Initially opened as an incomplete primary school, Arawane ES would later open a Grade 4 class combined with their existing Grade 3 class. In 2012, it was allowed to offer a combination class for Grades 5 and 6 pupils following the construction of a one-room concrete school building funded by the Provincial Government of Samar. Currently, it is the only school in the entire barangay which offers complete elementary education with three combination classes.

Prior to becoming a complete elementary school in 2012, the pupils of Arawane ES who were transitioning to intermediate level needed to enroll in and commute to Parasan Elementary School, which is situated on a neighboring island. This island, still part of Daram town and directly facing Arawane, is a 10-minute boat ride across a wide

strait. Early every morning, pupils would fill the boats that had just docked from a night of fishing and be conveyed to Parasan ES while their parents anxiously watched over them from the port of Arawane. Now, it is only when pupils graduate from elementary school that they need to go to Parasan high school for secondary education.

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

Arawane ES has three combination classes: Grades 1 and 2, Grades 3 and 4, and Grades 5 and 6, handled by three teachers. The teacher for Grades 1 and 2 also serve as the school's Kindergarten teacher. For school year 2017-2018, the school had an enrolment of 66 pupils. Forty four percent (29) of the enrollees are boys while 56 percent (37) are girls (see Table 83).

TABLE 86. ARAWANE ES' ENROLMENT (SY 2017 TO 2018)

| GRADE COMBINATION | M | F | TOTAL | NO. OF TEACHERS |
|-------------------|-----------|-----------|-----------|-----------------|
| Kindergarten | 5 | 7 | 12 | 1 |
| Grades 1 & 2 | 11 | 10 | 21 | |
| Grade 1 | 6 | 3 | 9 | |
| Grade 2 | 5 | 7 | 12 | |
| Grades 3 & 4 | 6 | 11 | 17 | 1 |
| Grade 3 | 0 | 7 | 7 | |
| Grade 4 | 7 | 4 | 10 | |
| Grades 5 & 6 | 7 | 9 | 16 | 1 |
| Grade 5 | 2 | 4 | 6 | |
| Grade 6 | 5 | 5 | 10 | |
| Total | 29 | 37 | 66 | 3 |

Note: The teacher handles Kinder class separately using a district-mandated class program for multigrade schools with no dedicated Kindergarten teacher.

Source: DepEd-EMISD

In the last two years, none of Arawane's school-age children was out-of-school (i.e., ages 5 to 11) as recorded in the community-based management system (CBMS). This means that all school-age children in the community were either enrolled at Arawane ES or in other elementary schools.

In the last four years, the average enrolment in the school is 69 pupils (see Table 87). There is a gradual decrease in the number of enrollees beginning SY 2015-2016, which parents, community members, and teachers attribute to the following: 1) migration of residents to other barangays/towns, 2) decision of families with houses in urban centers (i.e., Catbalogan & Daram poblacion) to send their children to monograde schools there, and 3) decreasing fertility rate of the community due to strong implementation of family planning programs and campaigns of the government through the Barangay Health Center.

PROGRESSION AND COMPLETION

The average completion and cohort survival rates for the last four years are the same at 79 percent. The average promotion and graduation rates are both perfect at 100 percent. No drop-out was recorded for the past four years, although this does not necessarily mean that all pupils finish grade school at Arawane ES (given their cohort survival and completion rates are both 79% only). For SY 2017-2018, the school recorded a 25 percent decrease in transition rate from 100 percent in SY 2016-2017. Teachers attribute this steep decline to pupils transferring to bigger schools as they transition to the intermediate level.

TABLE 87. ARAWANE ES' KEY PERFORMANCE INDICATORS (SY 2014-2015 TO SY 2017-2018)

| INDICATORS | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | AVERAGE |
|----------------------|-----------|-----------|-----------|-----------|---------|
| Enrolment | 69 | 71 | 68 | 67 | 69 |
| Enrolment Rate | 100% | 100% | 100% | 100% | 100% |
| Transition Rate | 100% | 81.82% | 100% | 75% | 89% |
| Completion Rate | 73.33% | 88.24% | 71.43% | 83.33% | 79% |
| Cohort Survival Rate | 73.33% | 88.24% | 71.43% | 83.33% | 79% |
| Drop-out Rate | 0% | 0% | 0% | 0% | 0% |
| Promotion Rate | 100% | 100% | 100% | 100% | 100% |
| Graduation Rate | 100% | 100% | 100% | 100% | 100% |
| NAT Score (Grade 6) | 79.68% | N/A | N/A | N/A | 79.68% |

Source: School Improvement Plan S.Y. 2016-2018 and School Report Card

FACTORS AFFECTING THE PERFORMANCE OF ARAWANE ELEMENTARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Contextualization

The research team observed during classroom observation at Arawane ES that the teachers employed various contextualization approaches. They used local resources to augment the learning materials of pupils toward enriching their experiential learning. Likewise, in designing their contextualized materials, they strongly considered the socio-economic background and environment of the community. These quality instructional materials are attributable to the long experience of teachers in using the guidelines of contextualization as well as trainings they have attended in the past, such as the multigrade (MG) summer program of DepEd-BLD.

In the Art class (under MAPEH) of Ms. Jenny Isanan, the Grades 1 and 2 (and Kinder) adviser, the pupils were asked to mold human shapes out of clay. Their models had to have a torso, a head, and four limbs. Instead of using modeling clay that are bought commercially, Ms. Isanan brought in a basin of moist

soil from the schoolyard. She then gave the pupils two handfuls each for their clay work.

The use of soil in the art class activity is an example of the resourceful use of free, locally available materials in place of the Budget of Work (BOW)-prescribed materials. This relieves the pupils and their parents of the financial burden of having to buy commercial materials for school activities (i.e., modeling clay).

Ms. Isanan was also adept at localizing stories and concepts that helped pupils in better understanding the lesson as evident in her DRR-integrated Mother Tongue subject. She shared stories she herself thought of, which talked about common environmental problems in their community such as typhoons and tidal waves. Pictures of the effects of typhoons the pupils were familiar with (i.e., TS Ruby, TS Yolanda) were also shown. She used these stories in the reading comprehension exercises for her Grades 1 and 2 class. Their School District (Daram I) also developed *Bahandi han Daram* (which literally means riches of Daram), a storybook written by a Master Teacher from the District with the help of the District Supervisor. The storybook is an anthology of folklore, myths, and other oral literature indigenous to the town of Daram.



ABOVE: Grades 1 and 2 pupils molding human shapes out of moist clay soil from the school yard.

Photo by SEAMEO INNOTECH (2018)

Class Schedule

Due to the shortage of teachers in pure multigrade schools, Kindergarten classes are often combined with primary grade classes (e.g., K & G1, K-G2) in many of the surveyed schools. Although prevalent across the country, this violates DepEd Order No. 47, s. 2016, also known as the “Omnibus Policy on Kindergarten Education.” DO 47, s. 2016 prohibits fusing the Kindergarten class with other grade levels, even multigrade schools (“Kindergarten class[es] should be conducted separately”). This is to effectively address the highly distinct needs of kindergarten learners vis-à-vis grade schoolers with the former focusing on play-based learning approaches.

Arawane ES, like many of its counterpart multigrade schools, has one teacher for its Kindergarten and Grades 1 and 2 classes. In actual practice though, Ms. Isanan separately holds her Grades 1 and 2 mixed class (morning and early afternoon, see Table 88) and her Kindergarten class (afternoon, see Table 88). This form of class scheduling was introduced by the district to all its multigrade schools to allow them to comply with the national mandate of conducting Kindergarten classes separately even though they do not have a dedicated Kindergarten teacher or volunteer. However, based on DepEd’s official records and EBEIS tagging, as long as the grade levels and Kindergarten class share the same teacher, the latter is not considered a separate class whatever scheduling strategy the school may employ. Though neither ideal nor compliant, such an arrangement is likely to persist as a way of ensuring the access of 5-year old children to pre-school education in accordance with the Kindergarten Law.

TABLE 88. KINDER, GRADES 1 & 2 CLASS PROGRAMS IN ARAWANE ES

| TIME | NO. OF MINUTES | LEARNING AREA |
|-------------------------|----------------|----------------------------------|
| GRADES 1 & 2 | | |
| 7:15-7:30 | 15 | FLAG RAISING CEREMONY |
| 7:30-8:00 | 30 | Edukasyon sa Pagpapakatao I & II |
| 8:00-8:50 | 50 | Mother Tongue I & II |
| 8:50-9:30 | 40 | MAPEH I & II |
| 9:30-9:45 | 15 | RECESS |
| 9:45-10:35 | 50 | Filipino I (2nd Grading) & II |
| 10:35-11:25 | 50 | English I (2nd Sem) & II |
| 11:25-12:05 | 40 | Araling Panlipunan I & II |
| NOON BREAK | | |
| 1:10-2:00 | 50 | Mathematics I & II |
| KINDER | | |
| 2:00-2:10 | 10 | Meeting Time 1 |
| 2:10-3:00 | 50 | Work Period 1 |
| 3:00-3:20 | 20 | Meeting Time 2 |
| 3:20-3:35 | 15 | Supervised Recess |
| 3:35-3:55 | 20 | Story Time |
| 3:55-4:30 | 35 | Work Period 2 |
| 4:30-4:50 | 20 | Indoor/Outdoor Activities |
| 4:50-5:00 | 10 | Meeting Time 3 |

Source: Ms. Jenny B. Isanan

Remediation and Review for Good Student Performance

To ensure that students perform well in reading, Grade 1 pupils who struggle to read are usually asked to join the afternoon class of Kindergarten students as a remedial measure. Ms. Isanan shared that it is as if she is doing multigrade instruction as well.

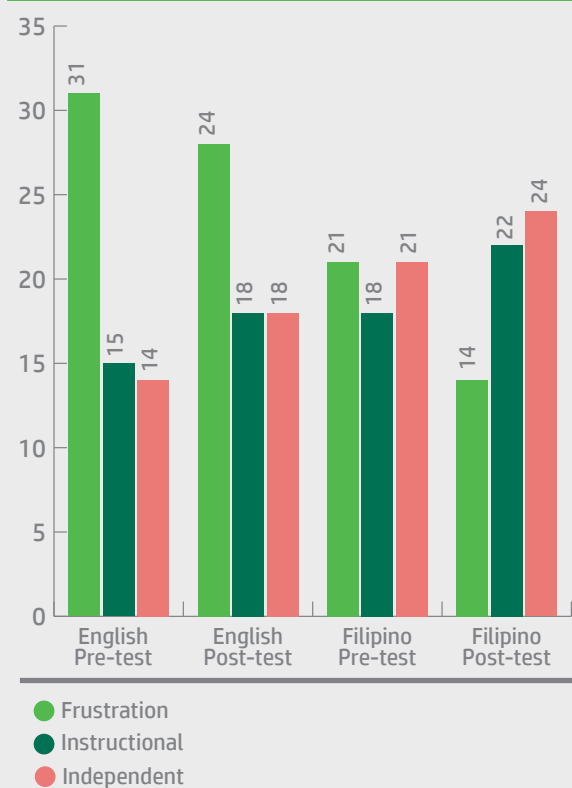
As noted from the Philippine Informal Reading Inventory (Phil-IRI)¹⁶ results conducted during the school year 2016-2017 for the Grades 2 to 6 pupils of Arawane ES, the school did not have non-readers for both English and Filipino. There was however a high number of frustration-level readers

in English where half of the student body tested indicated difficulty with comprehension and word recognition. Through persistent remediation from the teachers, Arawane ES was able to reduce its number of frustration-level readers by 23 percent as evident in the English post-test while increasing the instructional and independent readers to 18 pupils each, from 15 and 14, respectively.

For Filipino, the number of frustration-level and independent readers was the same during the pre-test at 21 with instructional-level pupils at 18. Through remediation and other intervention, the school was able to reduce the frustration-level readers by 33 percent in the post-test and increase the number of instructional (22) and independent (24) readers.

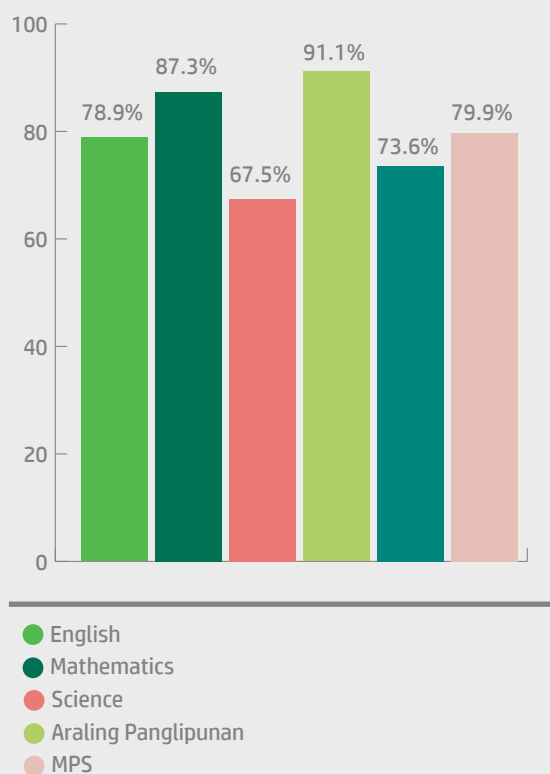
16 The Philippine Informal Reading Inventory is a national assessment tool that identifies the reading performance of elementary students.

FIGURE 21. ARAWANE ES' READING PROFICIENCY (SY 2016 TO 2017)



Source: Philippine Informal Reading Inventory

FIGURE 22. ARAWANE ES' MEAN PERCENTAGE SCORES IN NAT (SY 2014 TO 2015)



Source: DepEd-BEA and SIP S.Y. 2016-2018

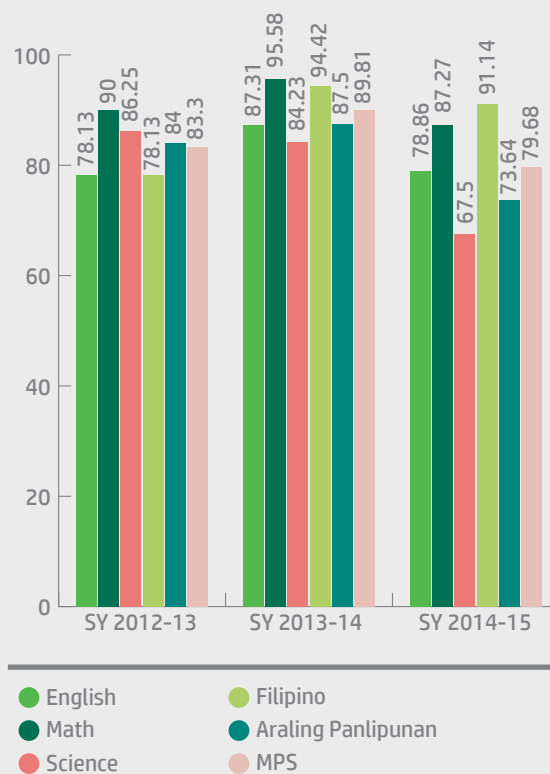
Aside from regular reading remediation, the school also usually conducts weekly review for Grade 6 pupils taking the National Achievement Test (NAT) examinations. This review happens every Friday from 3 PM onwards. The DepEd schools division supplies the NAT review materials, supplemented by the materials gathered/developed by the multigrade teachers.

Because of these interventions, the school was able to garner good scores in the SY 2014-2015 NAT (see Figure 23). As shown on Figure 23, the students' mean percentage score of 79.68 percent is 5 percent more than the regional average (74.37 percent) for multigrade schools in Eastern Visayas and more than 9 percent higher than the national multigrade schools average (70.53 percent). It is also noteworthy that Arawane ES outscored the regional average for Filipino by almost 20 percent and the national average by more than 22 percent.

Although students from Arawane ES obtained good scores in almost all subjects (except Science) in the SY 2014-2015 NAT exam, these scores were all comparably lower than those obtained in SY 2013-2014 (Figure 23). Arawane ES's mean percentage score (MPS) of 89.81 percent for 2013-2014, an average that got them recognized as one of the top ten best performing schools in NAT in the entire Daram I district, dropped to 79.68 in 2014-2015. Most noticeable was the significant decrease in the mean Science score, from 84.23 percent to 67.5 percent. Performance in Science, which has increasingly worsened since SY 2012-2013, could be attributed to the shortage of Science textbooks for Grades 5 and 6 pupils, as reported in the school report card (see Table 93).

The school was not able to explain the reason for the decline in scores in all subjects. This situation was reported in Arawane's Enhanced School Improvement Plan (E-SIP) for SY 2016-2018. The report emphasized the need to lay out interventions to address the issue but came short of actually formulating or identifying such interventions.

FIGURE 23. ARAWANE ES' COMPARATIVE NAT RESULTS (SY 2014 TO 2015)



Source: DepEd-BEA and SIP SY 2016-18

Instructional Delivery

The observed classes in Mother Tongue (G1 & G2) and Filipino (G5 & G6) used the whole class approach, varying only in application activities and assessment for the specific grade levels. This is the usual practice if the lesson objectives are almost the same for both grade levels like in Filipino and English. At times, differentiated activities were used and learners were grouped according to their cognitive abilities, grade level, or their interests and abilities.

In Ms. Isanan's Mother Tongue class, pupils were required to read a selection and after which, differentiated engagement activities were given to three groups. Grouping was based on their abilities and so one group reported, another drew, and the last group sang. In Ms. Maribel Alinso-ot's Mathematics V and VI class, mixed-ability grouping was employed.

She assigned the two best performing students to lead a group with eight members each. They were tasked with answering analytical questions based on the data presented through a line graph shown to them. The mixed-ability grouping facilitated tutoring within smaller groups.

The teachers exhibited good questioning techniques, allowing learners to think and respond using higher order thinking skills. Ms. Alinso-ot in her Filipino class, for example, presented the story in a cut-up approach, taking time to ask inference and prediction questions after each segment of the story. She also provided sufficient wait-time for pupils who had difficulty answering her questions. She knew when and whom to channel the question so that everyone gets an opportunity to answer and gains a sense of accomplishment in the classroom. It was also through the teachers' questioning that values from the lesson surfaced. Integration of concepts with other subject areas was also evident. Both Ms. Isanan and Ms. Alinso-ot integrated Science concepts in their classes through the reading selections on disaster preparedness and recycling, respectively.

Classroom Management

Classroom management with multiple groupings was not a problem for the multigrade teachers at Arawane ES. They were able to maintain discipline and order throughout the lessons even with the teacher moving around, going from one group to another. The pupils were focused on their work and if there was any noise, it was academic related. In addition, respect for teachers kept learners very focused during the lesson. They obey the teacher at one command. It also helps that the teachers are related to many of their pupils either by affinity or consanguinity.

Ms. Isanan was also observed to use reverse psychology in handling misbehaving students, i.e., she allows roaming pupils to roam and noisy students to continue talking, while the rest of the class are asked to listen to them or watch them walk around. This technique works on the premise that pupils will feel uneasy when the attention of the entire class is focused on them while they behave improperly. Constantly shifting seating

arrangements is also employed by the Grades 3 and 4 teacher (Ms. Mary Jane Tabian) in her class, citing her preference for alternately seated boys and girls. Ms. Tabian claims that this helps prevent pupils from being too comfortable with their seatmates, thus avoiding unnecessary chitchatting among pupils during discussions.

Motivation to learn is the single most important factor for pupils' attentiveness. Pupils would display their eagerness to learn and express happiness for commendations and praises heaped by their teachers and classmates through applause. In the higher level, clapping has become automatic every time the teacher says "very good" to a pupil.

Learning Assessment

As seen in the school profile of Arawane ES, the teachers use traditional and non-traditional methods for evaluating pupils' learning outcomes/ performance. Traditional methods include paper and pencil quiz, recitation, worksheet, seat work, assignment, project, output, essay, and standardized test. For non-traditional methods, they use anecdotal record, demonstration or actual performance, portfolio assessment, teacher observation, teacher checklist, and analysis of pupil's outputs.

All paper-based assessments (e.g., quizzes and assignments) are collected and kept in individual output folders of the pupils. These folders are given to the parents during Portfolio Day—an initiative of DepEd Regional Office VIII which is organized by schools simultaneously with quarterly releasing of cards and recognition ceremonies. This region-wide event also exhibits projects, experiments, and other visual outputs of pupils for the appreciation of both parents and the community.

Pupils' artistic performances are also staged during Portfolio Day, along with the parents-teachers-adviser conference, and the quarterly Parents and Teachers Association (PTA) meeting. This initiative was launched on March 14, 2017 through Regional Memorandum No. 66, s. 2017, and pursuant to DepEd Order No. 36, s. 2016, entitled "Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program."



ABOVE: (L-R) Keeping Learners' Portfolios as repository of individual pupils' outputs is practiced in Arawane Elementary School; A makeshift Learning Resource Center serves as the school's multi-purpose learning space.

Photo by SEAMEO INNOTECH (2018)

With regard to school-level innovation, teachers at Arawane ES developed reusable assessment tools such as printed worksheets that were covered on top by clear plastic sheets. Pupils would answer the worksheets by writing on the clear sheet using markers that can be easily wiped off. The worksheet beneath are clearly visible and can be replaced with new worksheets. In devising such innovative material, the school was able to avoid additional financial costs on printing consumable worksheets since they can reuse the same materials in other grade levels or in the following school year. According to multigrade teachers, the main reason they developed this kind of assessment tools is the lack a photocopying machine in their community, the nearest being in Daram proper and Catbalogan City.

Teaching and Learning Facilities and Resources

1. Learning Facilities

Arawane ES has three classrooms for its 66 students or a 22:1 student to room ratio. The school also has a learner to seat ratio of 1:1 as mentioned in their E-SIP.

Through the DepEd Computerization Program (DCP) which provides public schools with ICT equipment that would facilitate the teaching and learning process, Arawane ES received much needed technologies such as computer sets, LCD projectors (with projector screen), a printer, and a laptop. The Grades 5 and 6 homeroom class was remodeled and now also serves as the school's e-Classroom. Tables were arranged in a hollow square with power outlets lining the back of the tables.

TABLE 89. ARAWANE ES' ICT EQUIPMENT (SY 2017 TO 2018)

| ICT EQUIPMENT | QUANTITY |
|------------------|----------|
| Computer Desktop | 7 |
| Laptop | 1 |
| Projector | 2 |
| Projector Screen | 2 |
| AVR | 1 |

Source: Arawane ES data

Unfortunately, all 7 computer sets provided to the school were damaged beyond repair. One remained on display which teachers use to familiarize learners with hardware parts of the computer. Aside from DCP-provided materials, the school also has an audio-visual equipment and a reading and learning corner in the Grades 1 and 2 classroom filled with reading materials and manipulatives.

After successive typhoons in 2016 blew away portions of the school's roofing, Arawane ES was able to salvage some of its galvanized iron sheets to build a Learning Resource Center (LRC) with the help of the community. The LRC became a place for learners and teachers alike to read, learn, and rest. After-class tutoring is conducted at the LRC at times.

Learning Resources

According to its latest school report card (see Table 94), the school has inadequate number/ amount of learners' materials (LM) particularly in Grades 1, 5 and 6. In Grade 1, there is a shortage of 13 LMs in five subject areas (ESP, Filipino, Math, English, and AP) and three LMs for MAPEH and MTB-MLE. For Grade 5, all but one subject (ESP) lack 11 LMs each for a total of 77 LM shortfall. This is more than three times what was recorded in SY 2014-2015. The situation is much more disturbing for Grade 6 where there is a shortage of 10 LMs in all subjects, increasing the number of lacking LMs from 24 to 80 in just two years.

TABLE 90. ARAWANE ES' SHORTAGES IN LEARNERS' MATERIALS (SY 2014 TO 2015)

| SUBJECT AREA | G1 | G2 | G3 | G4 | G5 | G6 | TOTAL |
|--------------|-----------|----------|----------|-----------|-----------|-----------|------------|
| English | 10 | 0 | 0 | 10 | 3 | 3 | 26 |
| Filipino | 10 | 0 | 0 | 10 | 3 | 3 | 26 |
| Math | 10 | 0 | 0 | 10 | 3 | 3 | 26 |
| Science | n/a | n/a | 0 | 10 | 3 | 3 | 16 |
| Aral Pan | 10 | 0 | 0 | 10 | 3 | 3 | 26 |
| EsP/Char Ed | 10 | 0 | 0 | 10 | 3 | 3 | 26 |
| MAPEH/MSEP | 10 | 0 | 0 | 10 | 3 | 3 | 26 |
| MTB-MLE | 10 | 0 | 0 | n/a | n/a | n/a | 10 |
| EPP | n/a | n/a | n/a | 10 | 3 | 3 | 16 |
| Total | 70 | 0 | 0 | 80 | 24 | 24 | 198 |

Source: School Report Card SY 2014-2015

TABLE 91. ARAWANE ES' SHORTAGES IN LEARNERS' MATERIALS (SY 2016 TO 2017)

| SUBJECT AREA | G1 | G2 | G3 | G4 | G5 | G6 | TOTAL |
|--------------|-----------|----------|----------|----------|-----------|-----------|------------|
| English | 13 | 0 | 0 | 0 | 11 | 10 | 34 |
| Filipino | 13 | 0 | 0 | 0 | 11 | 10 | 34 |
| Math | 13 | 0 | 0 | 0 | 11 | 10 | 34 |
| Science | n/a | n/a | 0 | 0 | 11 | 10 | 21 |
| Aral Pan | 13 | 0 | 0 | 0 | 11 | 10 | 34 |
| EsP/Char Ed | 13 | 0 | 0 | 0 | 0 | 10 | 23 |
| MAPEH/MSEP | 3 | 0 | 0 | 0 | 11 | 10 | 24 |
| MTB-MLE | 3 | 0 | 0 | n/a | n/a | n/a | 3 |
| EPP | n/a | n/a | n/a | 0 | 11 | 10 | 21 |
| Total | 71 | 0 | 0 | 0 | 77 | 80 | 228 |

Source: School Report Card SY 2016-2017

TABLE 92. ARAWANE ES' EXISTING SCHOOL EQUIPMENT (SY 2017 TO 2018)

| MATH EQUIPMENT | QUANTITY | SCIENCE EQUIPMENT | QUANTITY |
|-------------------------------|-----------------|---------------------------------|-----------------|
| Protractor | 25 | Human Torso Model | 1 |
| Sphere | 1 set | Fresh Water Aquarium | 1 |
| Plastic Ruler, 12 inches | 5 | First Aid Kit | 1 |
| Basic 3-dimensional Models | 1 set | Flashlight w/ Incandescent bulb | 1 |
| Weighing Scale, analog | 1 | Hand Magnifying Lens 5x | 2 |
| Square Tiles, 10cm x 10cm | 10 | Dry Cell Holder | 2 |
| Square Tiles, 2.54cm x 2.54cm | 100 | Model of Invertebrates | 3 |
| Pattern Blocks, 250pcs/set | 2 sets | Model of Vertebrates | 5 |
| Cuisenaire Rods/Number Sticks | 1 set | | |

Devolving the responsibility of distributing textbooks from DepEd Central Office to the schools division offices has likely contributed to the shortage of LMs. According to the school head, in previous years, textbooks and other LMs were delivered directly to the schools. Now, school heads, principals, and/or district supervisors, must personally collect the teaching and learning materials from the schools division office. This puts multigrade schools at a disadvantage as transporting materials to remote schools is more expensive, draining the schools' maintenance and other operating expense (MOOE) funds. This has led to school heads and supervisors shelling out their own money to cover the delivery costs of textbooks and other LMs.

Despite difficulty in transporting materials, the school has managed to collect and maintain the following instructional resources and equipment for Mathematics and Science.

Additionally, the primary teachers of Arawane ES reported that textbooks on MTB-MLE used terminologies that are unfamiliar to both pupils and teachers since these must be from another dialect of the Waray language. This prompted the teachers to further localize the language of the DepEd-provided LMs so that they would be aligned to the pupils' language at home.

Teaching Resources

Teaching resources available and being used for multigrade instruction are the minimum learning competencies, BOW, teacher's guide/manual, session guides, and lesson plans. Except for the DepEd BLD-developed BOW, all of these resources were made by the teachers.

The school received a copy of the BLD's Multigrade Teaching and Learning Package (MG-TLP) from the schools division office. The teachers are thankful for the "ready-made" lesson plans and worksheets since these greatly helped in the delivery of their lessons. They are hoping that DepEd will develop additional MG-TLP materials that will cover all academic weeks, and not just the first weeks of each quarter—the ones included in the current MG-TLP set.

MULTIGRADE ENVIRONMENT

Governance

1. School Management

The school is being supervised by a cluster head, Mr. Vicente B. Bulan, who also oversees four other schools in Daram I district, three of which are multigrade schools as well. The previous school head, Mrs. Alma T. Iso, was transferred to another school in 2017.

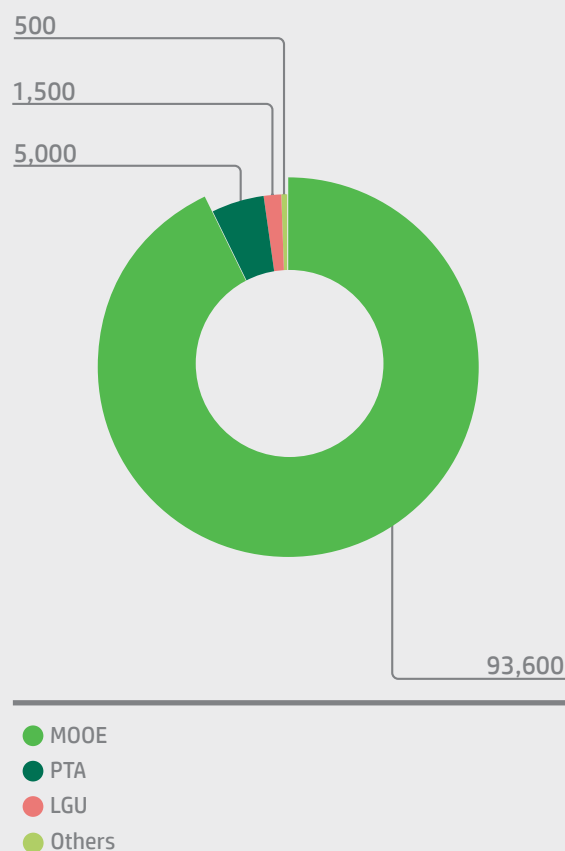
Handling multiple schools, all of which are a boat ride away from one another, has made it difficult for Mr. Bulan to perform his supervisory duties. Nonetheless, he made an effort to visit each school once a week to monitor the performance of the school. His monitoring efforts included doing regular classroom observations, checking lesson plans and ensuring their alignment to the BOW, conducting regular meetings and conferences with teachers and/or parents, managing Learning Action Cell (LAC) sessions, and regularly evaluating and monitoring teacher performance.

In Arawane ES, the LAC sessions are conducted every first and last Friday of the month. The school head would typically show instructional videos. The teachers would then reenact the teaching methods shown in the videos or develop outputs based on the knowledge they have gained from the video. Post conference discussion or critiquing of the outputs or reenactment is led by the school head.

The school's E-SIP for SY 2016-2018 was developed by the School Planning Team headed by Ms. Alinso-ot in collaboration with the Barangay Local Government Unit (BLGU) of Arawane. Their E-SIP discusses the school's key performance indicators, risk assessment, gap analysis, priority areas for improvement, and numerous project work plans and budget matrices, among others. The school listed enrollment as the number one priority area for improvement while improving NAT results and learners' reading ability were ranked as numbers two and three, respectively.

When it comes to funding source, Arawane ES is highly dependent on its MOOE allocation which in 2016 totaled P93,600 or ninety percent of all its funding for that year. PTA contributions for the same year amounted to P5,000. The BLGU also contributed P1,500 for the school in 2016.

FIGURE 24. ARAWANE ES' FUNDING SOURCES (SY 2017 TO 2018)



Source: DepEd-BEA and SIP S.Y. 206-2018

2. Monitoring and Supervision

■ Public Schools District of Daram I

Arawane ES falls under the jurisdiction of Daram I District, one of the two districts in the Municipality of Daram. It is headed by Mr. Jose Nelson M. Lozano who was assigned as PSDS of Daram I since July 2016. Based on a multigrade school survey form, Arawane ES is visited monthly by the district supervisor who monitors and evaluates the teachers' performance.

The PSDS typically uses the reports submitted by the school heads in determining which schools to visit and to be given technical assistance. He also uses the quarterly MPS to determine which subject areas should be the focus of the planned interventions.

When it comes to capacitating teachers on multigrade instruction, the district sends in one of its multigrade scholars who completed two summer trainings in Iloilo to give technical assistance on developing multigrade pedagogical skills. For training needs that the district cannot address, a recommendation for capacity-building intervention is forwarded to the schools division office.

Admittedly, the PSDS was not able to do school visits as often as before since DepEd's rationalization program¹⁷ kicked-off in 2015. Having no MOOE allocation where they could charge their travel expenses, district supervisors were left with a monitoring allowance of just P1,000 (P2,000 if he/she was able to submit a supervision report), certainly insufficient to cover the cost of regular school visits.

One of the main programs being championed by Mr. Lozano in his district is the development of pupils' reading skills. He institutionalized the daily reading intervention for non-readers. This intervention, which is implemented for 30 minutes after every class, involves pair-tutoring or the creation of a buddy system between a non or frustration-level reader and an independent reader. According to the district supervisor, this program improved the pupils' reading proficiency, while decreasing the number of frustrated readers and eradicating non-readers.

■ DepEd Schools Division of Samar

Arawane ES is one of the 220 pure multigrade schools scattered across the mountainous terrains and isolated islands of Samar Division. There are also (as of 2017) 973 teachers handling combination classes in the 29 Public School Districts. It is the task of Mr. Faustino Tobes, Division MG Coordinator, to ensure the quality delivery of the multigrade program. He admitted that this was a daunting for him especially

since he also handles the Division's Alternative Learning System (ALS) and Alternative Delivery Mode (ADM) program. Aside from these, Mr. Tobes is also the Division Testing Coordinator and a member of the Bids and Awards Committee (BAC). Given the sheer number of his responsibilities, Mr. Tobes said that he was not able to visit all multigrade schools in the three years of his tenure as MG Coordinator. The limited budget of the schools division for monitoring (P2,500 a month) is also insufficient to be able to conduct regular school visits.

With the inability to physically observe all multigrade schools in the schools division, Mr. Tobes has employed new ways to connect/coordinate with multigrade schools under his supervision. Being the Division ALS Coordinator, he informally assigned the district ALS coordinators (DALSC) and mobile teachers reporting to him as focal persons for their district's multigrade schools. Mr. Tobes taps these DALSCs and mobile teachers for a quick and more efficient dissemination of communication to MG schools, as well as the retrieval of needed reports for submission. Whenever they physically report to the division to brief Mr. Tobes the status of their districts' ALS implementation, they also take the chance to bring with them the reports/data requested from the multigrade schools whose teachers, unlike them, do not receive transportation allowance.

In monitoring multigrade schools, the schools division adopted the MG Monitoring Checklist they devised from a format downloaded from the Regional Office (see Appendix A). The checklist includes the school profile asking for the basic statistical data of the school plus the special hardship allowance received by teachers and availability of curriculum guide and BOW copies. It also aims to identify problems which may affect the delivery of multigrade education; assess the solutions implemented in the school; and surface recommendations in case initial solutions are not enough. Aside from the monitoring checklist, the schools division also uses the teaching and learning observation guide.

17 DepEd Order no. 52, s. 2015, in line with Republic Act no. 9155, stripped the PSDS with its administrative supervision role in his/her Schools District. His/her remaining functions are instructional and curricula supervision. The School District Offices were also abolished with the Division Offices absorbing the PSDSs.

In his monitoring visits, Mr. Tobes would involve, as much as possible, the subject area supervisors who are more equipped to give technical support to multigrade teachers to improve their instructional delivery for certain subject areas. On times they could not join him, Mr. Tobes made sure to share with them the data he gathered (e.g., MPS ratings) for the supervisors to devise a solution in addressing low-performing multigrade schools.

In the case of Arawane ES, some of the division's education program supervisors were able to visit the school in the previous years and observe the delivery of the lessons and review the materials the teachers used. Some of the technical services/support given to the school include the proper utilization of learning resource materials, content delivery of instruction, and multigrade classroom management.

Teacher Competence and Quality

Table 93 shows the brief profile of the three multigrade teachers of Arawane ES. Ms. Mary Jane Tabianan and Ms. Alinso-ot are both holders of a Bachelor's degree in Elementary Education while Ms. Isanan graduated with a Bachelor of Science in Industrial Education. Ms. Alinso-ot was assigned to teach at Arawane ES since 2005, first handling Grades 3 and 4. Almost two years later, Ms. Isanan replaced the retiring Kindergarten and Grades 1 and 2 teacher. Three years ago, when the school became a complete elementary school, Ms. Tabianan joined them and was assigned to replace Ms. Alinso-ot who then moved up and started handling the first batch of Grades 5 and 6. All of them cited Arawane ES as their first school of assignment.

TABLE 93. ARAWANE ES TEACHERS' PROFILE

| TEACHERS' PROFILE | NAME OF TEACHER | | |
|-------------------------------------|----------------------------------|---|----------------------------------|
| | MARIBEL D. ALINSO-OT | JENNY B. ISANAN | MARY JANE C. TABIANAN |
| Position | Teacher III | Teacher I | Teacher I |
| Civil Status | 40 | 37 | 40 |
| Date of Appointment | November 16, 2005 | March 6, 2007 | October 23, 2015 |
| Highest Educational Attainment | November 16, 2005 | March 6, 2007 | October 23, 2015 |
| No. of Years in Teaching Multigrade | Bachelor of Elementary Education | Bachelor of Science in Industrial Education | Bachelor of Elementary Education |
| Total No. of Years Teaching | 13 | 12 | 3 |
| Class Handled | Grades 5 & 6 | Kinder, Grades 1 & 2 | Grades 3 & 4 |

Source: Arawane ES data

TABLE 94. LIST OF TRAININGS ATTENDED BY ARAWANE ES TEACHERS (SY 2014-2015 TO SY 2017-2018)

| TITLE OF TRAININGS | YEAR | SPONSORED BY | NO. OF TEACHERS WHO ATTENDED |
|--|------|---|------------------------------|
| Division-Orientation Training for multigrade teachers on the Utilization of MG Teach-Learn Package, MG Daily Lesson Plans, and Integrated Multigrade Lesson Plan | 2017 | DepEd Schools Division of Samar | 1 |
| Regional Mass Training of MG teachers on Differentiated Instruction | 2017 | DepEd Region VIII | 1 |
| Summer Training Program for MG Teachers of Regions VI, VII, VIII, & NIR | 2017 | DepEd-BLD & West Visayas State University | 1 |
| Training of MG Teachers on the Bridging process, Differentiated Instruction, and Budget of Work | 2016 | DepEd Schools Division of Samar | 1 |
| Regional Training of Newly-hired Grade 3 Teachers | 2015 | DepEd Region VIII | 1 |

Source: SIP S.Y. 2016-2018 and School Report Card

Much like the two longer serving multigrade teachers when they started, Ms. Tabianan also lacked prior experience or training on teaching in a multigrade setting but she noted that she came to learn on the job. Her colleagues heavily mentored her during their lunch breaks which became a form of informal LAC sessions. Regardless, she is thankful for the regional training she attended in 2015 along with other newly-hired Grade 3 teachers. Ms. Tabianan finally had a formal training intended for multigrade teachers in 2016 conducted by the DepEd Samar Division. This training built their capacities on the bridging process, differentiated instruction, and utilization of BOW.

Ms. Alinso-ot, the most senior of them, is not very well-versed when it comes to ICT application. Whenever the intermediate pupils are to be taught ICT lessons, she taps Ms. Isanan who is the most tech-savvy among the three teachers, as evident by her fondness for using an LCD projector during her classes. As such, Ms. Isanan is also the one in-charge of submitting school data online through DepEd's LIS and EBEIS. These are also the reasons

why Ms. Isanan was recently appointed as the school's ICT coordinator, something that she is very proud of.

Ms. Isanan was one of the few multigrade teachers from the Visayas chosen to undergo the 2017 Multigrade Summer Training program in West Visayas State University, Iloilo City. The training was aimed at equipping multigrade teachers with essential knowledge and skills in handling multigrade classes using innovative and non-conventional teaching methods. Once she was done with the program after another set of summer training, she then provided technical support to the schools division's multigrade program. Now, she applies her new knowledge to her teaching practice and shares them with her co-teachers through LAC sessions. This unique opportunity and her proven commitment to the multigrade program are the reasons why the schools division awarded her as the most outstanding multigrade teacher in the 2016 Schools Division of Samar's *Pasidungog* (lit. recognition).



Support Infrastructure and Services

1. Support Facilities

The school has access to electricity but does not have indoor plumbing. Buckets of water are fetched from the nearby water pump for the two common restrooms that were partitioned with plywood from two of their older classrooms. The school is also a dead spot for mobile and internet signals much like the rest of the community, requiring residents to go to the pier for stronger reception.

Arawane ES is also a recipient of a school-based management (SBM) grant project which funded the construction of an outdoor handwashing facility complete with water catchment and treatment features.

In addition, the school has complete access to the adjacent community basketball court and stage which they use in their physical education classes, graduation, quarterly recognition programs, and other events and activities.

ABOVE: Water, Sanitation and Hygiene in Schools (WASH in Schools) Facilities in Arawane Elementary School

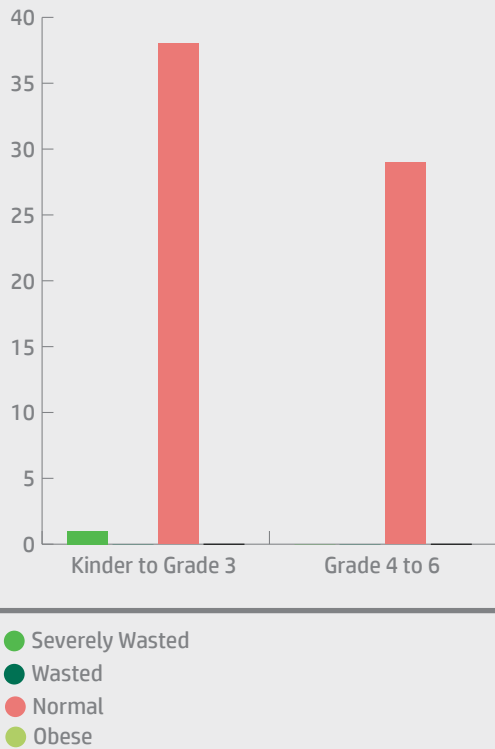
Photo by SEAMEO INNOTECH (2018)

2. Health and Nutrition Programs

For school year 2016–2017, all but one learner at Arawane ES were normal in terms of health status. The only severely wasted case they had was a pupil in the primary level. Hence, it does not warrant a school feeding program. Instead, teachers came up with the adopt-a-child program.

Since the multigrade teachers of Arawane ES eat their lunch at school, they make sure to bring more than enough food with them so they can share their meal with pupils from economically-challenged families who usually come to school early after lunchbreak. They reportedly adopt on average six pupils per day for this meal-sharing program.

FIGURE 25. ARAWANE ES' NUMBER OF LEARNERS BY HEALTH STATUS (SY 2016 TO 2017)



Parental Support and Involvement

1. Parental Support

Arawane ES boasts of 100% parents participation rate in school activities and its 100 percent attendance rate during their monthly PTA meetings (E-SIP S.Y. 2016-2018). This high level of involvement by the parents is attributable to the unique composition of the community whose members (including the teachers and BLGU officials) are related to each other in varying degrees. Aside from monthly PTA meetings, feedback on pupils' performance is conducted as often as the teachers see the parents which, in a community as small as Arawane, happens very often. This high involvement of the parents was validated during focus group discussions

where they asserted that they prioritize school activities and meetings over personal activities. *"Kapag merong programa sa eskwelahan, kahit may pupuntahan ako, uunahin ko muna 'yong sa eskwelahan kasi nandoon 'yong anak ko. Kailangang maging number one fan ako sa kanya [If there are events at school, even though I need to be somewhere else, I would prioritize the school since my child is there. I have to be his/her number one fan],"* said one father.

The parents are also willing to give free labor whenever repair or construction work is needed. Aside from the annual Brigada Eskwela, they also volunteer during *Pintakasi* (Waray version of "*bayanihan*" in which citizens come together for community improvement) and other socio-cultural activities that usually benefit the school. The PTA also conducts social events and fundraising for the repair of school facilities. For FY 2016, the PTA had raised P5,000 for the school.

On the academic side, the school head also meets the parents quarterly. In these meetings, he discusses effective parenting techniques that can improve the learning process and study habits of their children. He also advises parents on how to properly assist their children with their homework in a way that promotes independence and logical reasoning. The parents also help their children in primary grades who are mostly unfamiliar with the Waray terminologies used in their MTB-MLE subject.

2. Community Involvement

Because of the sense of ownership that the community feels toward the school's endeavors, its members make sure that Arawane ES receives support, be it financial or labor, whenever this is needed. This accounts for the 100 percent participation rate of community members in school activities as reported in their E-SIP. Whenever there are fundraising activities, the primary beneficiary is always the school.

During fiesta, the community hosts local dances like *Lady Dyes* and *Kuratsa*. These social dances are unique to the Waray culture and are still thriving in rural areas. There are also fund-raising pageants that involve little kids. The money raised from these affairs are donated for the school's repair and upkeep—a constant endeavor given that the school is visited/hit by an average of 10 typhoons a year.

The BLGU, aside from the monetary support it gives annually to the school, also provides materials for Brigada Eskwela such as paint and galvanized iron sheets. It also actively participates in the formulation of the E-SIP as a key member of the school governing council (SGC). The SGC meets quarterly to discuss the development agenda of the school and how it can help in its school projects (e.g., providing free labor).

KEY POINTS

1. The School as a “Resource” to the Community

In a community as small as Arawane, the multigrade school serves the village in a multitude of ways. It educates their children, and in times of calamity, it becomes a refuge for evacuees. It has become a clinic, a venue, a meeting place, and many more. All community gatherings are held in or within the vicinity of the school. These experiences fostered in community members a sense of ownership. After all, this was the school they built from the ground up; the school that sheltered them from strong winds and rising sea during monsoons. Thus, whenever the school needs something, be it free labor or funds for repair, the community members and parents would extend their wholehearted support regardless of their circumstances. In helping their school, they also help their community, their children, and themselves. The school gave the community their teachers, their policemen, their professionals, their local officials. For the Arawane community, an investment in the school is an investment toward their future generation.

2. Strong Commitment of Multigrade Teachers

One DepEd initiative that greatly benefited the school is the hiring of teachers who come from the community. The Division MG Coordinator directly attributed better student performance to having a “community-based” teacher. For example, Ms. Alinso-ot, a respected member of the community, never had an issue with classroom management, especially as many of her pupils are her own nieces and nephews. Being a member of the community, Ms. Alinso-ot would also often shell out money to finance minor improvements (e.g., wall murals) in her classroom as well as purchase sports equipment for and cover training fees of the school's athletes. Such commitment is shared by all of the multigrade teachers. In the interviews, the teachers pledged to dedicate the remainder of their services to the school, not wanting to be transferred to other, more urban schools. “*Dito na kami magreretire* [We'll be retiring here],” said the teachers.

3. Strong Support from the Schools Division Office

The multigrade schools in Samar are fortunate to have a Division Coordinator, Mr. Tobes, who had previous multigrade teaching experience as he can relate to the challenges facing the multigrade teachers. When Mr. Tobes was assigned to supervise the Division's MG program, the first thing Mr. Tobes did was to assess the multigrade teachers in terms of knowledge and attitude towards the program including their values and skills in handling multigrade classes. From there, he introduced multigrade-related interventions that he would usually merge with other budgeted trainings (e.g., ELLN), just to maximize the number of participants. Also, through the efforts of the schools division, all multigrade teachers in Samar received their special hardship allowance, something that many schools divisions had failed to do. Even though the teachers lack homegrown innovative programs, they make up for it in their effective implementation of emerging programs from the Central Office (e.g., Every Child a Reader).

4. Innovations from the Regional Office

For its part, the Regional Office in Palo has developed innovative ways of strengthening stakeholders' support and learners' output appreciation through the region-wide implementation of Portfolio Day. The regional office is also developing a Test Item Bank with the help of all schools divisions in Region 8 to make it easier for teachers to prepare test papers and ensure the quality of test questions. It also developed an assessment format used in monitoring multigrade schools which was further enhanced and contextualized by the schools divisions. Region-wide capacity building trainings are held annually to equip multigrade teachers, especially newly-hired teachers, with multigrade pedagogical skills. Recognition for best multigrade implementers is also given in the annual *Pasidungog* awards, in honor of those who performed beyond their call of duty to ensure the delivery of quality education in remote areas of the Region.

5. Collaborative Innovations

There are innovations being implemented at the school level that were devised through the collaborative effort of the school and higher DepEd offices. For one, the daily reading remediation for non-readers is an initiative put forward by the PSDS of Daram I to improve the level of pupils' reading proficiency in the district. This is a two-pronged intervention which institutionalizes a 30-minute after-class reading remediation and peer-tutoring or buddy system between an independent and a non- or frustration-level reader. The district also introduced a class program for Kinder to Grade 2 combination classes which allows a multigrade teacher to hold daily separate classes for Kindergarten and the primary grades. This flexibility in schedule enabled the early grade teacher at Arawane ES to hold remediation classes for Grade 1 students having difficulty in reading as she teaches her Kinder pupil whose classes are scheduled in the afternoon.

Other innovations being used at the school include a district-developed contextualized story book called *Bahandi han Daram*. The story book celebrates the rich local literature in the island town of Daram while enriching the pupils' familiarity with their mother tongue. For its part, the school developed a reusable assessment tool using clear plastic sheets over a printed worksheet where pupils can easily write and wipe-off their answers. The worksheets beneath can be easily removed and kept for future use and replaced by a set of new worksheets. With this, the school is able to avoid spending too much on material reproduction which is something not available in the community.

6. Effective Multigrade Pedagogy

As seasoned educators, the multigrade teachers of Arawane ES have already mastered the art of questioning to develop the pupils' higher order thinking skills (HOTS). In promoting HOTS, pupils get to exercise their critical thinking abilities, allowing them to be analytical, evaluative, and innovative (Bloom's taxonomy of skills) on a range of learning topics.

That being said, the teachers of Arawane ES are still keen on further honing their multigrade pedagogical skills. That is why when Ms. Isanan was given the opportunity to be a multigrade scholar in Iloilo, the entire teaching staff benefited, not just her. Whatever new pedagogical approaches Ms. Isanan learned from her summer training she shared with her two colleagues through LAC. In fact, LAC sessions at Arawane ES are religiously held twice a month and are led by their School Head beyond the required number of times stipulated in DepEd Order no. 25, s. 2016.¹⁸

18 DepEd Order no. 35, s. 2016 or "The Learning Action Cell (LAC) as a K To 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning," states that LAC sessions should be conducted at least once a month.

7. Issues with Learning Materials

It was reported that securing teaching and learning materials is now more difficult. In the past, the learning materials (e.g., textbooks and instructional materials) coming from DepEd Central Office were delivered door-to-door to the schools. Now, the schools (through their school head) must claim the materials at the schools division office. Although they can charge the transportation costs to their MOOE funds, this becomes unfavorable to remote multigrade schools like Arawane ES because of the higher shipping/hauling cost compared to more accessible schools (i.e., central schools). Also, with multigrade schools having small MOOE funds to begin with, school heads end up paying a portion of the transportation costs out of their own pockets.

This burdensome distribution process may have aggravated the shortage of learning materials (LMs) in Samar's multigrade schools. In fact, Arawane ES recorded a shortage of 228 LMs for SY 2016-2017 across subject areas (30 more than its recorded shortage two school years prior), negatively impacting its Grades 1, 5 and 6 classes. The shortage in intermediate level LMs may have also been a factor in Arawane's 10-point MPS drop in NAT results from 89.91 in SY 2013-2014 to 79.68 in SY 2014-2015. In Science in particular, where there is a shortage of 21 LMs for its Grades 5 and 6 classes, students of Arawane ES did poorly in the SY 2014-2015 NAT exam at just 67.5, a drop of almost 17 points from a mean score of 84.23 in the previous year.

On the other hand, while there is no severe shortage of MTB-MLE LMs, the materials that have been made available are written in a dialect of Waray which has significant lexical variations from the one that the pupils and teachers use. To address this, the teachers had to contextualize the LMs to align these with the community's local Waray dialect. The teachers also contextualize learning materials, such as short stories, anchoring these on the community's experiences with natural disasters

(i.e., typhoons), as observed in the delivery of their DRR-integrated lesson plan based on DepEd-developed Integrated Multigrade Lesson Plan (IMG-LP). This susceptibility to disasters was also the reason for the irreparable damage done to all seven DCP-provided computer sets of the school, hindering the effective delivery of ICT-integrated lessons and thus, another possible contributing factor to the decline in NAT performance.



CASE STUDY NO. 11

Making a Difference Through Volunteerism: The Story of Kubang Mandulan Primary School

DEPED SCHOOL ID: 217521, MANDULAN, BONGAO, TAWI-TAWI, BANGSAMORO AUTONOMOUS REGION IN MUSLIM MINDANAO (BARMM)

LEFT: A combined class of Kindergarten and Grade 1 at the Kubang Mandulan Primary School in Boangao, Tawi-Tawi has a total of 35 pupils.

Photo by SEAMEO INNOTECH (2018)

BACKGROUND

THE MANDULAN COMMUNITY

Barangay Mandulan is one of the 35 barangays comprising the Municipality of Bongao, Tawi-Tawi. Bongao is the third most populous municipality in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) based on the 2015 Philippine Census of Population¹⁸. Furthermore, out of the 2,490 barangays in the BARMM, Bongao Poblacion is the 10th most populous with 12,503 residents. And within the Municipality of Bongao, Barangay Mandulan is the 13th most populous barangay (with 1,991 residents).

Based on historical data from 1990 to 2015, the population of Barangay Mandulan grew almost four-fold over a 15-year period, from 494 in year 1990 to 1,991 in year 2015. Furthermore, the Philippine Statistics Authority data reported a high positive growth rate of 306.6 percent or 3,285 people (Aug 2007) compared to the previous population census data (May 2000) of 808. The latest population data as of 2015 showed a positive growth rate of 6.5 percent or an increase of 121 people from the previous population of 1,870 in 2010. See Figure 24 for details.

18 Marawi City, Lanao Del Sur (201,785) followed by Jolo Sulu (125,564), and Bongao, Tawi-Tawi (100,527) as of 2015 Census of Population.



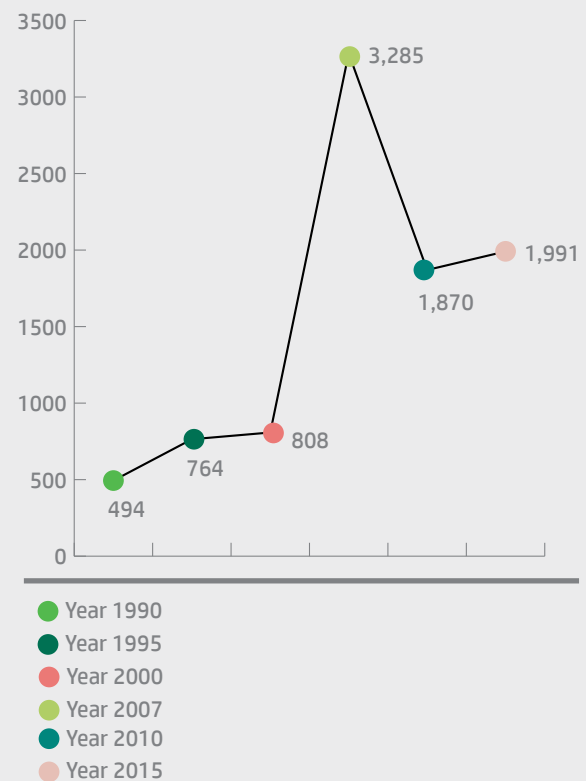
ABOVE: Parents and guardians watch their children while in class.

Photo by SEAMEO INNOTECH (2018)

Barangay Mandulan can be reached either by air or land travel. The primary modes of transportation around the Municipality of Bongao are *habal-habal* and tricycle. Available transportation to and from Bongao includes a jeepney that travels daily and public transport that goes from island to island. Brgy. Mandulan is a two-hour ride from Bongao town. Another 20- to 30-minute hike from the barangay center is needed to reach the school.

Agriculture is the main source of livelihood in Barangay Mandulan. Rice, corn, coconut, cassava, fruits and vegetables are the main produce of the members of the community. They also depend on seaweed cultivation, fishing, and livestock raising as sources of income. Many residents raise cows, goats, and carabaos while some raise chicken and ducks for personal consumption or for commerce. Most residents of Brgy. Mandulan sell their agri-products and buy their basic necessities from Bongao which is the commercial hub. There are three major banks operating in Bongao as follows: Land Bank of the Philippines, Philippine National Bank and Metropolitan Bank and Trust Company.

**FIGURE 24. HISTORICAL POPULATION OF
BARANGAY MANDULAN**



Source: 2015 Census of Population, Philippine Statistics Authority

Bongao also has 59 public elementary schools¹⁹ and eight secondary schools.²⁰ For higher education, five (5) tertiary institutions operate in the municipality. These include two state-run institutions, the Mindanao State University, Tawi-Tawi College of Technology and Oceanography and Tawi-Tawi State Agricultural College, and three private institutions, the Tawi-Tawi School of Midwifery, and Abubakar Computer Learning Center; and Maharlika Institute of Technology. The two major religious groups in Bongao are Islam and Christianity. Majority of the people are Muslim and belong to the Tausug ethnolinguistic group.

THE SCHOOL PROFILE²¹

Kubang Mandulan Primary School (PS) is situated along flat terrains and low-lying hills in Barangay Mandulan. The school was established in 2014 through the initiative of the barangay officials, parents, and community members to address the need for an accessible public elementary school. It is an incomplete school with the following combination classes: Kindergarten and Grade 1; and Grades 2 and 3. After completing Grade 3, most pupils go to Mandulan Elementary School (ES), which is more than five kilometers and requires an hour trek from Barangay Kubang to Mandulan ES. Since it was established, the school remained a multigrade school.

For School Year (SY) 2017–2018, school enrollees reached 64, of whom 28 are boys and 36 are girls (see Table 92). Out of the total enrollees, the highest number of enrollees is in Grade 3 with 20 pupils and the lowest number is in Grade 2 with only nine

pupils. The school has two (2) teachers, including the teacher-in-charge handling the combines Kindergarten and Grade 1 class.

TABLE 95. KUBANG MANDULAN PS' ENROLMENT (SY 2017-2018)

| GRADE COMBINATION | M | F | TOTAL | NO. OF TEACHERS |
|------------------------|-----------|-----------|------------|-----------------|
| Kindergarten & Grade 1 | 16 | 19 | 35 | 1 |
| Kindergarten | 6 | 11 | 17 | |
| Grade 1 | 10 | 8 | 18 | |
| Grades 2 & 3 | 12 | 17 | 29 | 1 |
| Grade 2 | 4 | 5 | 9 | |
| Grade 3 | 8 | 12 | 20 | |
| Total | 28 | 36 | 64 | 2 |
| (%) | 44 | 56 | 100 | |

Source: DepEd-EMISD

SCHOOL PERFORMANCE INDICATORS

ACCESS AND PARTICIPATION

When the school was established in 2014 and up to early 2017, three (3) resident volunteer teachers were tapped to handle the multigrade classes. They received an honorarium of one thousand pesos (P1,000.00) each month from the barangay local funds. Because the DepEd Schools Division Office could not deploy an eligible or licensed multigrade teacher in the community due to the shortage of teachers, the school was in danger of closing down in 2017. Fortunately, prior to the opening of classes in SY 2017–2018, two teachers from Bongao agreed to fill the vacancy in the multigrade school. But even with the posting of the two licensed teachers, the school continued to tap the resident volunteer teachers when need arises.

Data on enrolment were obtained in the last four consecutive years. As shown in Table 93, a fluctuating enrolment trend was recorded from SY 2014–2015 to SY 2017–2018. It was also reported that girls' and boys' enrolment posted a negative

19 Based on DepEd-EMISD data on enrolment as of 7 February, 2018, Bongao has 57 monograde schools and 2 combined monograde and multigrade schools.

20 The secondary schools are as follows: Notre Dame of Bongao, MSU Preparatory High School, MSU Science High School, Tawi-Tawi School of Arts & Trade, TSAC High School Department, Sanga-Sanga National High School, Tawi-Tawi Pilot School of Fisheries, and Abubakar Computer Learning Center.

21 After data validation, Teacher Sherwina, school head of Kubang Mandulan Primary School, reported that as of SY 2018–2019, the school has been converted to a monograde school with five teachers handling Kindergarten to Grade 4.

(3.4%) and positive (3.0%) percentage change, respectively. The ratio of girls to boys shows that there were more boys enrolling than girls, except for SY 2016-2017 where more girls were enrolled which may be attributed to a larger population of mostly boy children ages 5 to 7.

As for the classification of pupils, Table 94 shows that 57 pupils out of 64 pupils or 89 percent are recipients of 4Ps administered by the Philippine Department of Social Welfare and Development. All pupils in Kubang Mandulan PS are Muslim pupils from the Tausug indigenous group. They live in a mountainous area in Mindanao. Most live in poverty and do not have access to basic services, such as electricity and water supply.

BELOW: Ms. Sherwina Hajan opens her class with a Tausug song.

Photo by SEAMEO INNOTECH (2018)

**TABLE 96. KUBANG MANDULAN PS' ENROLMENT
(SY 2014-2015 TO SY 2017-2018)**

| SCHOOL YEAR | F | M | TOTAL | RATIO OF F TO M |
|----------------|-----------|-----------|-----------|--------------------|
| 2014-2015 | 29 | 35 | 64 | 45:55 |
| 2015-2016 | 24 | 29 | 53 | 45:55 |
| 2016-2017 | 23 | 20 | 43 | 53:47 |
| 2017-2018 | 28 | 36 | 64 | 44:56 |
| Average | 26 | 30 | 56 | 47:53 |

Source: DepEd-BEIS data on enrolment SY 2014-2015 to SY 2017-2018

**TABLE 97. KUBANG MANDULAN PS' CLASSIFICATION
OF PUPILS (SY 2017 TO 2018)**

| GRADE LEVEL | NO. OF MUSLIM PUPILS | NO. OF 4PS LEARNERS | TOTAL ENROLLEES |
|--------------|----------------------------|------------------------|--------------------|
| Kindergarten | 17 | 15 | 17 |
| Grade 1 | 18 | 16 | 18 |
| Grade 2 | 9 | 8 | 9 |
| Grade 3 | 20 | 18 | 20 |
| Total | 64 | 57 | 64 |

Source: Kubang Mandulan PS



PROGRESSION AND COMPLETION

Based on the data submitted by the Teacher-In-Charge (TIC), there were no drop-outs and repeaters since it first operated in SY 2014-2015. Other key performance indicators such as enrolment, transition, completion, cohort survival and promotion rates were at 100 percent despite the fact that non-eligible teachers were handling the multigrade classes. Since the TIC is newly assigned in Kubang Mandulan PS, she only relied on the school's existing data and cannot explain the reason behind the zero drop-out despite a decrease in enrolment. According to the TIC, the school's satisfactory performance in various indicators may be attributed to the positive teacher-pupil relationship, the enthusiasm and passion of the volunteer teachers, and supportive and caring parents, community members and barangay local officials who were all instrumental in the establishment of the Kubang Mandulan PS. The community collectively worked to sustain the operation of the school until the DepEd assigned two new multigrade teachers in SY 2017-2018.

LEARNING OUTCOMES

The pupils of Kubang Mandulan PS were observed to be eager to learn. The parents and community members shared during the focus group discussion that the pupils enjoyed going school. The pupils told their parents that they were learning many things such as reading and writing, listening to stories, answering the questions posed by their teachers, and doing well in exams. Aside from participating in school tasks such as acting as the leader during prayers or in singing the national anthem, pupils also benefitted from the non-academic activities they engaged in, such as cleaning their classroom or playing with peers. When the pupils were asked to rate their own participation, they gave a very high rating on their level of participation in school. They said that they like their different subjects although some reported having difficulty in English comprehension. They mentioned that Recognition Day was an event that they enjoyed since they were able to showcase their talents, such as dancing. It was also an occasion for conferring awards to

TABLE 98. KUBANG MANDULAN PS' KEY PERFORMANCE INDICATORS (SY 2014-2015 TO SY 2017-2018)

| INDICATORS | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | Average |
|----------------------|-----------|-----------|-----------|-----------|---------|
| Enrolment | 64 | 53 | 43 | 64 | 56 |
| Enrolment Rate | 100% | 100% | 100% | 100% | 100% |
| Transition Rate | 100% | 100% | 100% | 100% | 100% |
| Completion Rate | 100% | 100% | 100% | - | 100% |
| Cohort Survival Rate | 100% | 100% | 100% | - | 100% |
| Drop-out Rate | 0% | 0% | 0% | - | 0% |
| Promotion Rate | 100% | 100% | 100% | - | 100% |
| Graduation Rate | n/a | n/a | n/a | n/a | n/a |
| NAT VI/GA | n/a | n/a | n/a | n/a | n/a |

Source: DepEd-BEIS and Kubang Mandulan PS Data

students who did well academically. It was the first recognition event that everyone in the community had witnessed in the short history of the school.

Because the school just started, it was not able to participate in the Language Assessment for Primary Grades (LAPG) in school year 2014-2015. Nonetheless, during a focus group discussion, the pupils had positive feedback on their classes and noted that they were learning a lot. The enthusiasm and interest of the pupils augur well for the school when it is time for students to prepare and take national assessment tests. While the school still has a lot of areas for improvement in line with multigrade instructional delivery, the dream of some pupils to become teachers someday may be realized especially if the concerns of the school are properly addressed.

FACTORS AFFECTING THE PERFORMANCE OF KUBANG MANDULAN PRIMARY SCHOOL

MULTIGRADE TEACHING AND LEARNING

Alignment with K-12 Curriculum

Kubang Mandulan Primary School's multigrade program is aligned with the K to 12 curriculum based on interviews with BARMM multigrade implementers including the DepEd District Supervisor. During the school visit, Teacher Sherwina, the teacher-in-charge, revealed that to prepare the materials for her lessons, she had to borrow a copy of the Budget of Work and the Multigrade Teach-Learn Package from the Schools Division Superintendent and often sought the help of other teachers in her neighborhood.

According to Teacher Sherwina, the primary school is currently not offering the subject Arabic Language and Islamic Values Education (ALIVE) due to lack of "asatidz," (male or female ALIVE teacher). She said that this should be addressed to preserve the Arabic language and Muslim culture.

Teaching and Learning Facilities

1. Learning Facilities

Kubang Mandulan PS is composed of one school building with three classrooms adorned with armchairs. Two of these classrooms are used by the pupils and the third classroom is used by the parents and teachers as venue for their meetings. Some chairs that need repair are stacked up at the back of the rooms. The multigrade teachers volunteer teachers, pupils, parents, and community members all aspire for electricity, water supply, and sanitation facilities such as restrooms and handwashing area.

Some pupils reported that the distance of the school is very challenging as they get to school by foot and use only banana leaves to shield them either from the heat of the sun or from heavy rains. Distance is also a concern for the two teachers who have to hike for an hour every day on good weather. It takes even longer during the rainy season because of the uneven terrain. It was reported that pupils, especially those who walk from another sitio about three kilometers away, tend to be absent from school when there is inclement weather.

The pupils expressed hope that the school would have additional upper grade levels so that they would not have to transfer to another school that is even farther away, e.g., Mandulan Elementary School. This will require the students to traverse at least 5 kilometers of rugged terrain. They note that the three classrooms can actually accommodate additional pupils up to Grade 6.

Other basic facilities needed by a multigrade school, such as handwashing area, library, faculty room, stage, and parents' waiting area, were also unavailable during the time of the school visit.

2. Teaching and Learning Resources

According to the two multigrade teachers, all teaching and learning resources such as the Budget of Work (BoW 1st edition), MG Teach-Learn Package, and textbooks needed for teaching their multigrade classes were borrowed from the Schools Division Superintendent's personal copy. These teaching and learning resources are available in Filipino, English, and Tausug dialect for MTB and Math subjects. One book for each subject was lent by the Schools Division to the teachers of Kubang Primary School.

Teacher Sherwina shared that she had difficulty in the use of BoW and other teaching materials since she was not properly trained in the use of such resources. The two teachers were hoping to receive the new copies of BoW and the MG Teach-Learn Package from the DepEd Schools Division Office to gather ideas on how to manage two grade levels and how to apply the differentiated instructional strategies.

The two teachers were also constrained by the shortage of appropriate teaching and learning materials for their Kindergarten, Grades 1, II, and III pupils. They shared that while pupils love going to school, they would have enjoyed it more had there been enough learning materials to use in the classroom.

3. Instructional Delivery

During the class observation, Teacher Gerry, the teacher for the mixed Grade 2 and 3 class, started his Filipino class in Tausug. Explicit instruction on "*pandiwa*" (verbs) for the second and third graders was done next. He showed the whole class a chart with the definition of a verb. The next activity focused on the teacher demonstrating an action while the pupils identified the verb for the specific action. The teacher later flashed some pictures with the same lesson objective. Teacher Gerry then gave each grade level simultaneous tasks, with Grade 2 pupils working on matching pictures with action words and Grades 3 pupils taking turns in writing the correct verb for each given picture. Charts and pictures were used for these activities. Teacher Gerry used multilingual instruction (shifting from Tausug dialect to either English or Tagalog) for easier understanding of the task given to the pupils. The multigrade lesson ended with pupils from the combined levels giving more examples of verbs.

BELOW: Mr. Gerry Dunggon, Teacher of Grades 2 and 3 utilizes explicit instruction in delivering his Filipino class.

Photo by SEAMEO INNOTECH (2018)



In Teacher Sherwina's combined Kindergarten and Grade 1 class, the pupils started with a song in Tausug, which was followed by a class activity involving both grades. Unfamiliar words from the story for the day were defined by using flashcards. Teacher Sherwina guided the pupils as they read and spelled each word, then, the pupils looked for the word with the same meaning. This was followed by a story, read by the teacher in Tausug. There were no pictures that accompanied the story. The teacher then discussed the story with the entire class using a chart with questions in English as her guide. She translated each question in Tausug as she solicited responses from the pupils.

Simultaneous grade level activities were done next. The kindergarten pupils were writing "Ww" in their notebooks while the first graders were identifying and spelling words from the story with the letter "Ww".

While the teachers exerted their best efforts to teach combination classes, they admitted that they should have undergone training on multigrade instructional delivery to give them additional pedagogical tools and strategies to handle a multigrade set-up. Likewise, they should have been provided instructional and learning resources to facilitate the design of appropriate lessons for multigrade pupils. There is also room for further maximizing the teachers' instructional time for the optimal learning of diverse pupils. Likewise, regular monitoring and technical assistance from the designated TIC and district supervisor should have been provided to ensure that the knowledge that teachers gained from the training and the utilization of the learning resources are appropriately implemented in the teaching-learning process that happens in the classroom.

Classroom Management

A couple of subject-related posters are displayed in each wall of the classroom and an alphabet chart spans across the top of the blackboard in front of the room. Aside from the armchairs that are used by the pupils, there is nothing else inside the room except for the unused chairs at the back. The seating arrangement and general classroom structure follow the regular school set-up with the chairs facing the front of the room. Each grade level is grouped together and occupies one side of the room.

During the class visit, both teachers delivered their lessons using the whole-class approach. Tausug was the main language of instruction used in explaining the lesson. It was also evident during observation that the teachers encouraged the pupils to participate actively in class through oral recitation and board activity. The class appeared to be joyful, and the pupils showed their teachers respect by behaving in class and listening attentively on the day's lesson in English vocabulary for Kindergarten and Grade 1 and the use of verbs for Grades 2 and 3.

Both multigrade teachers were able to finish their lessons in one hour covering the target learning objectives. However, groupings either by grade level or ability, or according to some criteria were not fully evident. Both teachers admitted that they had difficulty using different program options (e.g., whole-class approach, subject staggering, subject integration, and subject grouping). Hence, they expressed the need for further training on program options on multigrade instruction given their relative inexperience in handling multigrade classes. Nonetheless, both teachers tried their best to meet the learning objectives of every lesson according to the K to 12 curriculum.



ABOVE: In the combined Kindergarten and Grade 1 class, visual aids and flash cards were used as instructional materials.

Photo by SEAMEO INNOTECH (2018)

Learning Assessment

Based on the survey conducted among multigrade schools, the teacher-in-charge said that they utilized traditional and non-traditional methods of learning assessment. Written and oral quizzes, long tests, seatwork, assignments, projects, and quarterly periodical exams are the traditional assessment practices in Kubang Mandulan Primary School. On the other hand, non-traditional assessment methods cited include actual performance/skills demonstration, peer or team assessment, teacher observation and interview, among others. As observed during school visits, recitation was very evident in Teacher Sherwina's class. On the other hand, in Grades 2 and 3, Teacher Gerry gave seatwork to one grade level while conducting recitation in the higher grade, with the use of mother-tongue to explain the direction to the pupils.

Remedial and Enrichment/Extra-curricular Activities

Non-performing pupils have remedial sessions three times a week for thirty minutes. They are done in the afternoon after regular classes. In developing basic reading skills, Teacher Sherwina uses charts and flashcards to help her pupils read in Tausug. The pupils are very familiar with Tausug. However, they have difficulty when the subject is English in the upper levels.

BELOW: Mr. Gerry Dunggon serves as the teacher of the combined Grades 2 and 3 class of Kubang Mandulan Primary School.

Photo by SEAMEO INNOTECH (2018)



MULTIGRADE ENVIRONMENT

Governance

1. School Management

According to the District Supervisor of BARMM, Ms. Sherwina A. Hajan was assigned as TIC of Kubang Mandulan PS because of the leadership skills she demonstrated in her former school. She was also known to be hardworking and responsible. At first, she was hesitant to accept the position at Kubang Mandulan PS because of the distance of the school from her place of residence. But she was convinced to take on the post when the District Supervisor assured her of strong parental and community support.

Barely a year in service, the TIC solicited funds from the municipal and barangay officials for the construction of a cemented pathway leading to the school grounds. She was able to solicit fifty sacks of cement for the construction of a short portion of the pathway. Even though this initiative is beyond her responsibility, she pursued it to keep pupils safe.

The TIC received help from three (3) volunteer teachers from the community who committed to support her to prevent the school from closing down. As such, during the rainy season when it was very risky for the TIC to travel and had to miss school, the volunteer teacher who lives in the community would handle her Kindergarten and Grade 1 class.

2. Monitoring and Supervision

■ Teacher-In-Charge

Teacher Sherwina admitted that she felt she was not the right person to monitor her co-teacher, yet both of them learned collaboratively via sharing of experiences on how to handle multigrade classes and on what teaching strategies seem to be effective for their pupils. Peer collaboration helped them cope up with their new assignment as multigrade teachers and they mutually supported each other in applying the different strategies in the delivery of MG lessons. As for Teacher Gerry, he shared that explicit teaching was an effective approach for his combined Grades 2 and 3 class.

■ DepEd Schools Division/District Office of BARMM

Ms. Naim A. Aral, District Supervisor of BARMM manages 14 schools under her District, including the Kubang Mandulan PS, the only multigrade school under her supervision. She mentioned during the interview that she conducts quarterly monitoring of all her schools as part of her responsibilities. However, for school year 2017-2018, she visited Kubang Mandulan PS only once during the Recognition Day in March 2018. Ms. Naim reported that Kubang Mandulan PS is an annex school of Mandulan Elementary School (situated along the road), under the supervision of Mr. Hamad Ashmad, school head of Mandulan ES.

Given her other administrative assignments and the distance of Kubang Primary School to the District Office, the district supervisor had limited time to monitor all schools in her district. She noted that the division/district offices of DepEd primarily monitor the “mother school,” visiting it once every quarter or twice in a school year, and has delegated the responsibility of assisting/supervising the non-eligible volunteer teachers of Kubang Mandulan PS to the Mandulan Elementary School.

The challenge now for the DepEd Schools Division and District Offices of the BARMM is to dedicate attention and provide sufficient support to the volunteer teachers of the Kubang Mandulan PS. The support can be in the form of providing free review sessions to those who are interested to take the teacher's board exam, similar to the support provided by the local government unit local school board. One of the volunteer teachers shared that:

“Gusto sana naming mag attend ng libreng review sessions sponsored ng local school board para makapag-exam na rin kami at makakuha ng lisensya. Kaso late na namin nalalaman ang schedule kasi andito kami sa bundok. Mahal naman din mag-enrol sa review school sa Bongao.” (We wanted to attend the free review sessions sponsored by the local school board so we can take the teacher's board exam and get our license. But due to distance and since we are in this mountainous area, we do not receive the information on time. We also cannot afford to enroll in an expensive review school in Bongao.)

Additionally, the schools division and district offices need to capacitate the multigrade teachers. Ms. Aral believed that continuous training specifically on multigrade instructional delivery will help the two teachers assigned in Kubang PS to handle combination classes efficiently. At present, she said that most of the multigrade teachers in BARMM learned the craft through self-discovery and hands-on experience.

Teacher Competence and Quality

Table 96 shows the summary profile of the newly assigned multigrade teachers at Kubang Mandulan PS. Ms. Sherwina A. Hajan graduated in college with a degree of Bachelor of Elementary Education and has ten (10) years of teaching experience in a regular monograde school. She handles combination classes of Kindergarten and Grade 1 pupils. Mr. Gerry B. Dunggong graduated in college with a degree of Bachelor of Computer Science and was assigned to teach in Grades 2 and 3.

Initially, Teacher Sherwina and Teacher Gerry were both hesitant to accept the post as multigrade teachers at Kubang Mandulan PS in 2017. They had a lot of mixed emotions when they were finally convinced to serve the Kubang Mandulan PS. They admitted that hands-on experience did not fully prepare them for MG teaching. Teacher Sherwina used to teach Grade 6 monograde classes in English and Filipino. On the other hand, Teacher Gerry's educational background was on Computer Science although he had 30 units in Education. Armed with neither training nor orientation on multigrade instructional delivery, both teachers find their school days challenging, exhausting and stressful. Teacher Sherwina described her emotions during her first two weeks of teaching in the school as such:

“Natatakot ako kung ano ang mangyayari. Naguguluhan ako at nahihirapan magturo sa younger level.” (I'm afraid of what will happen. My head is in turmoil and I'm finding it difficult to teach the younger level/pupils.)

TABLE 99. KUBANG MANDULAN PS TEACHERS' PROFILE (SY 2017 TO 2018)

| TEACHERS' PROFILE | NAME OF TEACHER | |
|-------------------------------------|--------------------------|----------------------|
| | MS. SHERWINA A. HAJAN | MR. GERRY B. DUNGGON |
| Position | T-1 (Teacher-in-Charge) | T-I |
| Civil Status | Single | Married |
| Date of Appointment | 8/19/2007 | 7/1/2016 |
| Highest Educational Attainment | College with MA units | College |
| No. of Years in Teaching Multigrade | 1 | 1 |
| Total No. of Years Teaching | 10 | 3 |
| Class Handled | Kindergarten and Grade 1 | Grade 2-3 |

Source: Kubang Mandulan Primary School Case Study Form 1

The teachers in Kubang Mandulan PS are continuously faced with challenges and they strive to think of possibilities to address these. They work with the best interests of their pupils in mind. For one, they long for a safe school environment. In line with this, Teacher Sherwina sought the help of the governor to address the unpaved pathway that leads to the school. With her resourcefulness, she was able to solicit cement for its pavement construction.

The teachers also have limited teaching resources. Teacher Sherwina shared that she sometimes have to borrow a sound box that she can use in class as her students are more excited and engaged when singing nursery songs. However, the distance of the school does not allow her to do this often. Equipment and resources cannot be left in the school vicinity since the rooms do not have security locks. They have experienced some school items being stolen in the past.

In the light of all their struggles with multigrade teaching, Teacher Sherwina and Teacher Gerry are proud of test results showing that their pupils understood the lessons in Mother tongue, Filipino and Mathematics. They are also gratified that their pupils showed an eagerness to learn by actively

participating in class. The teachers said that explicit instruction is one useful instructional strategy that they learned from a training seminar on early language, literacy, and numeracy.

For Teacher Sherwina, seeing pupils' transition from non-readers to basic readers at Grade 1 is a sign that her instructional efforts in the classroom are bringing positive consequences. In Teacher Gerry's classroom, the pupils are learning to be attentive, to ask questions, to interact with their classmates, and to accomplish the tasks given to them.

Looking back at her first year of teaching multigrade classes, Teacher Sherwina said that while she finds teaching monograde classes more manageable, she is motivated to serve her multigrade class well and especially help pupils who have difficulty reading. On the other hand, Teacher Gerry loves the teaching profession despite all the challenges. Both want to be given a chance to train and learn more about effective multigrade instruction. Teacher Gerry said that this should be given priority.

Support Infrastructure and Services

The multigrade school only has one building that houses the classrooms and other school facilities—quite challenging for the new MG teachers. Moreover, the pathway to the school is rugged. The new TIC stepped up to the plate and managed to solicit enough funds to pave the walkway, showing the TIC's resourcefulness and leadership skills. Teacher Sherwina was motivated to pursue this project having observed the misery of teachers and pupils when they traverse this foot path especially during the rainy season when the ground becomes wet, dirty, and muddy. The path was constructed through *bayanihan* (free cooperative labor) involving school children's parents and other community members.

Parental Support and Involvement

1. Parental Support

Kubang Mandulan PS receives strong support from the parents of school children. The parents were actually instrumental in the establishment of the school in 2014. When the school was recognized as an annex of Mandulan Elementary School, three of the parents, who have bachelor degrees in elementary education, even became volunteer teachers in the multigrade school. Although they do not have the required license

BELOW: The foot path towards the school's vicinity constructed through cooperative labor among the parents and community members.

Photo by SEAMEO INNOTECH (2018)



for teaching, these volunteers taught with passion and dedication knowing that the Kubang Mandulan PS is the school children's best chance of acquiring good primary education. When they were asked about the possibility of taking the licensure exam for teachers (LET) so they can be assigned as multigrade teachers in Kubang Mandulan PS, they said:

“Nag-try naman po ang isa sa amin mag-take ng board exam, di nga lang po pinalad. Gusto sana naming mag-review ulit kahit may mga pamilya na kami kaso po late naman nakakarating sa amin ang impormasyon at malayo po ang lugar namin dito sa kabundukan.” (One of us tried to take the licensure board exam for teachers but unfortunately did not pass it. We all want to review and try for the exam again even though we already have our own families but information about the review always gets to us late because we live up here on the mountains).

According to the parent-volunteer teachers, they were supposed to be supervised by the former school principal of Kubang Mandulan ES but since they were unlicensed, supervision was provided only when needed and limited to technical advice on MG lesson delivery. Even though they wanted to attend seminars to enhance their skills in multigrade teaching, they were not allowed to do so by the DepEd schools division office. One of them shared that there was one instance where they tried to attend a workshop in Bongao on multigrade teaching but their participation was denied because they were not regular teachers but volunteer teachers.

Teacher Sherwina shared that the parents-teachers-association (PTA) in Kubang has been very supportive of school programs and projects. When asked about parents' participation rate in the PTA, she proudly

mentioned it was a hundred percent participation. Some parents said that they would continue to support the Kubang Mandulan PS and expressed hope that the school would become a complete pure multigrade school after five years. Currently, the multigrade school offers only up to Grade 3 which is a concern for parents since they have to transfer/enroll their children either in Mandulan Primary School or in other schools in Bongao such as Abdulmanap Basal ES and Provincial Housing Laboratory School—all of which are quite distant from Brgy. Kanlubang (about 10 to 25 kilometers away or more than an hour-long trek). The parents note that having a complete pure multigrade school would be a safer alternative for children, not to mention, more economical for families.

2. Community Involvement

Teacher Sherwina reported that when she took on the post in 2017, there was no existing school governing council (SGC). Nevertheless, the community was very involved in school programs and activities. Teacher Sherwina said that just like parental support, the participation of the community members and barangay local officials in school affairs was quite strong. The collaborative effort of different multigrade stakeholders facilitated the construction of the school building. According to the *Barangay Kagawad* (Mr. Albert Que), the former Mayor of Bongao donated the lot where the school is located. The construction of the public school building was funded by the Philippine Government through the ARMM Social Fund (ASFP)²² that covered the beneficiaries of conflict-affected communities in the far flung areas of the BARMM.

During the interview, one of the respondents recalled that the entire community was

22 Executive Order No. 124, s. 2002, “Providing for the Mechanism for the ARMM Social Fund for Peace and Development.” Established in 2003, the ASFP was funded through a government loan from the World Bank and the Japan International Cooperation Agency (JICA), and directly managed by the BARMM government.

involved in the school construction by providing free labor. When the school building was completed in March 2014, the community members were excited to see the school open for school year 2014-2015. For three consecutive years, however, the only classes offered were Kindergarten to Grade 2 which were taught by a volunteer teacher. It was only in SY 2017-2018 that DepEd Schools Division Office designated two licensed teachers at Kubang Primary School to handle primary grades from Kindergarten to Grade 3. The newly assigned multigrade teachers admitted that the school survived for three years even without an eligible teacher because of the dedication of volunteer parent-teachers and the very strong community support in different school activities such as Nutrition Month, *Brigada Eskwela*, Feeding Program, and even during inter-school competitions. Another community member shared:

“Sa lahat po ng activity ng school tulong-tulong po kami para mapagtagumpayan ito. Halimbawa po kapag may school competition, pinapahiram po ng Barangay Captain namin ‘yong jeep nya para maghatid sa teacher at estudyante kung saan gaganapin ang contest. Si Kapitan din po ang sumasagot ng krudo. Yung ibang parents at community members, nagdodonate naman ng konting cash para sa pagkain ng mga bata tuwing may inter-school competition”. (We all worked together on all school activities to make sure that they turn out well. Whenever we participate in competitions, for example, our barangay captain would usually lend us his own passenger jeepney to transport the teachers and the pupils to and from the venue of the competition. He even pays for gasoline. Meanwhile, the parents and community members would give some cash to cover the meals of the teachers and students who are participating in the interschool competition).

KEY POINTS

The following are some key points emerging from Kubang Mandulan PS’ case study:

1. Passionate and Dedicated Volunteer-Teachers

The volunteer-teachers’ passion and service orientation kept Kubang Mandulan PS viable and operational while waiting for the DepEd Division Office to assign eligible multigrade teachers. These volunteer-teachers even continued to serve the school every time the two new multigrade teachers were unavailable, such as: (a) during rainy seasons when travel from home to school was very risky due to muddy and dangerous terrain; (b) when the multigrade teachers had to attend meetings or workshops; and (c) when one of the teachers get sick. The volunteer teachers have been in service since 2014 when the school was established. They deserve commendation from DepEd for the invaluable services they have rendered.

2. Strong Community Linkages and Parental Support

Strong community linkages and parental support are the key factors that contributed to the success of the multigrade school, according to the different stakeholders. The collaborative efforts of the teachers, barangay officials, and the entire community during different school activities and events created a positive perception on the effectiveness of multigrade instruction despite the shortage of teaching and learning resources. The above mentioned stakeholders never quit helping the school and worked toward achieving the goals of the school. They spared time to fully participate in school affairs and imparted to their children the importance of education despite the hardships of living in a remote and isolated community. The establishment of a school governing council under the teacher-in-charge will strengthen community involvement and facilitate the setting of priority school improvement projects.

3. Newly Assigned Teacher-in-Charge with Leadership Quality and Potential

In a multigrade school, the teacher-in-charge typically functions like a school head. The newly assigned TIC of Kubang Mandulan PS is well accepted by the community. She initiated the completion of a sidewalk - a new school project which benefitted the school children, parents, and community members. Despite her insufficient experience and training on multigrade instructional delivery, she had the intrinsic motivation to handle combination classes. She recognizes and is sensitive to the needs of the pupils, parents, and community members. The team also observed that she has a good relationship with her pupils and she taught with enthusiasm and passion. Teacher Sherwina also shared that as TIC, she practiced collaborative and peer learning/mentoring; that is, she and Teacher Gerry worked together in improving instructional strategies to effectively deliver the day's lesson. Her performance as a school leader will likely improve if she is given an opportunity to further hone her managerial/administrative competence through training or mentoring by the District Supervisor.

4. Need for Continuous Capacity Building on Multigrade Instruction

Both teachers admitted that they were not fully trained to handle multigrade classes but expressed hope that the DepEd Bongao Schools Division would provide them with more opportunities to attend MG capacity building workshops on the following topics: MG pedagogy and assessment, use of BoW and MG teaching and learning materials, design and conduct of MG LAC sessions, and instructional supervision and monitoring. Given these trainings, both MG teachers believe that they can improve their MG instructional delivery and apply the appropriate strategies for the MG learners.

Technical support through classroom observations should also be provided to these MG teachers by the District or Division Supervisors. Such support will further motivate them to improve their craft.



ABOVE: Pupils of Kubang Mandulan PS together with their parents and guardians pose for a photo after the conduct of Focus Group Discussions with various multigrade school stakeholders.

Photo by SEAMEO INNOTECH (2018)

Synthesis and Conclusion

This section constitutes the synthesis and conclusions of the key findings highlighted in the eleven case studies, focusing on two major points to address the two-pronged case study objectives, i.e., identifying: (a) the factors affecting the performance of selected multigrade schools through instructional delivery; and (b) the enabling environment contributing to teaching and learning in a multigrade setting.

FACTORS THAT AFFECT THE PERFORMANCE OF SELECTED SCHOOLS THROUGH MULTIGRADE INSTRUCTION AS A DELIVERY MODE TO INCREASE ACCESS TO INCLUSIVE AND QUALITY EDUCATION:

Teaching and Learning Resources

The Budget of Work (BoW), Teachers' Guides (TGs), Lesson Plans (LPs), and Minimum Learning Competencies (MLCs) for multigrade schools were the most available and most utilized teaching resources. The teachers found the BoW to be particularly helpful in lesson planning and class activities. However, at the time of consultative FGDs, some respondents reported that they had yet to receive copies of printed BoWs, including the full multigrade teach-learn package (MG-TLP).

As for learning resources, most case study schools reported availability of visual aids, science kits, textbooks, and worksheets. However, some schools have mentioned the shortage of learning resources, particularly textbooks. Indigenous teaching and learning resources and technology were observed to be present in some multigrade classrooms such as big books, story books, reading materials, charts, and worksheets. Most multigrade teachers contextualize the teaching methods and learning materials, such as short stories, anchoring available lesson plans to the community's experiences. Four schools reported that they were provided with Basa Pilipinas leveled materials of which they cited to be of big support to multigrade learners.

Information and communications technology (ICT)-based resources through the DepEd Computerization Program (DCP) were present in many multigrade schools. Some schools have successfully integrated ICT in their daily multigrade classes using laptops, mobile phones, and LCD projectors, which facilitated the delivery of lessons and exercises to enhance the learning experience of the students. This also allowed the learners to be familiar with the new technologies. Off-grid schools, meanwhile, were still challenged by these new technologies.

Instructional Delivery, Classroom Management, and Remediation

In many schools, teachers used the BoW which is aligned to the K to 12 curriculum, to guide their teaching strategies. Despite the challenges posed by the BoW, teachers still recognized its value, noting that it has been helpful to them. Teachers also used the following instructional strategies: Differentiated Instruction (DI) based on grade levels, interests, and abilities; Shifting from Whole Class Approach to Group Level Activities; Individual Activities; Explicit Teaching; Cooperative and Collaborative Learning, Inquiry-Based Teaching and Learning. Program options such as Subject Grouping and Subject Integration were likewise widely employed by many case study multigrade schools. Regardless of the teaching methods used, multigrade instruction has given pupils the opportunity to “preview and review competencies.” This means that lower grade pupils were able to listen to the lessons for higher grade classes, giving them advanced information, while higher grade pupils were able to review the lessons from subjects already discussed in the previous school years.

Some good practices on classroom management were also observed, wherein the presentation of the lessons, reinforcement of target skills, and assessments were all done in such a way that student learning was evident. In such multigrade classes, established clear routines and positive expectations were set which increased students’ comfort level in the classroom.

Majority of multigrade schools also conduct remediation and enrichment classes beyond the regular class hours to ensure that every child can master the required competencies in every grading period. These additional activities were the most mentioned by the school respondents as means to achieve high scores in national achievement tests.

Assessment Practices

Both traditional and non-traditional assessment methods were used to assess student learning. Among the traditional assessment methods employed were written quizzes, oral recitations, assignments, worksheets, and projects. Authentic assessment methods were applied, including portfolio assessment, performance assessment, observation notes, anecdotal records, and observation list. Formative assessment tools were embedded in the multigrade daily lesson plans and daily lesson logs. Teachers supplement these ready-made assessment tools with their own formative (oral and written) assessment methods. Innovative learning assessments were also observed in some multigrade schools, such as the use of peer-to-peer feedback (lower grade is assessed by higher grade level), use of rubrics for group presentation, and game-based assessment using local materials for higher grade levels.

Conclusion

Instructional delivery is deemed as a strength of MPPE implementation with the program having developed its own BoW, a tool that is familiar to and is used by many teachers despite the delays reported in the delivery of BoW at the time of the site visit from January to March 2018. Multigrade education also subscribes to some innovative instructional strategies such as: Differentiated Instruction based on grade levels, interests, and abilities; Shifting from the Whole Class Approach to Group Level Activities; Individual Activities; Explicit Teaching; Cooperative and Collaborative Learning, Inquiry-Based Teaching and Learning. Program options such as Subject Grouping and Subject Integration were likewise widely employed by many case study multigrade schools. These strategies were backed up by varied, appropriate and engaging learning resources developed by the teachers themselves. Most multigrade schools used both traditional and authentic assessment methods to monitor and assess student learning since majority of schools apply portfolio assessment, performance assessment/demonstration, observation notes, anecdotal records, and observation list.

CONTRIBUTING FACTORS IN AN ENABLING ENVIRONMENT IN A MULTIGRADE SETTING

Technical Support from Schools Divisions

The Schools Division and Public Schools District Supervisors were reported to have provided support in terms of capacity building to enrich the skills of multigrade teachers on instructional delivery and other multigrade teaching strategies. A good practice from the case studies was the establishment of a division-level technical working group (TWG) focused on multigrade program, composed of District Supervisors, School Principals and Division Education Program Supervisors. The same schools division formed a pool of multigrade trainers and multigrade writers in the different learning areas which facilitated the schools division's crafting of contextualized Division DLLs and DLPs, a Division-led innovation which preceded even the central office's efforts to develop the Multigrade Teach-Learn Package.

Regular monitoring and evaluation (M&E) from the Schools Division Supervisors or School Heads to check on the teachers' progress in teaching multigrade classes as well as the school grounds was viewed as an effective way of providing technical assistance for continued professional development of teachers and upgrading of the learning facilities and resources. Although some schools divisions showed innovations on monitoring of multigrade schools, the case studies showed that practices varied with regard to the regularity of conducting monitoring and evaluation and who should take the lead, surfacing the need for a standardized M&E system and tools for multigrade schools.

School Leadership

Many multigrade schools were headed by teachers-in-charge (TIC) who took on the role of school heads. Aside from preparing lesson plans and teaching multigrade classes, TICs simultaneously discharge administrative duties which include the preparation and submission of reports and attendance to district and division meetings. The multiplicity of tasks competed for the attention and time of the TICs for teaching. The school head is expected to continuously pursue the improvement of multigrade

instruction in the school. Some multigrade schools were headed by School Heads, Principals and Cluster Heads.

Another matter related to school governance that surfaced in the case studies pertains to the merit of reaching out and partnering with the community where the school is located. Communities typically provide multigrade schools not only with free labor assistance, but also in-kind donations, such as school supplies, ICT equipment, and materials needed for the upgrading of facilities. For this reason, the leadership of the school head is critical not only in developing networks with key persons in the community, but also in upholding accountability and transparency among stakeholders to enable them to implement joint school projects.

Teacher Competence and Quality

Three-fourths of multigrade teachers interviewed for the case studies occupy the Teacher I job item, which is the entry position for all public-school teachers. About one-half have been teaching in multigrade schools for less than three years. A few of them have been teaching multigrade classes for more than three years which may be attributed to DepEd's encouragement for multigrade teachers to stay in school for at least three years after being trained in multigrade education.

During consultative workshops and FGDs, multigrade implementers reported that newly hired teachers are typically deployed to multigrade schools. In terms of background, more than 50 percent of the multigrade teachers hold a bachelor's degree in education and less than 20 percent attained or garnered postgraduate units.

Many multigrade teachers are not native to the communities where they teach. This may be attributed to DepEd's common practice of deploying newly hired teachers to far-flung multigrade schools, regardless of their place of residence. It has been observed, however, that teachers who are locals in the multigrade school community appear to have a more intrinsic motivation to serve and to have a heightened sense of responsibility for and commitment to teach with passion for the benefit of multigrade students.

Support Infrastructure

While many multigrade classrooms have reading corners, DCP resources, basic facilities such as electricity, Internet connection, and water, sanitation and hygiene (WASH)-in-school facilities, e.g., toilets, water supply are absent or not fully functioning in some schools which runs counter to the DepEd WASH in School (WinS) policy.

A Coca Cola Little Red School is among the case study schools which showed a unique classroom structure that provides a well-organized environment to promote effective learning is considered a good practice. The classroom seating arrangement allows mobility, convenience, and comfort among pupils during classroom activities, such as during whole-class teaching, peer learning, and group work. The teachers can separate the two grade levels in mixed classes through a seating arrangement in which each grade level faces the opposite end of the classroom.

Parental and Community Support

In all case study multigrade schools, parents offered free labor, assisted in fund raising, gave instructional and administrative assistance as teacher aides, and provided needed learning resources. Almost all schools have an organized parent-teacher association (PTA). Aside from free labor, PTAs regularly give technical assistance, supplies and materials, financial assistance, and moral support during school activities. Strong parental support is likewise demonstrated through the spirit of community cooperation such as Bayanihan, Pintakasi or Daguayaw.

Local Government Units at the municipality, city, or barangay levels, helped strengthen the multigrade schools through funding support using their Special Education Fund (SEF). In some schools, the fund or part of it was utilized to pay for the salaries of a multigrade teacher. LGUs in BARMM shouldered the transportation allowance of multigrade implementers. In schools serving the indigenous people (IP), community elders were instrumental in contextualizing the curriculum to suit the indigenous culture of the learners.

Conclusion

Technical support from the schools divisions; enabling school leadership; commitment of multigrade teachers; adequate support infrastructure, and strong cooperation and assistance of parents/families and communities were perceived to be the contributing factors to having an enabling environment to support effective instructional delivery in multigrade schools.

On school leadership, multigrade implementers stressed the importance of having a committed, creative, capacitated and empowered school head in directing MG schools toward: (1) sustaining conducive learning environment; (2) enhancing learning through targeted instructional leadership and supervision, and (3) developing valuable partnerships with the local community and NGOs in order to deliver quality instruction that enable learners to perform well.

Instructional supervision in multigrade schools still predominantly subscribes to the conventional evaluative approach, using classroom observation tools similar to those used by monograde teachers as a means of teachers' performance evaluation, rather than a more developmental approach focused on mentoring and coaching that also captures the unique features of a multigrade setting. The absence of a monitoring and evaluation system in which tools incorporate the special and, unique features of multigrade schools is a weakness that needs to be addressed by the regional and division offices so that appropriate and timely technical support can be provided to multigrade teachers by the school heads and school supervisors.

Education specialists and managers are still adjusting on task allocations including the supervision of cluster schools per district, monitoring, and provision of technical support to multigrade schools, especially due to organizational changes under the DepEd rationalization program. There were reported uncertainties and varied practices on who should take the lead in conducting MPPE monitoring and evaluation, and how often

it should be conducted. Tools for monitoring and evaluation of multigrade schools need to take into consideration the distinct features of multigrade schools such as the multiplicity of grade levels per class; differentiated instruction, time on tasks; diversity of learners; shifting of classes; and classroom structural grouping.

Parental and community engagement is sustainable when many parents and community members are serving as anchors of the multigrade schools, offering support to fill the learners' needs. Many schools felt the genuine support of parents/families and communities in various ways. They offered free labor, assisted in fund raising, gave instructional and administrative assistance as teacher aides, and provided needed learning resources. All case study schools have an organized PTA. Aside from free labor, the PTAs provided technical assistance, supplies and materials, finances, and moral support during school activities. Strong parental support was likewise evident through the spirit of bayanihan, pintakasi or dagyaw. Local Government Units, i.e., municipality, city, or barangay, helped sustain the existence of multigrade schools through their special education fund (SEF).

Significance of the Case Studies

The case studies of 11 selected multigrade schools provide qualitative documentation of the current situation and practices of high performing multigrade schools across the country. The cases highlight good practices of Multigrade program implementation as well as the factors that provide an enabling environment for effective multigrade instruction.

Traditionally, multigrade schools are oftentimes perceived inferior to conventional schools. Through this volume of 11 case studies, the strengths of multigrade schools have surfaced including differentiated instructional delivery, use of authentic assessment and remedial activities; innovations in teach-learn resources; responsive school and instructional leadership; and engagement with parents and community.

Implications for Scale up, Policy Improvement, and Program Enhancement

The case studies formed part of a comprehensive Multigrade Program Review-- results of which have informed the development of DepEd's national set of multigrade policies designed to address the unique operating context of multigrade schools.

Additionally, the case studies brought to the fore that multigrade schools have much to contribute to the Philippine elementary education system. Regular Schools, Indigenous Peoples Education Program, Special Education Program, Alternative School-based Delivery Modalities, and Alternative Learning Systems (which target out-of-school youth and adults) may draw lessons from adopting the multigrade teaching strategies e.g., subject grouping, differentiated instruction, class program options, contextualization, self-directed instruction, peer learning, thematic-based instruction, programmed instruction, contract-based learning, and use of non-traditional assessment methods.

Strategies that work for multigrade pupils can and should also work for monograde learners. Multigrade learning resources also provide exemplars and insights on how primary grade level curriculum can be indigenized for more effective instruction and learning.

In remote areas, where lack of classrooms and teachers and other challenges persist, questions have been raised on whether Grade 6 pupils of multigrade schools would be able to continue their basic education using multigrade modalities to the secondary level. Multigrade stakeholders recommended that DepEd should explore the possibility of extending multigrade teaching to high school by creating multigrade integrated schools (as done in some Schools Divisions). Also lessons from the ALS experience of multi-level learning at the secondary level should be considered in drawing guidelines for the said potential modelling.

Multigrade Education's Contribution to the United Nations Sustainable Development Goals

The case studies have confirmed that multigrade education contributes to the global sustainable development goal on quality education, in particular, to Target SDG 4.1: By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.

School-age children in disadvantaged communities were able to gain unhampered access to quality education through the DepEd Multigrade Education Program. Philippine multigrade schools are predominantly located in rural areas, specifically in agricultural areas, upland areas, and indigenous ancestral lands. Pupils in such remote and isolated communities who otherwise would not have the means to travel to the nearest complete school were given opportunities to acquire and develop the competencies expected of children their age. Based on the case studies, multigrade schools helped the disadvantaged pupils such as indigents, beneficiaries of the national conditional cash transfer scheme, wasted or malnourished, overage, indigenous, child laborers, and children with disabilities. In terms of quality, multigrade schools use the same national K to 12 curriculum implemented in monograde schools. In multigrade schools, however, the curriculum is contextualized and use of differentiated instruction is maximized to make the lessons more meaningful and responsive to multigrade learners.

Multigrade education is a relevant pedagogy of choice to democratize access to quality education for disadvantaged learners. As a multigrade implementer concluded, "I think we need to (recognize) that there will always be school communities with multigrade classes. Considering the country's geography, there are so many islands and isolated communities that do not have enough teachers to support monograde classes. Faced with situations like these, it should be right to admit that there will always be multigraders left. Multigrade education has been DepEd's response to such situations 27 years ago. Multigrade education was the (default) strategy then, and now, even more."

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ANNEXES



ABOVE: Grades 1 and 2 pupils of San Juan Elementary School in Bulalacao, Oriental Mindoro pose for a photo after a case study classroom observation.

Photo by SEAMEO INNOTECH (2018)

ANNEX A

CASE STUDY FORM 1: SCHOOL PROFILE

Objective

To document the profile of the Multigrade School and Multigrade Class being observed to include the class' teacher, learners, and context of learning.

Directions

The Research Team can use this form to document the Multigrade (MG) school profile, including teacher's profile, learning environment, multigrade class description, and school's performance. Parts I and II can be filled out with the help of the School Head or Teacher. Part III will be filled out by the researcher.

Date: _____

Researcher's Name: _____

Name of School: _____

School ID: _____

District/Division: _____

Region: _____

Type of School (mark ✓ in the appropriate box):

- Complete
 - Pure Multigrade
 - With single grade classes
- Incomplete
 - Pure Multigrade
 - With Single Grade Classes
- Integrated
- Annex/ Satellite

1. TEACHER'S PROFILE

| Basic Information | | Description | | |
|-------------------------------------|-------------------------------|-------------|------|-------|
| Name of Teacher | | | | |
| Teacher's Position/Designation | | | | |
| Highest Educational Background | | | | |
| Year Graduated | | | | |
| College/ University | | | | |
| MG Trainings attended | Name of the Training/ Seminar | Duration | Date | Venue |
| a. Year _____ | | | | |
| b. Year _____ | | | | |
| c. Year _____ | | | | |
| Age | | | | |
| Residence Address | | | | |
| No. of Years Teaching in MG Classes | | | | |
| Total No. of Years in Teaching | | | | |

2. LEARNER'S PROFILE

Class 1

Subject: _____

Grade levels combined: _____

No. of Grade __ Male students: _____

No. of Grade __ Female students: _____

No. of Grade __ Male students: _____

No. of Grade __ Female students: _____

No. of Grade __ Male students: _____

No. of Grade __ Female students: _____

Attendance Rate: _____

Common Cause/s of Absenteeism: _____

No. of Readers: _____

No. of Non-readers: _____

Check the following that apply to the learners in your class and indicate number of students:

- | | |
|--|---|
| <input type="checkbox"/> Overaged: _____ | <input type="checkbox"/> Muslim: _____ |
| <input type="checkbox"/> Indigenous: _____ | <input type="checkbox"/> Indigent (4Ps): _____ |
| <input type="checkbox"/> Streetchildren: _____ | <input type="checkbox"/> Disaster-affected: _____ |
| <input type="checkbox"/> In conflict with the law: _____ | <input type="checkbox"/> Armed conflict: _____ |
| <input type="checkbox"/> Undernourished: _____ | <input type="checkbox"/> Far-flung: _____ |
| <input type="checkbox"/> Abused: _____ | <input type="checkbox"/> Chronically- ill: _____ |
| <input type="checkbox"/> Displaced/ homeless: _____ | <input type="checkbox"/> Disabled: _____ |
| <input type="checkbox"/> Child laborers: _____ | Describe the nature of disability: _____ |
| <input type="checkbox"/> Gifted: _____ | <input type="checkbox"/> Others: _____ |
| <input type="checkbox"/> Abandoned: _____ | |

3. LEARNING ENVIRONMENT

| Areas | Description |
|--|-------------|
| Multigrade Classroom Physical set-up (access to electricity and light); general condition; cleanliness; space; classroom size, physical appearance; with posters and pictures. | |
| Furniture Kind (e.g. electric fan), quantity and quality, sufficient for number of children. | |
| Equipment General appearance and condition, types, adequate in number and relevance, bought or made; any improvisation (access to internet and ICT). | |
| Learning Materials General appearance and condition, types, adequate in number and relevance, bought or made; any improvisation | |
| Support Presence of teaching aid, teaching assistant, volunteer teacher) | |

ANNEX B

CASE STUDY FORM 2: MULTIGRADE CLASSROOM OBSERVATION TOOL

Objectives

- To validate the effectiveness of Multigrade Program in Philippine Education (MPPE) as an alternative modality of delivery of primary education;
- To gather information on how multigrade instruction is implemented inside the MG classroom;
- The classroom observation is not meant to evaluate the individual performance of the MG school teachers but aims to document the observable and innovative teaching practices used in multigrade classes.

Directions

Answer by marking a ✓ under E (Evident) or N (Not Evident) for each item. Then, note more evidence through remarks in the space provided for the information asked.

Notes

- Consent form to be filled out by the teacher (for interview, observation, photo & video documentation);
- It is UNLIKELY that ALL areas of observation would be documented in a single classroom visit; hence, answer only those that are observable and applicable;
- A debriefing will follow after the actual classroom observation to provide feedback on the quality of teaching practices adopted by the MG teacher.

Date: _____ Time Started: _____

Time Finished: _____

Subject/Learning Area: _____

Language of Instruction used: _____

Observers:

Teacher Education Institution: _____

DepEd: _____

Documenters:

UNICEF:

SEAMEO INNOTECH: _____

MG Coordinator: _____

Local Translator:

MG Coordinator: _____

Others: _____

| Areas of Observation | Grade | | Grade | | Grade | | Grade | | Remarks |
|--|-------|---|-------|---|-------|---|-------|---|---------|
| | E | N | E | N | E | N | E | N | |
| If evident, enumerate the activities undertaken by pupils in each grade level. | | | | | | | | | |
| 9. Demonstrates innovative instructional practice | | | | | | | | | |
| If evident, please specify. | | | | | | | | | |
| C. Learning Assessment | | | | | | | | | |
| 1. Affirms or commends a correct oral response, providing as necessary to enhance learning of pupils | | | | | | | | | |
| 2. Provides specific useful feedback after an incorrect, incomplete, or non-response | | | | | | | | | |
| 3. Provides timely feedback and appropriate reinforcement to pupils' behavior | | | | | | | | | |
| 4. Provides appropriate formative evaluation congruent to the learning objectives | | | | | | | | | |
| 5. Elicits a pupil-stated generalization (learning insights) at the end of the lesson | | | | | | | | | |
| 6. Allows pupils to provide in their own words a generalization/ learning insight at the end of the lesson | | | | | | | | | |
| 7. Uses assessment strategies to address diverse learners and their differences in: | | | | | | | | | |
| a. grade levels | | | | | | | | | |
| b. abilities (e.g., cognitive, skills) | | | | | | | | | |
| c. interests | | | | | | | | | |
| d. needs | | | | | | | | | |
| e. ethno-linguistic groups | | | | | | | | | |
| f. Others, please specify. | | | | | | | | | |
| 8. Utilizes assessment techniques. Please mark which of the following is used: | | | | | | | | | |
| a. Performance-based assessment | | | | | | | | | |
| b. Paper and pencil | | | | | | | | | |
| c. Oral recitation | | | | | | | | | |
| d. Project-based | | | | | | | | | |
| e. Peer assessment | | | | | | | | | |
| f. Others, please specify: | | | | | | | | | |
| 9. Uses authentic non-traditional assessment tools, when needed. | | | | | | | | | |
| If evident, enumerate these assessment tools. | | | | | | | | | |

Narrative Observation

| Areas of Observation | Grade | | Grade | | Grade | | Grade | | Remarks |
|--|-------|---|-------|---|-------|---|-------|---|---------|
| | E | N | E | N | E | N | E | N | |
| 3. Maximizes learning time (e.g., able to finish the target learning objectives on time) | | | | | | | | | |
| D. Routines | | | | | | | | | |
| 1. Pupils follow routine and procedures/ task to maximize instructional time | | | | | | | | | |
| 2. Class adopts a system of peaceful and orderly conduct of learning activities | | | | | | | | | |
| 3. Teacher sets standards of pupils' behavior in class | | | | | | | | | |
| 4. Pupils adopt a self/ peer checking mechanism to instill discipline | | | | | | | | | |
| E. Management of Learner's Behavior | | | | | | | | | |
| 1. Teacher manages to maintain control and positive discipline among pupils | | | | | | | | | |
| 2. Teacher encourages the pupils to participate actively If evident, mark the following that apply: | | | | | | | | | |
| a. Pupils answer in own words at a desired cognitive level | | | | | | | | | |
| b. Pupils ask questions relevant to the lesson | | | | | | | | | |
| c. Pupils perform learning tasks with some levels of independence | | | | | | | | | |
| d. Pupils initiate ideas/activities | | | | | | | | | |
| e. If evident, enumerate the ideas/ activities. | | | | | | | | | |
| f. Pupils show appropriate behavior of individualism, cooperation, healthy competition in classroom interactions | | | | | | | | | |
| g. Pupils imbibe and value learning from the teacher and from classmates | | | | | | | | | |
| 3. Class rules facilitate the management of pupils' behavior and class activities. | | | | | | | | | |
| 4. Teacher assigns pupil leaders to take on responsibilities in class. | | | | | | | | | |

Narrative Observation

4. REMEDIAL/ENRICHMENT ACTIVITIES

Each pupil in a multigrade class is different in terms of learning ability. Thus, the role of the MG school teacher is to provide remedial teaching and enrichment activities when necessary. This will aid in the optimal development of pupils' skills (e.g., interpersonal relations, communication, problem-solving, self-learning, independent thinking and creativity, among others) and nurture positive attitudes and values.

| Areas of Observation | Grade | | Grade | | Grade | | Grade | | Remarks |
|---|-------|---|-------|---|-------|---|-------|---|---------|
| | E | N | E | N | E | N | E | N | |
| 1. Supplemental activities are provided to address the diverse needs of the following learners: | | | | | | | | | |
| a. Pupils with varying ability levels (e.g., basic/ fast learners) | | | | | | | | | |
| b. Pupils of both genders (according to strengths, interests, and experiences) | | | | | | | | | |
| c. Pupils from different linguistic, cultural, socio-economic and religious backgrounds | | | | | | | | | |
| d. Pupils with special needs (e.g., disabled, gifted, hard of hearing, etc.) | | | | | | | | | |
| e. Pupils in difficult circumstances (e.g. geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices) | | | | | | | | | |
| f. Pupils from indigenous group | | | | | | | | | |
| 2. If evident, enumerate the supplemental activities (e.g., giving of assignments, reinforcement/enrichment activities)? | | | | | | | | | |
| 3. Utilizes effective supplemental activities | | | | | | | | | |
| 4. Remedial classes or enrichment activities done after class | | | | | | | | | |
| If evident, indicate number of time spent for remedial classes. | | | | | | | | | |

Narrative Observation

DEBRIEFING**Observer's Feedback/ Comments****Teacher's Comments**

Observer's signature: _____

Date: _____

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ANNEX C

CASE STUDY GUIDE QUESTIONS FOR DEPED REGIONAL, SCHOOLS DIVISION, AND DISTRICT SUPERVISORS

Objective

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

| Background Information | Division Superintendent | MG Coordinator | District Official |
|---------------------------------|-------------------------|----------------|-------------------|
| School: | | | |
| Name: | | | |
| Position/Designation: | | | |
| No. of Years in MG School | | | |
| Highest Educational Attainment: | | | |
| Age | | | |

MY MULTIGRADE SCHOOL STORY

CONVERSATION PROTOCOL

Using appreciative, inquiry start the conversation through story telling of respondent's multigrade school experience. Discover their roles in the successful implementation of multigrade program in the selected MG school for the case study visit.

I. ACCOMPLISHMENTS

1. Tell us your experience since you were assigned to monitor/supervise this multigrade school. As you reflect over your length of experience in a multigrade setting, recall a peak moment—a time that stands out when you felt most engaged, or most effective, or most proud as a District Supervisor, MG Coordinator and/or District Official. What was the situation?

| Peak Moment/ Event | Who were involved in that moment/ event? | When and Where did it happen? | What was your role? | What was the Outcome? | Why was that important to you? |
|-------------------------|--|-------------------------------|---------------------|-----------------------|--------------------------------|
| Division Superintendent | | | | | |
| MG Coordinator | | | | | |
| District Official | | | | | |

2. Based on your peak moment, what top 2-3 results created positive or significant contributions to your key stakeholders?

| Mindset of students | Teachers | Parents | Community |
|--------------------------------|----------|---------|-----------|
| Division Superintendent | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| MG Coordinator | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| District Official | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |

3. What were your top three major accomplishments in the past five years that you are very proud of to share with other MG implementing schools?

| Accomplishments | What was your role? | Who were the other stakeholders involved? | When and where did it happen? | What success factor(s) made the accomplishment work? | What positive outcome/ impact did it contribute to the school? |
|--------------------------------|---------------------|---|-------------------------------|--|--|
| Division Superintendent | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| MG Coordinator | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| District Official | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

III. ISSUES, PROBLEMS, AND CHALLENGES

4. What were your common issues, problems and challenges on MG implementation in the past 2-3 years as Division Superintendent, MG Coordinator, and/or District Official?

| Issues /Problems/Challenges | How did you deal with these issues? |
|------------------------------------|--|
| Division Superintendent | |
| MG Coordinator | |
| District Official | |

INNOVATIONS

1. Are there any innovations on instruction that you have observed in this multigrade school in the past 2-3 years? How effective were they?

| Type or Kind of Innovations | What were the positive outcomes of the implemented innovation? | What were the challenges in the implementation? | How did the school address those challenges? |
|------------------------------------|---|--|---|
| Division Superintendent | | | |
| MG Coordinator | | | |
| District Official | | | |
| Division Superintendent | | | |
| MG Coordinator | | | |
| District Official | | | |

2. Are there innovative resources (e.g., learning materials, facilities) available in this multigrade school? If yes, what are those?

| Innovative Resources | Who provided those resources? | What has changed as a result of innovative resources? |
|-----------------------------|--------------------------------------|--|
| Division Superintendent | | |
| MG Coordinator | | |
| District Official | | |

IV. GOOD PRACTICES

1. Over the years (as Division Superintendent, MG Coordinator and/or District Official), what works well in the implementation of multigrade education in this school as you have observed? What do you think was really making it work in terms of the following component/elements?

| Component | How it works for the MG school | Positive Outcomes to the students, school and other stakeholders |
|---|--|--|
| a. Curriculum and Co-Curricular Activities (e.g., contextualization of the lessons, mother tongue-based multilingual education, others) | Division Superintendent MG Coordinator District Official | |
| b. Instructional Practices and Delivery (e.g., differentiated Instruction approach, use of instructional materials and methods, others) <ul style="list-style-type: none"> ■ In your experience, what facilitating factors enhanced the quality of assessment in this multigrade school in terms of MG teachers' delivery of the lessons versus learner's overall performance in school? | Division Superintendent MG Coordinator District Official | |
| c. Instructional Leadership/Supervision | Division Superintendent MG Coordinator District Official | |
| d. Monitoring and Evaluation <ul style="list-style-type: none"> ■ Describe your role in operationalizing quality assurance of MG instruction. | Division Superintendent MG Coordinator District Official | |
| e. Capacity Building <ul style="list-style-type: none"> ■ Are there in-service training programs conducted at the regional/division level for MG teachers, school heads and supervisor to develop their competencies on instructional supervision for MG schools? | Division Superintendent MG Coordinator District Official | |
| f. Physical/Material Resources and Facilities <ul style="list-style-type: none"> ■ Are there learning resources and facilities being provided by the District/Division, national and local government to this MG school? | Division Superintendent MG Coordinator District Official | |
| g. Financial Resources <ul style="list-style-type: none"> ■ What financial resources and/or special provisions are available to support the MG schools? ■ Does the current financial model recognize the specific needs of MG schools? | Division Superintendent MG Coordinator District Official | |

| Component | How it works for the MG school | Positive Outcomes to the students, school and other stakeholders |
|-----------------------------------|--|---|
| h. Parental and Community Support | Division Superintendent MG Coordinator District Official | |
| i. Others (please specify) | Division Superintendent MG Coordinator District Official | |

2. Are there M&E tools in your Division to guide quality implementation of Multigrade Learning System? e.g., tools to determine the status of program implementation, tools to document best practices in MG instruction

| Type of M&E Tools | How are they being used? | Positive Outcome/Result |
|------------------------------|---------------------------------|--------------------------------|
| Division Superintendent | | |
| MG Coordinator | | |
| District Official | | |

3. Does your Division conduct research on Multigrade Education? (ask copy of the research)

| Research Topic | Results |
|-------------------------|----------------|
| Division Superintendent | |
| MG Coordinator | |
| District Official | |

4. In your observation, what factors affect the effectiveness of MG school implementers in performing their roles in the delivery of MG education?

| Roles | Factors | Why |
|------------------------|-------------------------|------------|
| 1. School Cluster Head | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| 2. Principal | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| 3. Head Teacher | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| 4. Teacher-in-charge | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| 5. Multigrade Teachers | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |

5. Are there good practices in implementing multigrade education in your region/division/district? If YES, please answer the following:

| How are good practices identified? | | Recognitions given for the implementation of good practices? |
|---|-------------------------|---|
| 1. Schools | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| 2. School Heads | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| 3. Teachers | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |

V. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1. If you are given a chance to change some areas in implementing MG education in this school, what would it be?

| What should be changed? | How would you like it to be changed? | What needs to be sustained and strengthened? |
|---|---|---|
| a. Curriculum and Co-Curricular Activities (e.g., Mother Tongued-Based Multilingual Education, other) | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| b. Instructional Practices and Delivery (e.g., differentiated Instruction approach, use of instructional materials and methods, others) | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| c. Instructional Leadership | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| d. Monitoring and Evaluation | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| e. Capacity Building | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| f. Physical/Material Resources and Facilities | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| g. Financial Resources | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |
| h. Others (please specify) | Division Superintendent | |
| | MG Coordinator | |
| | District Official | |

2. Would there be new challenges in introducing these changes in this school?

| Potential Problems/Challenges | How will these challenges be addressed? |
|--------------------------------------|--|
| District Superintendent | |
| MG Coordinator | |
| District Official | |

VI. ENVISIONING THE MG SCHOOL IN THE NEXT FIVE YEARS

| Questions | District Supervisor | MG Coordinator | District Official |
|--|----------------------------|-----------------------|--------------------------|
| 1. What should be in place for the school to continuously be effective and grow in terms of student achievement and overall school performance? | | | |
| 2. Where do you see this MG school in the next five years? or: What do you wish for the school to have more of in the next five years? | | | |
| 3. What will be your commitment (i.e., action steps) to the school in the next 3-5 years to achieve your desired vision/ aspiration for the MG school? | | | |
| 4. If you will be promoted one step higher as compared to your current post, what would be your three best strategies for the continuous improvement of the different MG schools in your Division? | | | |

ANNEX D

CASE STUDY GUIDE QUESTIONS FOR SCHOOL HEADS/TEACHER-IN-CHARGE

OBJECTIVE:

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

| Background Information | |
|---------------------------------|--|
| School: | |
| Name: | |
| Position/Designation: | |
| No. of Years in MG School | |
| Highest Educational Attainment: | |
| Age | |

MY MULTIGRADE SCHOOL STORY

CONVERSATION PROTOCOL

Using appreciative inquiry, start the conversation through story telling of respondent's multigrade school leadership experience. Discover MG school heads' valuable leadership and management role in the MG school and identify the life-giving factors that make the MG school perform at its best.

I. ACCOMPLISHMENTS

1. Tell us your experience since you were assigned in this MG school. As you reflect over your length of experience as a school head, there has been many ups and downs, peaks and valleys. Recall a peak moment – a time that stands out when you felt most engaged, or most effective, or most proud as an MG school head. What was the situation?

| Peak Moment/ Event | Who were involved in that moment/event? | When and Where did it happen? | What was your role? | What was the Outcome? | Why was that important to you? |
|-----------------------|---|-------------------------------------|------------------------|--------------------------|--------------------------------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

2. Based on your peak moment, what top 2-3 results created positive or significant contributions to your key stakeholders?

| Mindset of students | Teachers | Parents | Community |
|---------------------|----------|---------|-----------|
| 1. | | | |
| 2. | | | |
| 3. | | | |

3. What was your top three major accomplishments in the past five years that you are very proud of to share with the other MG teachers?

| Accomplishments | What was your role? | Who were the other stakeholders involved? | When and where did it Happen? | What success factor(s) made the accomplishment work? | What positive outcome/impact did it contribute to the school? |
|-----------------|---------------------|---|-------------------------------|--|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

III. ISSUES , PROBLEMS, AND CHALLENGES

1. What were your common issues, problems and challenges faced in handling your multigrade class in the past 2-3 years?

| Issues /Problems/Challenges | How did you deal with these issues? |
|---|-------------------------------------|
| a. Curriculum and Co-Curricular Activities (e.g., mother-tongue-based multilingual education, others) | |
| b. Instructional Practices and Delivery | |
| c. Instructional Leadership | |
| d. Monitoring and Evaluation | |
| e. Capacity Building | |
| f. Physical/Material Resources and Facilities | |
| g. Financial Resources | |
| h. Parental and Community Support | |
| i. Others (please specify) | |

IV. INNOVATIONS

1. Are there any innovations on instruction that you have tried in your multigrade class in the past 2-3 years? How effective were they?

| Type or Kind of Innovations | What were the positive outcomes of the implemented innovation? | What were the challenges in the implementation? | How did the school address those challenges? |
|------------------------------------|---|--|---|
| | | | |

2. Are there innovative resources (e.g., learning materials, facilities) available in your class? In your school? If yes, what are those?

| Innovative Resources | Who provided those resources? | What has changed as a result of innovative resources? |
|-----------------------------|--------------------------------------|--|
| | | |

V. GOOD PRACTICES

1. Over the years of MG implementation, what is working well for your school? What do you think was really making it work in terms of the following component/elements? What do you believe are your school's most significant contribution in the field of multigrade education?

| Component | How it works for the MG school | Positive Outcomes to the students, school and other stakeholders |
|---|---|---|
| a. Curriculum and Co-Curricular Activities (e.g., contextualization of the lessons) | a. How does your school ensure that the curriculum and co-curricular activities are relevant to the diverse needs of multigrade learners in your school? b. What factors work well in curriculum delivery in your school? | |
| b. Instructional Practices and Delivery (e.g., differentiated Instruction approach, use of instructional materials and methods, others) | a. How are materials being used by MG teachers in your school? Are they using the Budget of Work (BOW)? How helpful is BOW in Multigrade Instruction? b. In the absence of BOW, what other references are being used for lesson preparation and delivery? c. What instructional planning and strategies were developed and implemented to address the needs of learners in different circumstances/ settings (indigenous communities, conflict/ disaster areas, special/SPED school) ? | |
| c. Instructional Leadership | a. What innovative school leadership strategies are being implemented to improve the quality and effectiveness of multigrade instruction in your school? b. How do you provide instructional supervision to multigrade teachers? How often do you supervise? How are you able to provide leadership/supervision to multigrade teachers? c. To what extent are you able to use nationally recognized good practices in multigrade technical support provision, such as Learning Action Cells (LAC), the cluster system, and the multigrade monitoring system to support multigrade instruction in your school? | |

| Component | How it works for the MG school | Positive Outcomes to the students, school and other stakeholders |
|-----------------------------------|--|---|
| d. Monitoring and Evaluation | a. How are multigrade classes being monitored and evaluated? How often are multigrade classes monitored/supervised by you as School Head? If M & E tools are being used, provide a copy. b. How useful is monitoring to you as a multigrade instructional leader? As a Multigrade school manager? | |
| e. Financial Resources | a. What financial resources are available to your school to support MG instruction? b. How are the allocated funds for multigrade implementation used in your school (e.g., operating expenses, capacity-building of teachers, learning materials purchase/reproduction, others)? Are these based on your Annual Implementation Plan? | |
| f. Parental and Community Support | a. How do parents and community support your multigrade schools? b. What effective strategies have you used in your school in line with engaging parental and community support? | |
| g. Others (Please specify) | | |

2. Based on your management and leadership experience, what factors can enhance achievement of learning outcomes (e.g., participation, completion, transition, academic performance, others) in a multigrade setting?

| Factors | Why? | Positive Outcome/Result |
|----------------|-------------|--------------------------------|
| | | |

3. In your experience, what facilitating factors enhanced the quality of assessment in your multigrade school in terms of your MG teachers' delivery of the lessons versus learner's overall performance in school?

| Factors | Why? | Positive Outcome/Result |
|---------|------|-------------------------|
| | | |

VI. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1. If you are given a chance to change some areas in your school, what would it be?

| What should be changed? | How would you like it to be changed? | What needs to be sustained and strengthened? |
|--|--------------------------------------|--|
| 1.1 Curriculum and Co-Curricular Activities (e.g., Mother Tongued-Based Multilingual Education, other) | | |
| 1.2 Instructional Practices and Delivery | | |
| 1.3 Instructional Leadership | | |
| 1.4 Monitoring and Evaluation | | |
| 1.5 Capacity Building | | |
| 1.6 Physical/Material Resources and Facilities | | |
| 1.7 Financial Resources | | |
| 1.8 Others (e.g., hiring of teachers, teacher deployment, recognition and incentives) | | |

2. Would there be new challenges in introducing these changes in your school?

| Potential Problems/Challenges | How will you/your school address it? |
|-------------------------------|--------------------------------------|
| | |

VII. ENVISIONING MY MULTIGRADE SCHOOL IN THE NEXT FIVE YEARS

| Questions | Answer |
|---|--------|
| 1. What should be in place for the school to continuously be effective and grow in terms of student achievement and overall school performance? | |
| 2. Where do you see yourself and your MG school in the next five years? What do you aspire for this multigrade school? | |
| 3. What will be your commitment (i.e., action steps) to the school in the next 3-5 years to achieve your desired vision/aspiration for your for your school? | |
| 4. If you will be promoted or become a Division Superintendent, what would be your three best strategies for the continuous improvement of the different MG schools in your Division? | |

ANNEX E

CASE STUDY GUIDE QUESTIONS FOR MULTIGRADE TEACHERS

Objective

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd’s pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

| Background Information | |
|---------------------------------|--|
| School: | |
| Name: | |
| Position/Designation: | |
| No. of Years in MG School | |
| Highest Educational Attainment: | |
| Age | |

MY MULTIGRADE SCHOOL STORY

CONVERSATION PROTOCOL

Using appreciative inquiry start the conversation through story telling of respondent’s multigrade teaching experience. Discover MG teachers’ valuable role in the MG school and identify the life-giving factors that make the MG school perform at its best.

I. ACCOMPLISHMENTS

1. Tell us your experience since you were assigned in this MG school. As you reflect over your length of experience (e.g., 10 years of teaching) in this school, there has been many ups and downs, peaks and valleys. Recall a peak moment – a time that stands out when you felt most engaged, or most effective, or most proud as an MG teacher. What was the situation?

| Peak Moment/ Event | Who were involved in that moment/event? | When and Where did it happen? | What was your role? | What was the Outcome? | Why was that important to you? |
|--------------------|---|-------------------------------|---------------------|-----------------------|--------------------------------|
| Teacher 1 | | | | | |
| Teacher 2 | | | | | |
| Teacher 3 | | | | | |

2. Based on your peak moment, what top 2-3 results created positive or significant contributions to your key stakeholders?

| Mindset of students | Teachers | Parents | Community |
|---------------------|----------|---------|-----------|
| Teacher 1 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Teacher 2 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Teacher 3 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |

3. What was your top three major accomplishments in the past five years that you are very proud of to share with the other MG teachers?

| Accomplishments | What was your role? | Who were the other stakeholders involved? | When and where did it Happen? | What success factor(s) made the accomplishment work? | What positive outcome/ impact did it contribute to the school? |
|------------------|---------------------|---|-------------------------------|--|--|
| Teacher 1 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Teacher 2 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Teacher 3 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

II. ISSUES , PROBLEMS, AND CHALLENGES

1. What were your common issues, problems and challenges faced in handling your multigrade class in the past 2-3 years?

| Issues /Problems/Challenges | How did you deal with these issues? |
|-----------------------------|-------------------------------------|
| Teacher 1 | |
| Teacher 2 | |
| Teacher 3 | |

III. INNOVATIONS

1. Are there any innovations on instruction that you have tried in your multigrade class in the past 2-3 years? How effective were they?

| Type or Kind of Innovations | What were the positive outcomes of the implemented innovation? | What were the challenges in the implementation? | How did the school address those challenges? |
|-----------------------------|--|---|--|
| Teacher 1 | | | |
| Teacher 2 | | | |
| Teacher 3 | | | |

2. Are there innovative resources (e.g., learning materials, facilities) available in your class? In your school? If yes, what are those?

| Innovative Resources | Who provided those resources? | What has changed as a result of innovative resources? |
|----------------------|-------------------------------|---|
| Teacher 1 | | |
| Teacher 2 | | |
| Teacher 3 | | |

V. GOOD PRACTICES

1. Over the years of MG implementation, what is working well for your class? What do you think was really making it work in terms of the following component/elements?

| Component | How it works for the MG school | Positive Outcomes to the students, school and other stakeholders |
|---|---------------------------------------|---|
| 1.1 Curriculum and Co-Curricular Activities e.g., contextualization of the lessons) | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.2 Instructional Practices and Delivery (e.g., differentiated Instruction approach, use of instructional materials and methods, others) | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.3 Classroom Management (e.g., classroom structure, atmosphere, use of time, routines, management of learner's behaviour | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.4 Assessment of Learners (e.g., use of the different types of assessment tools: pen and paper, recitation, seatwork, projects, assignments, peer/team assessment, reflection log, self- evaluation, others) | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.5 Monitoring and Evaluation | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.6 Others (Please specify) | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |

2. Is the home language of the students and teacher the same? _____

In case of multi-language:

| What language is actually used in classroom teaching? | In what grade combinations are these being used? | How do you effectively use this language (e.g., Mother-tongue) to enhance student learning? |
|--|---|--|
| Teacher 1 | | |
| Teacher 2 | | |
| Teacher 3 | | |

3. In your opinion, what assessment method(s) works well for your multigrade learners (pen and paper, recitation, worksheet/seatwork, projects, assignments, anecdotal records, observation checklist, performance test, portfolio assessment, peer/team assessment, teacher observation, teacher checklists, student-teacher conference, analysis of student’s output, student journal/reflection log, group reflection activities, self- evaluation, teacher-student interview, others)?

| Type of Assessment Method Used | Why | Positive Outcome/Result |
|---------------------------------------|------------|--------------------------------|
| Teacher 1 | | |
| Teacher 2 | | |
| Teacher 3 | | |

4. In your experience, what facilitating factors enhanced the quality of assessment in your multigrade class?

| Factors | Why | Positive Outcome/Result |
|----------------|------------|--------------------------------|
| Teacher 1 | | |
| Teacher 2 | | |
| Teacher 3 | | |

5. What essential factors contributed to the achievement of learning outcomes in your multigrade class?

| Factors | Why | Positive Outcome/Result |
|----------------|------------|--------------------------------|
| Teacher 1 | | |
| Teacher 2 | | |
| Teacher 3 | | |

VI. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1. If you are given a chance to change some areas in implementing MG education in your class and in your school, what would it be?

| What should be changed? | How would you like it to be changed? | What needs to be sustained and strengthened? |
|---|---|---|
| 1.1 Mother Tongue-Based Multilingual Education (MTB-MLE) | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.2 Teaching and Learning Materials | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.3 Learning Assessment | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.4 Daily Lesson Plans/Daily lesson Log/Budget of Work | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.5 Learning Action Cells (LAC) | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.6 Capacity Building | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.7 Hiring of Teachers | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.8 Teacher Deployment | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.9 Recognition/Incentives (e.g., Hardship Allowance) | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |
| 1.10 Financial Resources | Teacher 1 | |
| | Teacher 2 | |
| | Teacher 3 | |

2. Would there be new challenges in introducing these changes in your school?

| Potential Problems/Challenges | How will you/your school address it? |
|-------------------------------|--------------------------------------|
| Teacher 1 | |
| Teacher 2 | |
| Teacher 3 | |

VII. ENVISIONING MY MG SCHOOL IN THE NEXT FIVE YEARS.

| Questions | Teacher 1 | Teacher 2 | Teacher 3 |
|--|-----------|-----------|-----------|
| 1. What should be in place for your multigrade class to continuously be effective and grow in terms of student achievement and overall school performance? | | | |
| 2. Where do you see your MG class and your MG school in the next five years? | | | |
| 3. What will be your commitment (i.e., action steps) to the school in the next 3-5 years to achieve your desired vision/aspiration for your MG class? for your school? | | | |
| 4. If you will be promoted or become a school head, what would be your three best strategies for the continuous improvement of your MG class and your school? | | | |
| 5. Do you see yourself still teaching in a multigrade school? Why or why not? | | | |

ANNEX F

CASE STUDY GUIDE QUESTIONS FOR STUDENTS

Objective

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

| Background Information | Student 1 | Student 2 | Student 3 |
|------------------------|-----------|-----------|-----------|
| Name of school: | | | |
| School address: | | | |
| Name (Optional): | | | |
| Age: | | | |
| Gender: | | | |
| Grade level: | | | |

| Background Information | Student 4 | Student 5 | Student 6 |
|------------------------|-----------|-----------|-----------|
| Name of school: | | | |
| School address: | | | |
| Name (Optional): | | | |
| Age: | | | |
| Gender: | | | |
| Grade level: | | | |

MY MULTIGRADE SCHOOL STORY

CONVERSATION PROTOCOL

The Focus Group Discussion may begin with a few ice-breaker activities to make the conversations more interactive and easy for the students.

Using appreciative inquiry, start the conversation through story telling of respondent's learning experience in a multigrade class. Discover the life-giving factors that make the Multigrade school perform at its best based on the students' perceptions.

You may translate the questions into Filipino and/or mother tongue/local language to facilitate students' collaboration and more active contributions in the FGD.

Brief Introduction

I am _____ . We are from _____ . We are here to talk to you because we want to find out what you feel and think about learning together with pupils from other grade levels. We want to know what you do in your class and what you enjoy and learn most.

We have some questions to ask you individually and as a group. You can be honest with us and say what you really feel. Your responses will help us make your learning experience within this school become better.

I. ACCOMPLISHMENTS

1. Tell us your experience since you started studying in this Multigrade school. As you reflect over your length of experience (e.g., 1 year as a Grade 5 student) in this school, there have been happy moments and not so happy moments, too. Recall a peak moment – a time that stands out when you felt most engaged, or most effective, or most proud as a multigrade student in this school. What was the situation?

| Peak Moment/ Event | Who were involved in that moment/ event? | When and Where did it happen? | What was your role? | What was the Outcome? | Why was that important to you? |
|-----------------------|---|-------------------------------|---------------------|-----------------------|--------------------------------|
| Student 1 | | | | | |
| Student 2 | | | | | |
| Student 3 | | | | | |
| Student 4 | | | | | |

2. Based on your story regarding the peak moment, what were the positive results to you, your classmates and other people?

| Self | Other classmates | Parents | Teacher/others |
|------------------|------------------|---------|----------------|
| Student 1 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Student 2 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Student 3 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Student 4 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |

3. What were your best accomplishment(s) as a learner that make you happy and proud?

| Accomplishments | What was your role? | Who were the other stakeholders involved? | When and where did it Happen? | What success factor(s) made the accomplishment work? | What positive outcome/impact did it contribute to the school? |
|------------------|---------------------|---|-------------------------------|--|---|
| Student 1 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Student 2 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Student 3 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Student 4 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

II. CHALLENGES

1. As you travel to your school every day, do you consider security and safety a problem? Is distance a problem? Is transition to the next grade level (in case of incomplete Multigrade school) a problem? What are your suggestions to solve these barriers to your education?

| Issues / Problems/ Challenges | Security and Safety | Distance | Transition to the next level | Suggestions |
|-------------------------------|---------------------|----------|------------------------------|-------------|
| Student 1 | | | | |
| Student 2 | | | | |
| Student 3 | | | | |
| Student 4 | | | | |

2. Do you experience other difficulties in your multigrade school? What are these? How were these difficulties addressed?

| | Challenges | How it was addressed |
|-----------|-------------------|-----------------------------|
| Student 1 | | |
| Student 2 | | |
| Student 3 | | |
| Student 4 | | |

III. GOOD PRACTICES

Context

1. Let’s talk about your class. How do you feel about being in a Multigrade class with students from other grade levels? What do you like about being in a Multigrade class (advantages of being in a Multigrade class with learners from different grade levels)? What do you not like (disadvantages/ drawbacks)?

| Multigrade Class | Feeling being in a Multigrade class | Advantages | Disadvantages |
|-------------------------|--|-------------------|----------------------|
| Student 1 | | | |
| Student 2 | | | |
| Student 3 | | | |
| Student 4 | | | |

2. How would you rate your participation in school? (Very much, Just right, Very little)? What do you feel about learning in school? (Happy, Satisfied, Sad, etc.)? Why do you feel this way? Is there another school (regular/ monograde) that you wish to enroll to? Why and why not?

| Participation | Participation | Feeling about learning | School Preference |
|----------------------|----------------------|-------------------------------|--------------------------|
| Student 1 | | | |
| Student 2 | | | |
| Student 3 | | | |
| Student 4 | | | |

Curricular and Co-curricular Activities

3. Let's talk about your favorite subjects in class: what lessons do you most enjoy learning and doing? Why? What lessons are easy for you and what are challenging for you to understand (e.g., ICT for communication; use of English) or activities that you cannot do (e.g., observe how metro rail transit works because they are not common or not part of her/ his way of life)? Why is it difficult?

| Lessons | Lesson most enjoyed and why | Which topic did you learn most? Why? | Most challenging lesson and why |
|-----------|-----------------------------|--------------------------------------|---------------------------------|
| Student 1 | | | |
| Student 2 | | | |
| Student 3 | | | |
| Student 4 | | | |

4. Let's talk about other school activities (outdoor)/outside the classroom: what other school activities do you enjoy/ like? Why? What school activities do you not enjoy or like? Why?

| School activities | Most liked and why | Most disliked and why |
|-------------------|--------------------|-----------------------|
| Student 1 | | |
| Student 2 | | |
| Student 3 | | |
| Student 4 | | |

Learning Resources and Facilities

5. Let's talk about the books and other things that we use in school: what learning materials, equipment and tools do you use in school? How do you use these in the classroom? If none, how were you able to learn (e.g., share with others, photocopy, writing/ posting of the content on the board)?

| Learning materials | How materials, equipment and tools are used | If none, how students were able to learn? |
|--------------------|---|---|
| Student 1 | | |
| Student 2 | | |
| Student 3 | | |
| Student 4 | | |

6. What can you say about the learning resources (e.g., textbooks, workbooks, reading materials, computers, etc.) that you are using? Which resources do you like most and used most often? Do these resources help you learn? What other learning resources would you like to have?

| Learning materials | How materials, equipment and tools are used | If none, how students were able to learn? |
|---------------------------|--|--|
| Student 1 | | |
| Student 2 | | |
| Student 3 | | |
| Student 4 | | |

7. What can you say about the learning facilities in your school (e.g., ICT, reading corner, AV player, learning kiosk, library, etc.)? Which ones do you like/ most like? Why? What other learning facilities would you like your school to have?

| Access to Learning facilities | Most liked facility to use | Reason | Other learning facilities learners want to have |
|--------------------------------------|-----------------------------------|---------------|--|
| Student 1 | | | |
| Student 2 | | | |
| Student 3 | | | |
| Student 4 | | | |

Classroom Organization/ Groupings/ Set-up

8. Were there times when your teacher asked you to learn or do things on your own? How do you feel about that? How do you do that? What materials did you use? What do you like/ dislike about these materials?

| Learning things by themselves | Feelings about learning by themselves | How do they learn by themselves? | Learning materials used |
|--------------------------------------|--|---|--------------------------------|
| Student 1 | | | |
| Student 2 | | | |
| Student 3 | | | |
| Student 4 | | | |

9. Does your teacher divide your class into groups to work together in some activities? If yes, how is grouping being done (e.g, by age, grade, ability)? Describe the composition of your group. Describe your feelings when you are with a group. Why do you feel that way?

| Class groupings | Class grouping strategies | Appreciation of Class groupings |
|------------------------|----------------------------------|--|
| Student 1 | | |
| Student 2 | | |
| Student 3 | | |
| Student 4 | | |

10. Were there times that a fellow student taught you or you taught them or you learn together? How do you feel about that? How did it help you and your classmate?

| Learning together | Feeling about being taught by other classmates | Helpfulness of learning together |
|--------------------------|---|---|
| Student 1 | | |
| Student 2 | | |
| Student 3 | | |
| Student 4 | | |

10. Do you think you learn well when you are working together or as a group? What is it that you learn together? What makes it easy and/or difficult to learn as a member of a group? What do you like/dislike about doing activities by group? Based on your experience, do all group members contribute equally to activities or are there a few who do most of the tasks? How does this make you feel?

| Class groupings | What they learn in group | What makes it easy/difficult |
|------------------------|---------------------------------|-------------------------------------|
| Student 1 | | |
| Student 2 | | |
| Student 3 | | |
| Student 4 | | |

Instructional and Assessment Practices

11. What kind of learning activities (e.g., classroom or outdoor) do you like doing most often? Which activities help you learn the best? Which activities are not helpful or enjoyable?

| Learning activities | Like the most | Most Helpful | Least helpful |
|----------------------------|----------------------|---------------------|----------------------|
| Student 1 | | | |
| Student 2 | | | |
| Student 3 | | | |
| Student 4 | | | |

12. What types of testing activities and tools (e.g., performance-based assessment, paper and pencil, oral recitation, project-based, etc.) does your teacher conduct and use in class to check on how much students are learning? How often does your teacher give you test, quiz, performance, recitation, homework? What do you like/ dislike about these testing activities? What is most helpful/ not helpful to you? What is easy or difficult to you? If you get incorrect answers or low scores in a test, quiz or other assessments, does your teacher give you feedback and explain where you went wrong? How do you address these gaps in your learning?

| Testing activities and tools | Frequency | What they like/ dislike about the testing activity/ tool | Helpful/ Not helpful | Easy/ Difficult | Feedback from teacher | How are these learning gaps addressed? |
|------------------------------|-----------|--|----------------------|-----------------|-----------------------|--|
| Student 1 | | | | | | |
| Student 2 | | | | | | |
| Student 3 | | | | | | |
| Student 4 | | | | | | |

V. PARENTAL AND COMMUNITY SUPPORT

1. How do you do your homework? Who helps you with your homework (e.g., parent, sibling, friend, relative, etc.)? How does he/ she help you?

| Homework | Who helps the student | How they help the student | What student learned from parents/others |
|-----------|-----------------------|---------------------------|--|
| Student 1 | | | |
| Student 2 | | | |
| Student 3 | | | |
| Student 4 | | | |

2. What kind of support have your parents/ guardians provided to: (1) you; and (2) to the school (e.g., financial, material, manpower, etc.) Are your parents/ guardians always available to participate in school activities and give support to you and to the school? What school activities do your parents/ guardian attend in school?

| Kind of support | Provided to the student | Provided to the school | Availability of Parents/ guardians | Activities they participate in school |
|-----------------|-------------------------|------------------------|------------------------------------|---------------------------------------|
| Student 1 | | | | |
| Student 2 | | | | |
| Student 3 | | | | |
| Student 4 | | | | |

3. What do you think are the difficulties that your parents/ guardians face in participating and supporting school activities? What prevents them from visiting your school and/or joining school activities? How do you encourage your parents/ guardians to participate in school activities?

| Challenges | Parents'/ Guardians' difficulties | Factors preventing Parents from visiting school | How to encourage parents' participation |
|-------------------|--|--|--|
| Student 1 | | | |
| Student 2 | | | |
| Student 3 | | | |
| Student 4 | | | |

VI. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1. If you are given a chance to change some areas in implementing MG education in your school, what would it be?

| What should be changed? | How would you like it to be changed? | What needs to be sustained and strengthened? |
|--|---|---|
| The ways/methods your teacher teaches in class | | |
| Student 1 | | |
| Student 2 | | |
| Student 3 | | |
| Student 4 | | |
| Learning materials used in school | | |
| Student 1 | | |
| Student 2 | | |
| Student 3 | | |
| Student 4 | | |
| Quizzes, tests, assessments, homework, etc. | | |
| Student 1 | | |
| Student 2 | | |
| Student 3 | | |
| Student 4 | | |

VII. ENVISIONING MY MULTIGRADE SCHOOL IN THE NEXT FIVE YEARS

| Questions | Student 1 | Student 2 | Student 3 | Student 4 |
|--|-----------|-----------|-----------|-----------|
| 1. If you will be elected as School Government President, what would be your three wishes to make your school the best school in your community? | | | | |
| 2. In your own little way, what will you do to help the school become a better school? | | | | |
| 3. Would you invite your friends to study in this multigrade school? Why or why not? | | | | |

ANNEX G

CASE STUDY GUIDE QUESTIONS FOR PARENTS

Objective

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

| Background Information | Parent 1 | Parent 2 | Parent 3 |
|---|----------|----------|----------|
| School where children attend: | | | |
| School address: | | | |
| Name (Optional): | | | |
| Age: | | | |
| Gender: | | | |
| Occupation: | | | |
| Educational Attainment: | | | |
| Grade Level of Child/ren enrolled in MG school: | | | |

| Background Information | Parent 4 | Parent 5 | Parent 6 |
|---|----------|----------|----------|
| School where children attend: | | | |
| School address: | | | |
| Name (Optional): | | | |
| Age: | | | |
| Gender: | | | |
| Occupation: | | | |
| Educational Attainment: | | | |
| Grade Level of Child/ren enrolled in MG school: | | | |

MY MULTIGRADE SCHOOL STORY

CONVERSATION PROTOCOL

The Focus Group Discussion may begin with a few ice-breaker activities to make the conversations more interactive and easy for the parents.

Using appreciative inquiry, start the conversation through story telling of respondent's experience as parents of learners in a multigrade school. Discover the parent's valuable role in the multigrade school and identify the life-giving factors that make the multigrade school perform at its best.

I. ACCOMPLISHMENTS

1. Tell us your experience as a parent since your child started as one of the students in this multigrade school. As you reflect over your length of experience (e.g., 2 years as president of PTA, 1 year as a mother of a multigrade learner) in this school, there have been many ups and downs, peaks and valleys. Recall a peak moment – a time that stands out when you felt most engaged, or most effective, or most proud as a parent of an MG student. What was the situation?

| Peak Moment/ Event | Who were involved in that moment/ event? | When and Where did it happen? | What was your role? | What was the Outcome? | Why was that important to you? |
|-----------------------|---|-------------------------------|---------------------|-----------------------|--------------------------------|
| Parent 1 | | | | | |
| Parent 2 | | | | | |
| Parent 3 | | | | | |
| Parent 4 | | | | | |
| Parent 5 | | | | | |
| Parent 6 | | | | | |

2. Based on your peak moment, what top 2-3 results created positive or significant contributions to the key stakeholders of the school?

| Students | Teachers | Community | Other Parents |
|-----------------|----------|-----------|---------------|
| Parent 1 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Parent 2 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Parent 3 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Parent 4 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Parent 5 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Parent 6 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |

3. What were your top three major accomplishments in support of the multigrade school in the past five years that you are very proud of to share with the other parents whose children are in the same multigrade school?

| Accomplishments | What was your role? | Who were the other stakeholders involved? | When and where did it Happen? | What success factor(s) made the accomplishment work? | What positive outcome/ impact did it contribute to the school? |
|-----------------|---------------------|---|-------------------------------|--|--|
| Parent 1 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Parent 2 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Parent 3 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Parent 4 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Parent 5 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Parent 6 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

II. ISSUES , PROBLEMS, AND CHALLENGES

1. What are the unique issues and challenges that you as a parent of a multigrade learner face?

| Issues /Problems/Challenges | How did you deal with these issues? |
|-----------------------------|-------------------------------------|
| Parent 1 | |
| Parent 2 | |
| Parent 3 | |
| Parent 4 | |
| Parent 5 | |
| Parent 6 | |

2. Is security and safety of your child a problem? Is distance a problem? Is transition to the next grade level (in case of incomplete multigrade school) a problem? What are your recommendations to solve these barriers to your child’s education?

| Issues /Problems/Challenges | Security and Safety | Distance | Transition to the next level | Recommendations to solve barriers |
|-----------------------------|---------------------|----------|------------------------------|-----------------------------------|
| Parent 1 | | | | |
| Parent 2 | | | | |
| Parent 3 | | | | |
| Parent 4 | | | | |
| Parent 5 | | | | |
| Parent 6 | | | | |

III. GOOD PRACTICES

1. Why did you enroll your child in a multigrade school? If there is a monograde/ regular school nearby, would you enroll your child in that school? Or would you prefer your child to stay in this multigrade school? Why or why not?

| Enrolling child in a multigrade school | Reason/s for enrolling in an MG class/ school | Preference for child (multigrade or monograde school) | Reason/s |
|--|---|---|----------|
| Parent 1 | | | |
| Parent 2 | | | |
| Parent 3 | | | |
| Parent 4 | | | |
| Parent 5 | | | |
| Parent 6 | | | |

2. What innovations/ good practices in multigrade education are you aware of in your child's class? Were there any multigrade program/ projects/ activities that your child was involved in that stand out for you as a parent?

| Good practices | Multigrade programs/ projects/ activities |
|-----------------------|--|
| Parent 1 | |
| Parent 2 | |
| Parent 3 | |
| Parent 4 | |
| Parent 5 | |

3. How do you show support to your child's learning (e.g., ensuring the child had breakfast before going to school, helping with homework, etc.)

| Parent's Support | Kind of Support |
|-------------------------|------------------------|
| Parent 1 | |
| Parent 2 | |
| Parent 3 | |
| Parent 4 | |
| Parent 5 | |
| Parent 6 | |

4. As a parent, how do you help the school? What kind of support have you provided to the school (e.g., financial, material, manpower, boarding house for the teachers, etc.)?

| Parent's Support | Kind of Support |
|-------------------------|------------------------|
| Parent 1 | |
| Parent 2 | |
| Parent 3 | |
| Parent 4 | |
| Parent 5 | |
| Parent 6 | |

5. How do you participate in school activities (e.g., PTA school improvement projects, etc)? What existing mechanisms enable you to participate in school activities/ governance (e.g., school governance council (SGC), PTA, LGU support in multigrade school)? Are there challenges concerning your participation in multigrade schools? Do you have any suggestions to further encourage more parents to actively engage in school projects/ activities?

| Parent's Participation | Participation | Mechanisms of Participation | Challenges | Suggestions to other parents |
|------------------------|---------------|-----------------------------|------------|------------------------------|
| Parent 1 | | | | |
| Parent 2 | | | | |
| Parent 3 | | | | |
| Parent 4 | | | | |
| Parent 5 | | | | |
| Parent 6 | | | | |

IV. ACADEMIC AND NON- ACADEMIC DEVELOPMENT OF MULTIGRADE LEARNERS

1. What can you say about how your child is learning at school? Why do you say so? How do you know that your child is enjoying learning in school? Please give examples. Is there anything that could be done to improve the teaching and learning environment (e.g., teacher training, more resources, etc.)

| Academic and Non-Academic Development | How child learns in school | How child enjoys learning in school | How to improve teaching and learning |
|---------------------------------------|----------------------------|-------------------------------------|--------------------------------------|
| Parent 1 | | | |
| Parent 2 | | | |
| Parent 3 | | | |
| Parent 4 | | | |
| Parent 5 | | | |
| Parent 6 | | | |

2. What aspect/s of the school does your child like or dislike the most?

| Aspect/s of school | Like the most | Dislike the most |
|--------------------|---------------|------------------|
| Parent 1 | | |
| Parent 2 | | |
| Parent 3 | | |
| Parent 4 | | |
| Parent 5 | | |
| Parent 6 | | |

V. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1. If you are given a chance to change some areas in implementing MG education in your child's class and school, what would it be?

| What should be changed? | How would you like it to be changed? | What needs to be sustained and strengthened? |
|--|---|---|
| 1.1 Language of instruction used in the Multigrade class | | |
| Parent 1 | | |
| Parent 2 | | |
| Parent 3 | | |
| Parent 4 | | |
| Parent 5 | | |
| Parent 6 | | |
| 1.2 Learning materials your child use | | |
| Parent 1 | | |
| Parent 2 | | |
| Parent 3 | | |
| Parent 4 | | |
| Parent 5 | | |
| Parent 6 | | |
| 1.3 Learning Activities: How your child's learning is being monitored and assessed by the school? | | |
| Parent 1 | | |
| Parent 2 | | |
| Parent 3 | | |
| Parent 4 | | |
| Parent 5 | | |
| Parent 6 | | |
| 1.4 Training for Multigrade School teachers | | |
| Parent 1 | | |
| Parent 2 | | |
| Parent 3 | | |
| Parent 4 | | |
| Parent 5 | | |
| Parent 6 | | |

2. Would there be new challenges in introducing these changes in your child’s school?

| Potential Problems/Challenges | How will you/your school address it? |
|-------------------------------|--------------------------------------|
| Parent 1 | |
| Parent 2 | |
| Parent 3 | |
| Parent 4 | |
| Parent 5 | |
| Parent 6 | |

VI. ENVISIONING MY MULTIGRADE SCHOOL IN THE NEXT FIVE YEARS

| Questions | Parent 1 | Parent 2 | Parent 3 | Parent 4 | Parent 5 | Parent 6 |
|---|----------|----------|----------|----------|----------|----------|
| 1. What should be in place for your child’s multigrade class to continuously be effective and grow in terms of student achievement and overall school performance? | | | | | | |
| 2. What are your three (3) wishes for your child’s Multigrade school in the next five years? | | | | | | |
| 3. What will be your commitment (i.e., action steps) to the school in the next 3-5 years to achieve your desired vision/ aspiration for your child’s multigrade school? | | | | | | |
| 4. If you will be PTA President, what would be your three best strategies for the continuous improvement of your child’s multigrade school? | | | | | | |
| 5. Would you let your other children study in this multigrade school? Why or why not? | | | | | | |

ANNEX H

CASE STUDY GUIDE QUESTIONS FOR COMMUNITY MEMBERS

Objective

This FGD aims to determine how well has the MPPE as designed been implemented against DepEd's pre-set standards in terms of accomplishments as well as innovations and good practices of selected performing MG schools.

| Background Information | Community Member 1 | Community Member 2 | Community Member 3 |
|-----------------------------------|--------------------|--------------------|--------------------|
| Name of school in the community: | | | |
| School address: | | | |
| Name (Optional): | | | |
| Home address: | | | |
| Occupation: | | | |
| Educational Attainment: | | | |
| Grade Level of Child (if parent): | | | |
| Age: | | | |
| Gender: | | | |

MY MULTIGRADE SCHOOL STORY

I. CONVERSATION PROTOCOL

The Focus Group Discussion may begin with a few ice-breaker activities to make the conversations more interactive and easy for the community members. Using appreciative inquiry, start the conversation through story telling of respondent's experience as member of the community where this multigrade school is located. Discover the community member's valuable role in the multigrade school and identify the life-giving factors that make the multigrade school perform at its best.

You may translate the questions into Filipino and/or mother tongue/local language to facilitate community members' collaboration and more active contributions in the FGD.

II. ACCOMPLISHMENTS

1. Tell us your experience as a community member in this multigrade school. As you reflect over your length of experience (e.g., 2 years as Barangay Captain) in this school, there have been many ups and downs, peaks and valleys. Recall a peak moment – a time that stands out when you felt most engaged, or most effective, or most proud as a member of the school community. What was the situation?

| Peak Moment/ Event | Who were involved in that moment/event? | When and Where did it happen? | What was your role? | What was the Outcome? | Why was that important to you? |
|-----------------------|---|-------------------------------------|------------------------|--------------------------|--------------------------------------|
| CM 1 | | | | | |
| CM 2 | | | | | |
| CM 3 | | | | | |

2. Based on your story or peak moment, what top 2-3 results created positive or significant contributions to key stakeholders of the school?

| Students | Teachers | Parents | Other Community Members |
|-------------|----------|---------|----------------------------|
| CM 1 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| CM 2 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| CM 3 | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |

3. Describe how you participate in school activities.

| Community | Participation in School Activities |
|------------------|---|
| Community 1 | |
| Community 2 | |
| Community 3 | |

4. What were your top three contributions in supporting this multigrade school in the past five years that you are very proud of to share with the other community members?

| Contributions (Support Provided) | What was your role? | Who were the other stakeholders involved? | When and where did it Happen? | What success factor(s) made the accomplishment work? | What positive outcome/ impact did it contribute to the school? |
|---|----------------------------|--|--------------------------------------|---|---|
| CM 1 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| CM 2 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| CM 3 | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

III. CHALLENGES

1. Did you experience any challenge(s) in supporting this Multigrade school? What are these? How did you address these challenge(s)?

| Challenges | How did you deal with these issues? | | | |
|------------|-------------------------------------|--|--|--|
| CM 1 | | | | |
| CM 2 | | | | |
| CM 3 | | | | |

2. Is security and safety of children in this school a problem? Is distance a problem? Is transition to the next grade level (in case of incomplete multigrade school) a problem? What are your recommendations to solve these barriers to children’s education?

| Challenges | Security and Safety | Distance | Transition to the next level (if incomplete school) | Recommendations to solve barriers |
|------------|---------------------|----------|---|-----------------------------------|
| CM 1 | | | | |
| CM 2 | | | | |
| CM 3 | | | | |

IV. GOOD PRACTICES

1. Why do you think was this multigrade school selected as one of the multigrade schools for this case study visit?

| | Reason/s for selection | | | |
|------|------------------------|--|--|--|
| CM 1 | | | | |
| CM 2 | | | | |
| CM 3 | | | | |

2. As a community leader (ethnic or religious) or member, what can you say about Multigrade teaching? What is the general perception/sentiment of the community about Multigrade teaching? Please explain why is this so.

| | Personal Opinion on Multigrade Education | Community Perception/Sentiment | Reason |
|-------------|---|---------------------------------------|---------------|
| CM 1 | | | |
| CM 2 | | | |
| CM 3 | | | |

4. For local government officials: Please describe resource allocation mechanisms for basic education in your area. How can the school avail of these resources? How do you prioritize requests?

| | Advantages | Disadvantages |
|-------------|-------------------|----------------------|
| CM 1 | | |
| CM 2 | | |
| CM 3 | | |

5. To what extent has the school been successful in building a strong partnership with the local community? Give examples/reasons to support your answer.

| | Reason/s for selection Resource Allocation Mechanisms for Basic Education | | | |
|-------------|--|--|--|--|
| CM 1 | | | | |
| CM 2 | | | | |
| CM 3 | | | | |

V. AREAS FOR IMPROVEMENT AND RECOMMENDATIONS

1. If you are given a chance to improve some areas in multigrade teaching and school management, what would it be?




| What should be changed? | How would you like it to be changed? | What needs to be sustained and strengthened? |
|--|---|---|
| 1.1 Teaching approach and methods being used by the teachers | | |
| CM 1 | | |
| CM 2 | | |
| CM 3 | | |
| 1.2 Teaching approach and methods being used by the teachers | | |
| CM 1 | | |
| CM 2 | | |
| CM 3 | | |
| 1.3 Teaching approach and methods being used by the teachers | | |
| CM 1 | | |
| CM 2 | | |
| CM 3 | | |
| 1.4 Teaching approach and methods being used by the teachers | | |
| CM 1 | | |
| CM 2 | | |
| CM 3 | | |
| 1.5 Teaching approach and methods being used by the teachers | | |
| CM 1 | | |
| CM 2 | | |
| CM 3 | | |

2. Would there be new challenges in introducing these changes in your multigrade school?

| Potential Problems/Challenges | How will you/your school address it? |
|-------------------------------|--------------------------------------|
| CM 1 | |
| CM 2 | |
| CM 3 | |

VI. ENVISIONING YOUR MULTIGRADE SCHOOL IN THE NEXT FIVE YEARS

| Questions | CM 1 | CM 2 | CM 3 |
|--|------|------|------|
| 1. What should be in place for your community's multigrade school to continuously be effective and grow in terms of student achievement and overall school performance? | | | |
| 2. What are your wishes for your community's multigrade school in the next five years? | | | |
| 3. What will be your commitment (i.e., action steps) to the school in the next 3-5 years to achieve your desired vision/aspiration for your community's multigrade school? | | | |

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