



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Schools Division of Bohol

**Office of the Schools
Division Superintendent**


November 26, 2025

DIVISION MEMORANDUM
No. **812** , s. 2025

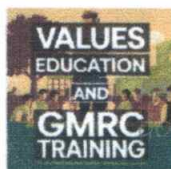
**Conference of the Trainers for the Virtual Upskilling of Values Education and
GMRC District Coordinators and School Heads**

TO: Assistant Schools Division Superintendents
Chiefs- CID and SGOD Functional Divisions
Public Schools District Supervisors/ Acting PSDSs
Secondary School Principals
Elementary School Principals

1. This Office through the Curriculum and Implementations Division (CID), announces that the conduct of a **Conference of the Trainers for the Virtual Upskilling of Values Education and GMRC District Coordinators and School Heads** at the SDO Conference Room, Tagbilaran City, on December 1, 2025 from 8:00 AM - 5:00 PM.
2. Attached herewith is the approved proposal and training matrix reflecting the names of the proposed SDO Trainers.
3. Travel, meals, and other incidental expenses incurred by the participants, shall be charged to School MOOE subject to the usual auditing of the COA rules and regulation.
4. Immediate and wide dissemination of this Memorandum is desired.


FAY C. LUAREZ EdD, PhD. TM, CESO VI
Schools Division Superintendent

FCL/CID/CMR/



Key Stage	1-3
Worksheet	Activity/Session Guide

Activity/Capability Building Activity Title:
Virtual Coaching and Mentoring Upskilling for Values Education and GMRC District Coordinators Schools Division of Bohol (SDO Bohol) School Year 2025–2026

Year: 2025-2026

Type: Experiential Session

Facilitator: SDO Bohol Values Facilitators

Participants: ValEd and GMRC District Coordinators, School Heads, Public Schools District Supervisors

Duration: 24 hours (December 6-8, 2025)

Setting: Online Platform

<i>Phil Professional Standards for Teachers (PPST)</i>	<i>Professional Standards for School Heads (PPSH)</i>
<p>Domain 1, Content Knowledge and Pedagogy</p> <ul style="list-style-type: none"> 1 Content knowledge and its application within and across curriculum areas 2 Research-based knowledge and principles of teaching and learning 3 Positive use of ICT 5 Strategies for developing critical and creative thinking, as well as other higher-order thinking skills 7 Classroom communication strategies <p>Domain 2, Learning Environment</p> <ul style="list-style-type: none"> 2 Fair learning environment 3 Management of classroom structure and activities 4 Support for learner participation 5 Promotion of purposive learning 6 Management of learner behavior <p>Domain 3, Diversity of Learners</p> <ul style="list-style-type: none"> 4 Learners in difficult circumstances 5 Learners from indigenous groups <p>Domain 4, Curriculum and Planning,</p> <ul style="list-style-type: none"> 1 Planning and management of teaching and learning process 2 Learning outcomes aligned with learning competencies 3 Relevance and responsiveness of learning programs 4 Professional collaboration to enrich teaching practice 5 Teaching and learning resources including ICT <p>Domain 5, Assessment and Reporting</p> <ul style="list-style-type: none"> 1 Design, selection, organization and utilization of assessment strategies 2 Monitoring and evaluation of learner progress and 	<p>Domain 1, Leading Strategically</p> <ul style="list-style-type: none"> 1 Vision, mission and core values 2 Policy review and implementation 3 School planning and implementation 4 Research to improve school performance 5 Programs, projects, and activities 6 Learner's voice 7 Monitoring and evaluation processes and tools <p>Domain 2, Managing School Operations and Resources</p> <ul style="list-style-type: none"> 1 School data and information 2 Financial management 3 School facilities and equipment 4 Management of staff 5 School safety for disaster preparedness, mitigation, and resiliency 6 Emerging challenges and opportunities <p>Domain 3, Focusing on Teaching and Learning</p> <ul style="list-style-type: none"> 1 School-based curriculum review and contextualization 2 Teaching standards and pedagogies 3 Teaching performance feedback 4 Learning assessment 5 Learning environment 6 Learner discipline 7 Career awareness and opportunities <p>Domain 4, Developing Self and Others</p>

<p>achievement</p> <p>3 Feedback to improve learning</p> <p>4 Communication of learner needs, progress and achievement to key stakeholders</p> <p>5 Use of assessment data to enhance teaching and learning practices and programs</p> <p>Domain 6, Community Linkages and Professional Engagement</p> <p>1 Establishment of learning environments that are responsive to community contexts</p> <p>2 Engagement of parents and the wider school community in the educative process</p> <p>3 Professional ethics</p> <p>4 School policies and procedures</p> <p>Domain 7, Personal Growth and Professional Development</p> <p>1 Philosophy of teaching</p> <p>2 Dignity of teaching as a profession</p> <p>3 Professional links with colleagues</p> <p>4 Professional reflection and learning to improve practice</p> <p>5 Professional development goals</p>	<p>1 Personal and professional development</p> <p>2 Professional reflection and learning to improve practice</p> <p>4 Learning and development of school personnel</p> <p>5 Developing leadership in individuals and teams</p> <p>6 Leading organizations within the school</p> <p>7 Rewards and recognition</p> <p>8 General welfare of school personnel</p> <p>Domain 5, Building Connections</p> <p>1 Managing diverse relationships</p> <p>2 Inclusive practice</p> <p>3 Communication</p> <p>4 Community engagement</p>
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I. RATIONALE

The reintroduction of Values Education and the strengthening of Good Manners and Right Conduct (GMRC) in the K–12 curriculum require capacitated district coordinators who can effectively coach and mentor teachers. Given continuous curriculum changes, evolving learner needs, and emerging socio-cultural challenges, a structured training program is necessary to enhance coordinators' competencies in instructional leadership, coaching strategies, values integration, and learner-centered pedagogies.

This training aims to ensure consistent, values-driven teaching practices across the division and support the development of well-rounded, ethical, and compassionate Filipino learners.

II. OBJECTIVES

General Objective

To enhance the coaching and mentoring competencies of Values Education and GMRC District Coordinators in SDO Bohol to ensure effective curriculum implementation and teacher support.

Specific Objectives

At the end of the program, participants will be able to:

1. explain updates on Values Education and GMRC standards, competencies, and assessment practices,
2. apply effective coaching and mentoring models suitable for Values Education teachers,
3. demonstrate practical skills in classroom observation, feedbacking, and professional development planning,
4. design contextualized supplementary materials and values-based learning activities,
5. strengthen character education initiatives and community-engaged values programs, and
6. foster collaboration and peer-learning mechanisms among district coordinators.

A. TERMINAL OBJECTIVE

At the end of the three-day training, the Values Education and GMRC District Coordinators of SDO Bohol will be able to **effectively implement enhanced coaching and mentoring practices** that support teachers in delivering values-based, learner-centered, and culturally relevant instruction for SY 2025–2026.

B. ENABLING OBJECTIVES

These are competencies participants must gain to achieve the terminal objective:

1. **explain current updates** in the Values Education and GMRC curriculum, standards, and assessment practices,
2. **demonstrate basic and advanced coaching and mentoring techniques**, including observation, feedback giving, and professional dialogue,
3. **apply appropriate coaching models** (GROW, Cognitive Coaching, Clinical Supervision) to real classroom situations,
4. **prepare contextualized values-based instructional materials and strategies** for use in their respective districts,
5. **develop a District Coaching and Mentoring Plan** aligned with SDO Bohol's goals for Values Education and GMRC, and
6. **collaborate with fellow coordinators** to strengthen school-community partnerships for values formation.

C. ACTIVITY OBJECTIVES

These refer to session-level or activity-specific objectives:

(Day 1)

- to identify the major updates and contextual issues in the Values Education and GMRC curriculum,
- to analyze how values can be integrated across learning areas and school systems, and
- to explore approaches to positive discipline, digital citizenship, and ethical behavior among learners.

(Day 2)

- to practice various coaching models through structured role-plays and peer mentoring, to use classroom observation tools and create constructive feedback scripts, and
- to discuss strategies for supporting teacher well-being and resilience.

(Day 3)

- to design sample values-based lesson activities and supplementary materials,
- to formulate community, parent, and stakeholder engagement initiatives supporting values formation, and
- to develop and present a district-based coaching and mentoring plan for SY 2025–2026.

C. EXPECTED RESULTS / OUTPUTS

By the end of the training, participants are expected to produce:

1. **a complete District Coaching and Mentoring Plan** for SY 2025–2026,
2. **a sample contextualized Values Education/GMRC activity or lesson enhancement,**

3. a coaching observation tool and feedback template ready for district use,
4. a collaborative district program that strengthens values formation initiatives.
5. improved confidence and skill in coaching and mentoring teachers, and
6. strengthened alignment of district activities with the Values Education and GMRC program requirements of DepEd.

III. TARGET PARTICIPANTS

- Values Education & GMRC District Coordinators
- Division Coordinators or EPS in Values Education (facilitators)
- Public Schools District Supervisors

IV. TRAINING DURATION

Three (3) days virtual training with pre- and post-program assignments.

V. PROPOSED TRAINING MATRIX

Day 1 — Foundations and Updates

Time	Session Title	Contents	Methodology	Resource Person
8:00–9:00	Registration & Opening	Preliminaries, expectations	Orientation	Secretariat
9:00–10:30	Session 1: Updates in Values Education GMRC 2025	Revised standards, competencies, & contextual challenges	Lecture-dialogue, Q&A	Ma. Maya V. Tumalon PhD,MDM SDO Bohol
10:45–12:00	Session 2: Values Integration Across Learning Areas	Cross-curricular integration, school-wide approaches	Workshop, group sharing	Veronica G. Japson, CESP, Dimiao District
1:00–3:00	Session 3: Child Development & Values Formation	Social-emotional & learning (SEL), character development	Interactive lecture	Alith L. Billion, EdD,ESP 2 Catarman Es, Daus District
3:00–4:30	Session 4: Ethics, Digital Citizenship & Discipline	Responsible Internet use, restorative practices	Case analysis	Jerome E. Camacho, T III/SIC- Tubog IS - Ubay 1 District

Day 2 — Coaching and Mentoring Competencies

Time	Session Title	Contents	Methodology	Resource Person
8:00–10:00	Session 5: Coaching Models for Education Teachers	GROW, Cognitive Coaching, Clinical Approach	Workshop, play	Josie R. Letterman SST II-Catungawan NHS - Guindulman
10:15–12:00	Session 6: Effective Classroom Observation and Feedbacking	Tools, protocols, feedback scripting	Demonstration, practice	Elena S. Bigcal P1-Batuan Central Elementary School Batuan District
1:00–3:00	Session 7: Mentoring	Supporting for teachers with	Guided activities	Efroze John T. Mejias PhD ESP II,

Time	Session Title	Contents	Methodology	Resource Person
	Teacher Well-being	compassion, self-care		Cantuba ES, Buenavista II District
3:00–4:30	Session 8: Performance Coaching Values-Based Assessment	for tasks, rubrics, reflective assessment	Workshop	Mary Zesarah Gallenero, SIC Agape ES, Loboc District, Bohol

Day 3 — Application & Program Development

Time	Session Title	Contents	Methodology	Resource Person
8:00–10:00	Session 9: Designing Values-Based Supplementary Materials	Learner-centered activities, creative modules	Group work	Regie Mante , Pilar District
10:15–12:00	Session 10: Community and Parent Engagement Values Formation	Collaborative programs, in partnerships	Planning session	Josephine S.Boyboy -Ubay II CES
1:00–3:00	Session 11: District Coaching & Mentoring Plan for SY 2025–2026	Action planning, M&E, coaching calendar	Action planning	Ma. Maya V. Tumalon PhD, MDM
3:00–4:00	Presentation of Outputs	Sharing of district plans	Presentation	Participants
4:00–4:30	Closing Program	Synthesis, awarding, agreements	Ceremony	TWG

VI. EXPECTED OUTPUTS

1. District Coaching and Mentoring Plan (SY 2025–2026)
2. Sample contextualized lesson or values activity
3. Supplementary teaching material or mini-module
4. Coaching observation and feedback tools
5. District collaboration mechanism (peer-learning group)

VII. TRAINING MANAGEMENT TEAM

- Program Chair: EPS in Values Education
- Technical Working Group (TWG): Selected Master Teachers, District Coordinators
- Secretariat: SDO Bohol office staff
- Documenters: Assigned personnel from districts

VIII. BUDGETARY REQUIREMENTS


- Transportation allowances

IX. MONITORING & EVALUATION

- Pre- and post-tests
- Daily session evaluation
- Post-training monitoring of coaching implementation
- Submission of district reports and documentation

APPROVAL SHEET

This CB Program/Upskilling entitled “**Virtual Coaching and Mentoring Upskilling for Values Education and GMRC District Coordinators Schools Division of Bohol (SDO Bohol) School Year 2025–2026**”, has been prepared by:


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