Office of the Schools Division Superintendent
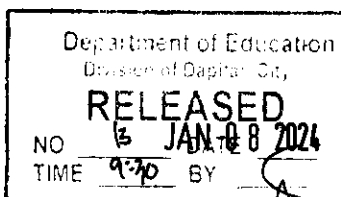
January 4, 2024

DIVISION MEMORANDUM
No. _____ 13 _____ s. 2024

DIVISION POLICY ON CONTEXTUALIZED LEARNING RESOURCE DEVELOPMENT PROCESSES & WORKFLOW

To: Assistant Schools Division Superintendent
        Chief Education Program Supervisors (CID and SGOD)
        Education Program Supervisors
        District Supervisors & PICDs
        Elementary and Secondary School Heads
        All Teachers

1. In line with the efforts of Curriculum Implementation Division (CID) thru the Learning Resources Management Section (LRMS) to meet the demand of the new curriculum's essential learning materials, DepEd Dapitan City is pursuing a variety of efforts to bring educational quality resources closer to schools and learners, this division issues the attached Division Policy on Contextualized Learning Resource Development for implementation in all schools both elementary and secondary effective immediately.

2. The objectives of this policy are the following:
   a. review, finalize and utilize the localized and contextualized learning resources;
   b. ensure that all contents are accurate, error-free, and compliant with depEd standards; and
   c. serve as guide of the learning area supervisors, district supervisors, school heads, master teachers and teachers to innovate and /or publish learning resources for utilization.

3. For clarification and queries, you may contact Dr. Vicente Jose V. Suarez II, EMD, CES – CID, contact no. 09175100066/09088998180.

4. Widest dissemination and compliance of this Memorandum is enjoined.

DANNY B. CORDOVA, CESO VI
Schools Division Superintendent

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Enclosure No.1 s. 2024, DM No. _____ s. 2024

DIVISION POLICY ON CONTEXTUALIZED LEARNING RESOURCE DEVELOPMENT PROCESSES & WORKFLOW

I. RATIONALE

The Department of Education (DepEd) has started on a comprehensive initiative to improve the overall quality, efficacy, and efficiency of basic education through the K to 12 Basic Education Program.

To satisfy the needs of the new curriculum's essential learning materials, DepEd Dapitan City is pursuing a variety of efforts to bring educational quality resources closer to schools and learners. The Learning Resources Management Section (LRMS) is defined under DepEd Order 76, s. 2011 to improve the quality, relevance, reach, and access to education for everyone.

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

The research findings revealed that the desired 1:1 textbook:student ratio did not exist in most schools surveyed; most teachers did not have teacher manuals; teachers used their own money to supplement the instructional resources in the schools; schools that lose their textbook collection due to calamity do not receive replacements; and few supplementary materials are available at the schools.

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

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

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

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II.SCOPE

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

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

1. learner's resource
2. teaching resources
3. professional development materials

These learning resources are presently classified as:

A. Text-based
  Print materials:
    Activity Sheets Learner's Material Modules
    Strategic Intervention Materials (SIMs)
    Storybooks (Big and small books)
    Reader
    Workbook
  Non-print materials:
    Educational Audios
    Interactive Learning Resources
    Educational Videos
    Presentation Programs / Application Software (Apps)
    Tactile Learning Resources

B. Non-text based/ Learning Tools and Equipment (LTE)
    Mathematics Equipment
    Science Equipment TLE / TVL Equipment
    Manipulative/s
    Artifact/s

C. Any relevant learning resources.

III.DEFINITION OF TERMS

- **Contextualization** refers to the educational process of relating the curriculum to a setting, situation, or area of application to make the competencies relevant, meaningful, and useful to all learners.
- **Indigenization** refers to the processes of enhancing the curriculum, competencies, education resources, and teaching

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learning process in relation to the bio-geographical, historical, and socio-cultural context of the learner's community.

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

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

CLASSIFICATION OF LEARNING RESOURCES

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

   Print-based Learning Resources

   - **Activity Sheet (AS)** is a consumable learning resource with practice exercises for learners to work on.

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

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

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

   - A **Storybook** is a contextualized teacher-made reading learning resource that supports the implementation of

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the Mother Tongue Based Multilingual Education (MTB-MLE) and the development of literacy domains in the K to 12 Curriculum.

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

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

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

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

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

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

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

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

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

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

IV.POLICY STATEMENT

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

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

V. PROCEDURE

PROPOSAL / REPORT FORMATTING

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

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PROPOSAL PHASE

CONTENTS OF CONTEXTUALIZED LEARNING RESOURCE INNOVATION PROPOSAL

1. Learning Resource Title
2. Learning Resource Developer
3. Learning Resource Material Type *(select one)*
   a. Learner's Resource
   b. Teaching Resource
   c. Professional Development Material
4. Basis of Development of Learning Resource *(any one or more of the following)*
   a. Identified Least Learned Competency
   b. Identified Critical Content
   c. Gaps / Issues / Problems /Need
   d. Offshoot of a research
5. Budgetary Requirements
6. Learning Resource Utilization Plan
   a. Narrate how will you use the Learning Resource
7. Attach the following:
   a. Finalized Learning Resource
   b. Daily Lesson Log (except for PDMs and Textbooks)
   c. Signed QA Forms (School and /or Division Level)

IMPLEMENTATION PHASE

CONTENTS OF CONTEXTUALIZED LEARNING RESOURCE INNOVATION REPORT

1. Learning Resource Title
2. Learning Resource Developer
3. Learning Resource Type *(select one)*
   a. Learner's Resource
   b. Teaching Resource
   c. Professional Development Material
4. Basis of Development *(any one or more of the following)*
   a. Identified Least Learned Competency
   b. Identified Critical Content
   c. Gaps / Issues / Problems
   d. Offshoot of a research
5. Summary of implementation of Learning Resource containing the Narrative Feedback or Evaluation Report.
   5.1 Alternatively, the proponent can submit any of the following MOVs:

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a. Approved research paper highlighting the tests of effectiveness.
b. Summary of narrative Feedback or Evaluation Report of Demo- teaching conducted where LR was used and found to be effective as material during the teaching learning process (attach individual narrative feedback or evaluation of teachers/participants during the demo-teaching
c. For smalls schools with one teacher in the grade level or learning area, you may present test analysis result with an appropriate statistical tool as an MOV, validated by the school head.

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

WORKFLOW PROCEDURE

A. PROPOSAL

Step 1:	Developer prepares documents for the Learning Resource Innovation Package	**Timeline**
	a. Accomplished Learning Resource Innovation Proposal Form (Form 1)	10 mins
	b. Learning Resource Innovation Proposal	2 days
	c. Submit the learning resource to the SDO evaluation team.	1 day
	d. The developer and evaluation team shall discuss the comments and recommendations. (If necessary)	1 day
	e. If it fails to meet the standard, the developer shall revise the learning resource based on the agreement.	2 days
	f. The SDO quality assurance team shall review the revised learning resource.	2 days
	g. The developer and evaluation team shall discuss the comments and recommendations. (If necessary)	1 day
	h. The developer shall finalize the learning resource.	2 days
	i. The quality assurance team shall conduct conformance checking of the finalized learning resource.	2 days
	j. If it fails to meet the standard, returns to the developer the finalized learning resource for further comments and recommendations.	1 day
	k. The developer shall finalize the learning resource if there is no comment/s and recommendation/s.	1 day

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

B. IMPLEMENTATION

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

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	- or - * Approved research paper highlighting the tests of effectiveness		
Step 4:	Developer summarizes the implementation of Learning Resource containing the Narrative Feedback or Evaluation Report	- same procedure -		- same procedure -
Step 5:	Developer finalizes the Learning Resource Innovation Package: Finalized Learning Resource (with Daily Lesson Log) Signed Learning Resource Quality Assurance Tools Signed Individual Narrative Feedback or Evaluation Tool and/or Alternative MOVs	- same procedure -		- same procedure -

Step 6:	Developer submit learning resource innovation package to signatories	- same procedure - then include PSDS (if intended for district implementation)		- same procedure -
	Signatories will sign on the Learning Resource Innovation Report Form (Form 2)			
	a. School LR Coordinator			
	b. Department Head (if applicable)			
	c. School Head			
	d. PSDS			
	e. EPS – Learning Area			
	f. EPS – LRMDS			
	g. CID Chief			
	h. ASDS			
	i. SDS			

VI. MONITORING AND EVALUATION

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

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

VII. REFERENCES

- The following are the legal basis for the development, quality assurance and contextualization of the learning resource.
  - **Republic Act 10533**
  - **DepEd Order No. 32 S. 2015**
  - **Deped Order No. 76 S. 2011**
  - **LRMDS Framework v.2 Series 2010**
  - **DepEd Memo No. 82 S. 2017**
  - **DepEd Order No. 007 S. 2023**

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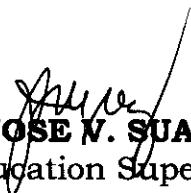
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VIII. EFFECTIVITY/TRANSITORY PROVISION

This policy on contextualized learning resource development processes and workflow shall take effect after the signing of this proposal and its issuance in the form of a memorandum.

Prepared by:

JEPHONE P. YORONG, EdD
Education Program Supervisor-LRMS

Reviewed:

VICENTE JOSE V. SUAREZ II, EMD
Chief Education Supervisor, CID

Recommending Approval:

ROSALIO B. CONTURNO, JR, PhD
Assistant Schools Division Superintendent

Approved:

DANNY B. CORDOVA, EdD, CESO VI
Schools Division Superintendent

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Department of Education
REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

Form 1

CONTEXTUALIZED LEARNING RESOURCE INNOVATION PROPOSAL

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

SCHOOL LEVEL

Developer Contact Number		Developer Email:	
School:		District:	
School Address:		Sch. Phone	

Quality Assured:

_____
School LR Coordinator
Date:

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

DISTRICT LEVEL
Noted by:

_____
Public School District Supervisor
Date:

DIVISION LEVEL

Quality Assured:

_____   **JEPHONE P. YORONG, EdD**
EPS – Learning Area   EPS – LRMS
Date: Date:
Reviewed:

VICENTE JOSE V. SUAREZ II, EMD
Chief Education Supervisor, CID   Recommending Approval:
Date:

                                      ROSALIO B. CONTURNO, JR, PhD
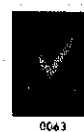   Assistant Schools Division Superintendent
Approved:

DANNY B. CORDOVA, EdD, CESO VI
Schools Division Superintendent
Date:

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Form 2

CONTEXTUALIZED LEARNING RESOURCE INNOVATION REPORT

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

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

SCHOOL LEVEL
Quality Assured:

_____
School LR Coordinator
Date:

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

DISTRICT LEVEL
Noted by:

_____
Public School District Supervisor
Date:

DIVISION LEVEL
Quality Assured:

_____   **JEPHONE P. YORONG, EdD**
EPS – Learning Area   EPS – LRMS
Date: Date:

Reviewed:

VICENTE JOSE V. SUAREZ II, EMD
Chief Education Supervisor, CID   Recommending Approval:
Date:

                                          ROSALIO B. CONTURNO, JR, PhD
                                          Assistant Schools Division Superintendent
Approved:

DANNY B. CORDOVA, EdD, CESO VI
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Date:

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