



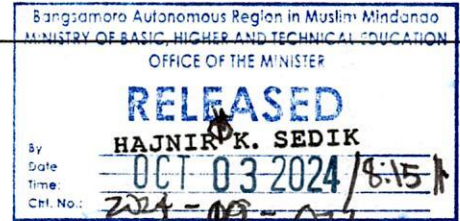
Republic of the Philippines
Bangsamoro Autonomous Region in Muslim Mindanao
Ministry of Basic, Higher and Technical Education
Cotabato City



Office of the Minister

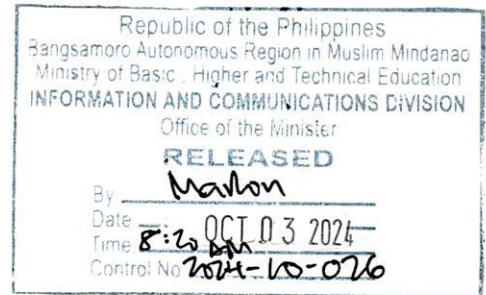
REGIONAL MEMORANDUM

No. 649
 Series of 2024



TO : **ABDULLAH P. SALIK, JR.**, Director General for Basic Education
SCHOOLS DIVISION SUPERINTENDENTS (Cotabato City, Lanao del Sur I, Lanao del Sur II, Maguindanao del Norte, Maguindanao del Sur, Marawi City, and Special Geographic Area)

ATTENTION : **ALL BUREAU DIRECTORS**
YUL ADELFO A. OLAYA, Chief, Curriculum and Instructions Division
MARGIE G. PENDULAT, Chief, Quality Assurance Division
ALL MAINLAND DIVISION CID CHIEFS
ALL MAINLAND DIVISION QA OFFICERS
ALL OTHERS CONCERNED

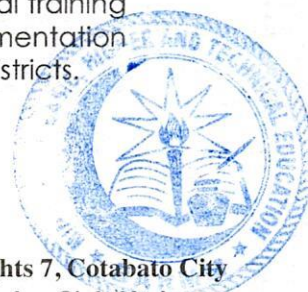


FROM : 
MOHAGHER IQBAL
 Minister

SUBJECT : **CONDUCT OF BRIGADA PAGBASA: UNLOCK LITERACY CLASSROOM OBSERVATION TOOL CONTEXTUALIZATION WORKSHOP**

DATE : September 30, 2024

- Pursuant to Article V, Section 52 of the Bangsamoro Education Code (Bangsamoro Autonomy Act No. 18), which states the power and functions of the Ministry of Basic, Higher and Technical Education in basic education to which the development of standard assessments and tools is included, the Office of the Directorate General for Basic Education (DGBE), with support from the World Vision, will be conducting the **Brigada Pagbasa: Unlock Literacy Classroom Observation Tool Contextualization Workshop** in Cotabato City on **October 13-16, 2024** (inclusive of travel dates). The specific venue shall be communicated directly to the participants once finalized.
- The workshop aims to equip educators, administrators, and literacy advocates with the knowledge and skills necessary to adapt and implement the Unlock Literacy Classroom Observation Tool within their specific local contexts. By the end of the workshop, participants will have successfully contextualized the tool to reflect their unique educational environments, developed a practical training module for its application, and formulated a comprehensive implementation plan to enhance literacy instruction and outcomes in their schools or districts.





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3. The DGBE Director General, Schools Division Superintendents of mainland schools division offices (SDOs), Bureau Directors, Division Chiefs of CID and QAD, and their counterparts in the concerned SDOs are directed to attend the workshop.
4. Transportation reimbursement and all official expenses incurred within the duration of the activity will be covered by World Vision, subject to their procurement guidelines. Please be informed that full board meals are arranged for this activity.
5. Attached is the indicative workshop flow.
6. Should you have concerns or other inquiries, kindly reach out to **Ms. Hasmin U. Sangka** from the DGBE Office at mobile number 0935-708-9810 or email hasmin.sangka@deped.gov.ph.
7. For information, guidance, and compliance.

INDICATIVE WORKSHOP FLOW

Day 1: Understanding and Contextualizing the Tool

8:00 AM - 8:30 AM: Registration and Welcome

- **Objective:** To officially open the workshop, welcome participants, and set the tone for the event.
- **Activities:**
 - Registration of participants.
 - Opening remarks by the Workshop Facilitator.
 - Introduction of participants.

8:30 AM - 9:00 AM: Workshop Overview

- **Objective:** To provide an overview of the workshop objectives, agenda, and expected outcomes.
- **Activities:**
 - Presentation of workshop objectives and goals.
 - Overview of the Unlock Literacy Classroom Observation Tool.
 - Discussion of expected outcomes.

9:00 AM - 10:00 AM: Introduction to the Unlock Literacy Classroom Observation Tool

- **Objective:** To familiarize participants with the components and features of the Classroom Observation Tool.
- **Activities:**
 - Detailed presentation on the Classroom Observation Tool.
 - Explanation of key components and indicators.
 - Q&A session.

10:00 AM - 10:15 AM: Morning Break

10:15 AM - 11:30 AM: Review of Current Classroom Practices

- **Objective:** To discuss and review current classroom practices in relation to literacy instruction.
- **Activities:**
 - Group discussions on existing literacy practices.
 - Identification of strengths and areas for improvement.
 - Sharing of experiences and challenges in literacy instruction

11:30 AM - 12:30 PM: Contextualizing the Observation Tool – Session 1

- **Objective:** To begin the process of contextualizing the Classroom Observation Tool to fit the local context.
- **Activities:**
 - Group work on aligning the tool's indicators with local classroom practices.
 - Identification of areas that require adaptation.

- Group presentations of initial findings.

12:30 PM - 1:30 PM: Lunch Break

1:30 PM - 3:00 PM: Contextualizing the Observation Tool – Session 2

- **Objective:** To continue the process of contextualization, focusing on specific indicators.
- **Activities:**
 - Deep dive into specific indicators that need contextualization.
 - Group work on adapting the indicators.
 - Sharing of adaptations and group feedback.

3:00 PM - 3:15 PM: Afternoon Break

3:15 PM - 4:30 PM: Finalizing the Contextualization Process

- **Objective:** To finalize the contextualization of the Classroom Observation Tool.
- **Activities:**
 - Consolidation of group work.
 - Final adjustments to the adapted tool.
 - Group presentations of the contextualized tool.

4:30 PM - 5:00 PM: Day 1 Reflection and Wrap-Up

- **Objective:** To reflect on the day's learnings and prepare for Day 2.
 - **Activities:**
 - Group reflection on Day 1.
 - Summary of key takeaways.
 - Preview of Day 2 activities.
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Day 2: Implementing and Training on the Contextualized Tool

8:00 AM - 8:30 AM: Recap and Introduction to Day 2

- **Objective:** To recap the learnings from Day 1 and set the stage for Day 2.
- **Activities:**
 - Brief recap of Day 1 activities and outcomes.
 - Overview of Day 2 objectives and agenda.

8:30 AM - 10:00 AM: Pilot Testing the Contextualized Tool

- **Objective:** To practice using the contextualized Classroom Observation Tool in a simulated environment.
- **Activities:**
 - Role-playing activity using the adapted tool.
 - Simulated classroom observations.
 - Group feedback on the tool's effectiveness.