2021 SEAMEO-Japan ESD Award
Theme: Securing Educational Opportunities in COVID-19 Crisis

SUBMISSION FORM

The submission deadline is 15 August 2021
Full Information: link.seameo.org/2021SEAMEOJapanESDAward

- To participate in the 2021 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Securing Educational Opportunities in COVID-19 Crisis" by using this template of Submission Form before 15 August 2021.

- The **digital format of this Submission Form** can be requested by sending an email to: seameojapan.award@seameo.org

- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 7-8 of this document.

- **How to Submit the Entry**: Schools can submit the completed "Submission Form of 2021 SEAMEO-Japan ESD Award" and a "video clip of 3-5 minutes" together with maximum of 3 supporting documents/materials (optional) to the SEAMEO Secretariat's email: seameojapan.award@seameo.org

- Important Note: to align with the ESD practices and to save the environment and energy, the Committee **WILL NOT** accept the entry in hard/printed copies.

- More information, please visit: link.seameo.org/2021SEAMEOJapanESDAward or contact the SEAMEO Secretariat's email: seameojapan.award@seameo.org or Tel. +66-2391-0144.

PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: …… **CALANTAS NATIONAL HIGH SCHOOL** …………………………………………………….

2. Full address: …………… **BARANGAY CALANTAS, MACALELON, QUEZON** …………………………………………

…….

3. Postcode: ……………… **4309** ……………..…….. 4. Country: ……………… **PHILIPPINES** …………………………..

5. School's telephone number (country code+city code+telephone number): …… **+639307937115** …………

6. School's Email Address: …………… **calantasnationalhighschool01@gmail.com** …………………………………..

7. Name of the Head Master/Principal/School Director: ……… **JENNET M. ITABLE** ………………………………..

8. Name of the Teacher Coordinator: ……………………………………………………………………………………….

VICTORIA N. SEÑO

9. Email address of the Coordinator: …………………………………………………………………………………...

victoria.seno08@gmail.com

10. School website (if available): …………………………………………………………………………………………….

NONE

11. Educational level (Such as Kindergarten 1 to Grade/Year 9): . …………………………

Grade 7-12

12. Total number of teachers in your school: ……………………………………………………………………………

20

13. Approximately number of teachers participated in this programme: …………………………………………...

20

14. Total number of students in your school: …………………………………………………………………………….

499

15. Approximate number of students participated in this programme: ………………………………………………….

499

PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMME

The information of part II from no.1 to 13 should be no longer than five (5) pages long of A4 in total. The information should be written in **Times New Roman/Calibri font, font size 11**.

1. Title of the school's initiative

IGNITE 8Ms: Igniting Passion for Teaching and Excellence

2. Summary of the initiative (a half page of A4)

Providing quality education amidst COVID-19 pandemic in the Philippines is really a challenging endeavor since the country is still in limited physical mobility. Most of us are afraid of going outside due to the fear of getting infected. All schools and other establishments are closed. Many people lost their jobs. It seems that everyone is in doubt and uncertain if education still continue.

In support to Department of Educations' Oder No. 12 s. 2020 (Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID 19 Public Health Emergency), Hence, Calantas National High School initiated Ignite 8Ms: Igniting Passion for Teaching and Excellence. This program sparks a burning fire of passion for teache rs to enable learners with support from parents and even other members of the community to continue learning even there is still crisis happening in the country. This is made possible through different microprojects that focuses on 8Ms of teaching such as Millieu (the learning environment), Matter (the content of learning), Method (the teaching-learning strategy), material (the resources of learning), media (communication in teaching and learning), Motivation (arousing interest in learning), Mastery (the be-all and end-all of learning, and Measurement (getting evidence of learning (Palma, 2009 as cited by Alonsabe 2017).

Towards the realization of Project Ignite 8Ms, the school through the leadership of the School Principal, Mrs. Jennet M. Itable together with twenty (20) teachers has launched microprojects based on 8Ms such as Project Home (*H*olistic, *O*ptimistic and *M*otivating *E*nvironment) with Gulayan sa Bakuran; Project GOAL (*G*earing towards *O*ptimum and *A*uthentic *L*earning), Project PURE (*P*roviding materials and *U*tilizing local *R*esources on *E*ssential competencies); Project CHALK (*C*reating *H*olistic *A*pproach for *L*earner's *K*aleidoscopes); Project CHAT (*C*all, *H*ome Visitation, *A*dopt-a-student, and *T*ext) , Project Media, Project TARA (*T*imely *A*wards and *R*ecognition for Students and Parents *A*chievements); Project QR Code (*Q*uick *R*ecording: *C*alantas *O*ptimum *D*istribution of *E*ducational Resources); MEMO (Monitoring and Evaluation on Mastery of Learning Outcomes and Project CONNECT (*Co*ntacting Learners in the *N*ew *N*ormal *E*mploying *C*ommunication *T*echnology.

3. Objectives/goals of the school's initiative

The primary objectives of Project Ignite 8Ms is to improve the academic performance of the students through an increase in the Mean Percentage Scores (MPS) in summative assessment both in written and performance based assessment and to reduce dropout rate even the country is facing health crisis.

4. Period of the time when the initiative was/has been started

February 2021-July 2021 (Second Quarter to Fourth Quarter

5. Activities (strategies/activities of implementation, and brief information of each activity)

To improve the academic performance and reduce dropout rates, the following activities were conducted:
1. The school through the help of parents provided a well-ventilated and well-lighted learning space conducive to learning in their home. A search for Best-Class Home was conducted to select the best learning space at Home.
2. There was a selection of best *Gulayan sa Bakuran Implementer* to promote food security and source of income as well.
3. Utilization of BOARD tool for Project CHALK to ensure that quality teaching and learning materials are provided to learners.
4. Use of rubrics for holistic and authentic assessment for Project GOAL. In addition, teachers provided remedial and enrichment activities.
5. In Project PURE, the number, quality and availability of the materials ensured to help and guide the learners on understanding the reality. SANA ALL tool (System on Available Number of Assessed and created Localized Learning Materials) and Rapid Assessment Tool was utilized also.
6. In Project Media, forms and some applications needed to communicate with parents/guardians, learners, teachers and school head such as Facebook, Messenger, Google Meet, Zoom, call and text.
7. In Project TARA, giving of awards and recognition to students motivated them to study lessons and encourage parents to give utmost support their child.
8. In Project MEMO, learning outcomes were evaluated through quarterly submission of Mean Percentage Scores (MPS) and Weekly Assessment Result
9. In Project CONNECT, a tool was utilized to identify learner's mastery in learning areas as well as learners needing remediation. A system of collection of evidence of learning was made through CONNECT tool by tracking all weekly distribution and retrieval of activity sheets, weekly assessment result, MPS, status of learners, giving of awards and recognitions and providing feedback.
10. As part of health protocol to prevent the spread of COVID-19 infection, QR Codes were used in distribution and retrieval of learning activity sheets, Self-Learning Modules and other learning Resources.
11. 11. Project CHAT conducted activities remotely (with and without internet and mobile phone signals) such as call, home visitation, adopt a student and text to monitor learning activities at home as well as to monitor students at rick of dropping out and at risk of failing.
12.

6. Teaching and learning approaches/strategies that the school has integrated for this school initiative

The teaching and learning approaches/strategies that the school has integrated for this school initiative is the Key elements or 8Ms of Teaching, making learning spaces conducive to Learning, providing intrinsic and extrinsic motivation to both learners and parents, capacitating teachers to provide quality learning resources and tapping the support of stakeholders to sustain the projects.

7. Participation of community and parents in the school initiative

Due to health crisis we are facing right now, community and school made a Memorandum of Agreement. It aims to have a good partnership through the rest of the academic year through the help of Barangay Officials by giving designated area within the community which serves as Barangay Modular Station and drop off point of learning resources. It is to lessen the number of parents in the distribution and retrieval of learning resources in the school premises. Also, parents signed a pledge of commitment to ensure their support and dedication in the continuity of learning in this time of pandemic. Moreover, Calantas National High School conducted a community pantry entitled *"Calantas National High School Parents and Teacher Association Community Pantry"* which is inspired by the *Maginhawa* Community Pantry that aims to give motivation to parents and serves as reward for their undying support in these

trying times. All products displayed in the CNHSPTA Pantry are donations coming from the stakeholders of the school, regular donors, Barangay Officials, and also from the League of Youth in Macalelon District. Furthermore, Calantas National High School initiated a project named *"Vegetable Garden at Home"* it is to ensure that parents and students are healthy in this time of crisis and for them to have food security. Also, this project generates income within the community by selling vegetables harvested in their garden. Through this, all initiatives were performed and documented. School Year 2020-2021 gave and enlightened everyone that continuity of learning is possible through the collaborative effort of everyone.

8. Monitoring and evaluation mechanisms

1. **MECH Tool (Monitoring and Evaluation of Class Home)-** It is a monitoring and evaluation tool of Project Home that evaluates the effectiveness of learning environment/space across its dimension/criteria. It also evaluates and monitors the completeness of learning space that will make student feel that they are in the actual classroom.

2. GULAYAN sa BAKURAN Rubrics (Vegetable Garden at Home)- It is a monitoring and evaluation tool under Project Home that evaluates the space provided in making Vegetable garden. It is to evaluate if Vegetable garden adapts different strategies in planting considering health protocols and it monitors and evaluate the processes and element of having Vegetable Garden.

3. **CONNECT TOOL**- it is a monitoring tool which evaluates the school Academic Performance. Utilization of Project CONNECT Tool was implemented in all grade level which aims to identify learner's mastery in the learning areas as well as the learners needing remediation.

4. **BOARD TOOL**- Through Project CHALK (Creating Holistic Approach for Learners' Kaleidoscope), the school assess the different learning resources utilizing BOARD tool (Basis and Objectives of Assessing Resources in Designing LAS, LE, WHLP). The board tool under project chalk aimed to evaluate well-planned and interactive lesson, activities that are responsive to individual differences, different instructions used which encourages higher order thinking skills, WHLP and LAS provide clear instructions and directions, teaching methods used should be relevant, accurate and new normal appropriate and the lesson is in line with the MELC.

9. Effectiveness of the school initiative to learners, teachers, families, and community

As a result of this project, drop-out rate remarkably **decreased** from **4.67% (18)** from the previous academic year to **2%** which is **10 out of 499 enrolled students** both in Junior and Senior High School. Furthermore, the Academic Performance as reflected in the Mean Percentage Score (MPS) **increased** from **57.67%** from the previous academic year to **64.69%** in the current year with **6.69% increase** in this school years' academic performance.

Project Ignite enables community; teachers, guardians, and learners to devote their precious time in education even some of them experienced difficulties in these challenging times. Under this project or initiative different programs accomplishment reflects continuous improvement of school academic performances even the country is facing health crisis (Covid-19 pandemic).

10. Plan for future

Calantas National High School will continue the implementation of Project Ignite within the School District and be evaluated by experts for further enhancement of different programs that will benefit not just the school but also the learning community in Quezon Province and in the country as a whole. Also, school initiated different institution to benchmark programs under Project Ignite that may alleviate existing educational problems within their school. Moreover, the school will seek financial help both from government and non-government organizations for funding so that more learners will benefit from the program. Similarly, a capacity-training and enhancement program will be conducted to sustain teachers, learners, parents and other stakeholders to ignite their passion to learn, excel, and lead. Passion for excellence is within and among us, if we are doing our best for others.

11. Interrelationship of the school's programme with other Sustainable Development Goals (SDGs) (Please refer to page 2 in the Information Note or https://sustainabledevelopment.un.org/sdgs)

Gulayan sa Bakuran **(Vegetable Garden at Home**)- Calantas National High School initiates Vegetable Garden at home to **lessen HUNGER** of the community within school catchment area in this time of pandemic which is the **2nd SDG of UNESCO**. Moreover. It promotes **GOOD HEALTH and WELL-BEING** by means of eating nutritious vegetables harvested from the garden which is **3rd SDG of UNSECO**.

Furthermore, Vegetable Garden at Home is an income generating initiative. Those families who have bigger land in their area planted different vegetables. After few weeks or months, they harvested the vegetables and sold it in the market to earn money which is part of **DECENT WORK and ECONOMIC GROWTH of SDG of UNESCO**. In conclusion, the **2nd, 3rd, and 8th SDG of UNESCO above mentioned**, may result in uplifting ones' life that may result in **ERADICATION OF POVERTY** which is the **1st SDG of UNESCO.**

   All initiatives under **PROJECT IGNITE 8Ms** are congruent in producing **QUALITY EDUCATION** which is the **4th SDG of UNESCO.** All initiatives were evaluated by the District office and ready to be evaluated by the Division office. Those programs and projects will be implemented in this academic year to continuously Improve new normal l instructional practices.

12. Link(s) to the information of school's initiative in social medias such as facebook, website, youtube

13. (Optional) List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc.

   If the supporting documents are in the local language, please provide a brief description in English language.

   Maximum of three (3) supporting documents can be submitted with this submission form.

Document 1) (File name) ……….

Document 2) (File name) ……….

Document 3) (File name) ……...

14. Photos related to the activity/programme (Maximum of five (5) photos with captions in English)

Gulayan sa Bakuran (Vegetable Garden at HOME) serves as laboratory of learning in Technology and Livelihood Education. In this time of health crisis, being healthy is important at all times. Pandemic changed a lot of things in the society. Community Quarantine was implemented and people around the globe can't even go outside to buy food for their consumption. These pictures show different strategies of how their family succeeded from preparing up to the harvesting process of their Vegetable Garden at Home. It simply shows that this initiative is useful and effective at this point of time to maintain their health and well-being. It is being monitored

Under Project HOME, school initiates and implemented Search for Best in Class Home. It is to make sure that while answering, students learning area is conducive without distraction. This project is to make the student feel that they are in the actual classroom. It is being monitored and evaluated through the use of MECH Tool or Monitoring and Evaluation of Class Home Tool.

Project CHAT (Call, Home Visitation, Adopt a Child, and Text), school initiates and implemented this project to lessen the dropped-out rates of the school. Out of 25 Learners at risk, 10 of them dropped in school which is 2% of 499 students in total population. This picture portrays the process of adopting students through Project CHAT. This is an Honor student in the academic year 2019-2020. Due to pandemic and being in the far flung area which is not covered by an internet connection he experienced a hard time to perform well. Her mother experienced heart attack in 2020 and they do not have electricity at home. By means of home visitation the school verified that this student need an assistance and should be adopted in a way that Teachers would help them when it comes to financial obligations in the school and by sending school supplies needed in their study. As of today this student pursued his study and finished the academic year 2020-2021 with flying colors.

Project TARA (Timely Award and Recognition for Parents and Learners Achievement). This project aims to appreciate the effort of parents/guardians and students in this academic year. The picture portraysed isInspired by the Maginhawa Community Pantry, Calantas NHS initiated the same project entitled "Calantas PTA Community Pantry" during the retrieval and distribution of LEAP, WHLP, and activity sheets spearheaded by GPTA officers and PTA class presidents together with faculty members. To give rewards to parents for their undying support in this trying times. Also, parents and students received certificate of appreciation and recognition to express schools' gratitude.

Project QR CODE (Quick Recording, Calantas Optimum Distribution of Educational Resources). Utilization of QR Code in the distribution and retrieval of Learning resources is one of the best practices of Calantas National High School under Project QR Code.

Ensuring the availability of educational resources for the utilization of the learners through the attendance control via QR code