



## CID Launches First Quality Circle Session to Elevate Instructional Leadership and Learning Outcome

by: L.C. Richelle F. Quintero

The Curriculum Implementation Division (CID) conducted the First Quality Circle Session (QCS), a collaborative platform designed to strengthen instructional leadership and improve the quality of learning across schools. This is previously known as CID Program Implementation Review and Performance Assessment (PIRPA). The sessions were held with active participation from school heads and cluster supervisors, ensuring a comprehensive review of performance and challenges at M.I. Sevillas Resort, Lucena City on March 25-26.

The CID MEA cum QCS stood as a powerful testament to the collective dedication of school heads, cluster supervisors, and division leadership in their shared mission to uplift the quality of education. Anchored on DepEd Order No. 29, s. 2022 known as "Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF)" and DepEd Order No. 011, s. 2021 titled "Guidelines on the Operationalization of the Program Management Information System, this Quarterly Monitoring, Evaluation, and Adjustment (MEA) cum Quality Circle Session (QCS) unfolded as a landmark event in the division's continuing pursuit of excellence in education. Across two days, the sessions

embodied the collective dedication of SDO Tayabas learning leaders, all united by a shared vision of strengthening the quality of learning for every child.

The first day opened with the presence of the Celedonio B. Balderas Jr., Schools Division Superintendent, whose wisdom and message of support to all schools provided a guiding light for the division. His words affirmed the tireless efforts of school heads and CID personnel throughout the school year, offering both encouragement and strategic direction. His presence underscored the unity of purpose across all levels of

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 leadership, reminding everyone that the pursuit of quality education is not an isolated endeavor but a collective journey sustained by vision, collaboration, and unwavering commitment. By articulating both recognition and challenge, he reinforced the division's resolve to transform educational practices and to ensure that every initiative remains anchored in the ultimate goal of advancing student learning outcomes.

After the preliminaries, the school heads presented their 1st to 4th Quarter Dashboards in all learning areas, organized per cluster. These presentations became a venue for rigorous reflection, as each cluster discussed issues and concerns related to quarterly examinations and instructional practices.

Their substantial reports were inevitable for the whole division, offering a clear picture of progress, challenges, and aspirations.

The morning activity became vibrant spaces of dialogue where issues related to quarterly examinations and instructional practices were openly discussed. Guided by their cluster supervisors, each cluster engaged in honest reflection and collaborative problem-solving, demonstrating a deep commitment to ensuring that every learner's needs were addressed.

The Cluster supervisors did a remarkable job in leading all schools they administer. Their facilitation also ensured that discussions remained focused and productive, paving the way for actionable solutions that will benefit learners across the division.

The Designated Supervisors per Cluster were EPS Louie L. Fulleo, Cluster 1; EPS Jerome A. Chavez, Cluster 2; EPS Michael Leonard D. Lubiano, Cluster 3; EPS Mikael Sandino T. Andrey, Cluster 4; EPS Mildred Z. Galleno, Cluster 5; EPS Richelle F. Quintero, Cluster 6; EPS Christian J. Bables, Cluster 7; EPS Sherwin C. Quesa, Cluster 8; and EPS Joseph Jay U. Areada, Cluster 9.

In the afternoon, the spirit of unity was further strengthened as clusters consolidated their findings into comprehensive reports. With one select school head representing each of the nine clusters, the presentations captured not only the data but also the collective voice of schools striving together for excellence. This process highlighted the remarkable dedication of leaders who, despite diverse contexts, shared a common vision of improving learning outcomes and building stronger systems of support. One by one, Sherwin C. Quesa, Focal Person of the activity, called the presenters.

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The presenters per cluster were Michael M. Safred, Cluster 1; Joy B. Go, Cluster 2; Lilibeth B. Vargas, Cluster 3; Ronald O. Hugo, Cluster 4; Baby Lyn T. Olandes, Cluster 5; Luz A. Pacaigue, Cluster 6; Larvin O. Labrada, Cluster 7; Regicelle D. Cabaysa, Cluster 8; and Natalia A. Andaya, Cluster 9.

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The Chief's feedback provided a fitting culmination to the day's work. With keen attention, Edwin R. Rodriguez, CID Chief, acknowledged every concern raised, ensuring that no issue went unheard. His emphasis on strengthening the quality of learning resonated deeply, affirming the tireless efforts of school heads and supervisors throughout the year. His words served both as recognition of the hard work already accomplished and as inspiration to continue striving for higher standards of excellence.

All activities embodied the essence of collaborative leadership—school heads demonstrating accountability, cluster supervisors facilitating meaningful dialogue, and the Chief offering visionary guidance. Together, they showcased a year-long dedication to transforming challenges into opportunities and data into action.

On the second day, CID MEA cum Quality Circle Session was devoted exclusively to the CID personnel, underscoring the

division's commitment to continuous improvement and internal capacity building. The morning began with an inspiring and encouraging discussion led by Herbert D. Perez, Assistant Schools Division Superintendent, who challenged the staff to reflect deeply on division practices and to envision stronger, more effective ways of serving schools and learners. His words set a tone of motivation and unity, reminding everyone that their collective efforts directly shape the quality of education across the division. Following this, Chief Rodriguez presented the CID Annual Implementation Plan (AIP), providing clarity of direction and reinforcing the shared vision for excellence.

The afternoon was marked by a hands-on workshop where each staff member prepared their own individual AIP, translating the division's goals into personal commitments and actionable strategies. One staff member, EPS Andrey, bravely presented his AIP, modeling dedication and inspiring his colleagues to pursue excellence with renewed vigor. The exercise became more than a technical task—it was a moment of reflection and empowerment, as staff recognized their vital role in sustaining better performance for the benefit of learners.

The exchange of ideas captured the spirit of service and collaboration, reminding everyone that behind every dashboard, report, and plan lies the ultimate purpose: ensuring that every child receives the highest quality of learning.

More than a meeting, the CID MEA cum Quality Circle Session became a celebration of commitment, resilience, and shared responsibility, reminding all stakeholders that the pursuit of quality education is a collective journey sustained by passion and purpose.



# Crossing Borders, Connecting Cultures: SDO Tayabas City Explores Global Language Excellence in SDO Tanauan

by: Alison T. Potestades (Rosario Quesada Integrated National High School)



The true mark of a great educator is the willingness to remain a student. Driven by this pursuit of excellence, a delegation from SDO Tayabas City recently crossed division lines to visit SDO Tanauan City for a high-level benchmarking activity focused on the Special Program in Foreign Language (SPFL).

Leading the contingent were school heads, Rempson P. Sumilang and Cherry G. Hugo, representing Rosario Quesada Integrated National High School and Buenaventura Alandy National High School, respectively. Accompanied by Richelle Quintero, Education Program Supervisor in English/ SPFL, the team embarked on a journey that was less about administrative checklists and more about the future of the Filipino learner.

The visit took the Tayabas delegation through a linguistic map of the world, hosted by four standout schools in Tanauan: SDO Boot National High School (SPFL Korea): A deep dive into the modern global landscape where Kamsahamnida is the key to new opportunities; Natatas National High School (SPFL Chinese Mandarin): Showcasing the precision and discipline required for one of the world's most influential languages—Xièxiè for the transparency; Pantay Integrated HS (SPFL Nihonggo): Highlighting the elegance of Japanese culture and education, met with a formal Arigatō Gozaimasu from the visiting team; and Bernardo Lirio Memorial NHS (SPFL Spanish): A vibrant reminder that ¡Gracias! is a bridge between our history and a borderless future.

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Beyond the faculty rooms and lesson plans, the real heart of this benchmarking activity lies in the classroom. By observing how SDO Tanauan has successfully integrated these languages, the Tayabas educators are bringing back more than just ideas—they are bringing back a vision for their students.

When a student in Tayabas learns a second or third language, they aren't just memorizing vocabulary; they are gaining a "global passport." This program allows learners to compete on an international stage, fostering empathy for other cultures and opening doors to scholarships and careers that were once out of reach. The

"soundness of reasoning" behind this visit is simple: to give our students the world, we must first learn how the world is being taught.

As Sir Rempson, Ma'am Cherry, and Ma'am Richelle return to their home stations, they carry a renewed commitment to globalizing the local classroom. The effectiveness of the presentation by the host schools with the support of their Schools Division Superintendent, Nicolas M. Burgos, Division CID Chief, Victoria B. Burgos, and Division SPFL Focal, Lawrence B. Icasiano, provided a blueprint for what is possible when educators collaborate. The visit may have lasted only a day, but the knowledge gained will resonate in the hallways of SDO Tayabas City for years to come.



## Through Art and Action: A Month of Creativity and Inspiration

by: RENIEL C. RANILLO (Tayabas West Central School 4)

Across the Philippines, the vibrant celebration of Ani ng Sining serves as a reminder that creativity is not only a form of expression but also a powerful instrument for shaping values and strengthening cultural identity. This nationwide celebration brings together schools, communities, and institutions in honoring the richness of Filipino arts and culture.

This year's celebration carries the meaningful theme "Katotohanan at Giting (Truth and Courage)", emphasizing the vital role of the arts in speaking the truth and inspiring bravery in the face of challenges. Through artistic expression—whether in visual arts, music, dance, theater, or creative writing—Filipinos are given a platform to share stories that reflect honesty, resilience, and the enduring spirit of the nation.

In partnership with the Department of Education, schools across the country and within various divisions actively participate in

this nationwide observance. Through a series of creative activities, performances, and competitions, learners are encouraged to showcase their talents while deepening their appreciation for the arts as a means of expressing truth and demonstrating courage.

February came alive with colors, ideas, and meaningful expressions as Tayabas West Central School IV celebrated Ani ng Sining 2026 through a series of engaging and value-driven activities. Anchored on the theme "Katotohanan at Giting" (Truth and Courage), the month-long celebration aimed not only to nurture learners' artistic talents but also to instill the values of honesty and bravery in their everyday lives.

The celebration began with a theme planning and orientation meeting attended by teachers and school facilitators. During the meeting, educators discussed the significance of National Arts Month, clarified

the objectives of the celebration, and outlined the timeline of activities for each grade level. Teachers also collaborated in planning the mechanics and materials needed for the activities. This preparation ensured that the values of truth and courage would be effectively integrated into classroom learning experiences while allowing learners to express themselves creatively.

To formally open the celebration, the school launched a symbolic activity called "The Canvas of Truth." This special display served as the central exhibit area where select student artworks were gradually added throughout the month of February. The launching ceremony symbolized unity and collective expression, highlighting how every learner's voice and creativity contribute to a bigger picture of truth and courage. The activity sparked excitement among pupils as they eagerly anticipated seeing their artworks displayed alongside those of their peers.

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Different grade levels participated in activities designed to match their developmental stage while reflecting the theme. For Kindergarten to Grade 2, pupils took part in the activity “My Honest Heart.” Through coloring and drawing, the young learners illustrated things that make them feel happy or sad. The activity encouraged them to express their emotions honestly while helping them develop self-awareness and emotional understanding.

Meanwhile, pupils from Grades 3 to 4 participated in “My Shield of Courage.” In this activity, learners illustrated personal acts of bravery such as helping classmates, studying diligently, performing household chores, and overcoming fears. Their artworks reflected their growing awareness of responsibility and the importance of courage in everyday actions.

For Grades 5 to 6, the activity “Heroes’ Eyeglasses” challenged learners to present truths they observe in their surroundings and the courageous or helpful actions they practice in response. Through creative illustrations and written explanations, pupils demonstrated a deeper understanding of social realities and the role they can play in making positive changes within their community.

To further enrich the celebration, the school organized an art exhibit and film showing. Selected artworks from the different grade levels were showcased, highlighting the learners’ creativity and their interpretation of the theme. The film showing featured age-appropriate videos that emphasized honesty, resilience, and bravery. Afterward, teachers facilitated short discussions to help learners connect the messages from the films with their own experiences and the artworks they created.

Throughout the month, classrooms became spaces of reflection and creative dialogue. Teachers conducted discussions, mini-exhibits, and sharing sessions where learners explained the inspiration and meaning behind their artworks. These activities encouraged students to think critically, appreciate the works of others, and express their ideas with confidence.

The celebration concluded with the awarding of certificates to pupils whose works best reflected honesty, creativity, and courage. The culminating activity also included photo documentation and a final exhibit of select outputs, proudly showcasing the talents and insights of the learners.

More than a celebration, Ani ng Sining becomes a meaningful movement—one that nurtures creativity, strengthens cultural pride, and empowers the younger generation to use their voices and talents to tell stories of truth and acts of courage through the language of art. Beyond highlighting artistic skills, the activities strengthened the learners’ appreciation for truth, courage, and creative expression—values that will continue to inspire them not only in the classroom but also in their daily lives. Through art, the pupils discovered that every honest voice and every brave act contribute to building a stronger and more compassionate community encouraged them to express their emotions honestly while helping them develop self-awareness and emotional understanding.

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