



Regional Advisory No. 53, s. 2021

Date: May 21, 2021

In compliance with DepEd Order (DO) No. 8, s. 2001,
this advisory is issued not for endorsement per DO 28, s. 2001,
but only for information of DepEd officials,
personnel/staff, as well as the concerned public.
(Visit www.deped.gov.ph)

**International Training on Digital Workplace Leadership: An Online Training
Course for Non-Teaching Personnel in an Educational Organization**

The Southeast Asian Institute of Educational Training, Inc. shall conduct an
International Training on Digital Workplace Leadership: An Online Training Course
for Non-Teaching Personnel in an Educational Organization which shall be offered
from June 10, 2021 to January 30, 2022.

Participation to this program is **Voluntary** and on **Official Time Only**.

Attached is the official invitation from Eduardo Soliman, Managing Director
which contains the mechanics of registration and other details relative to this online
training.

HRD/vcn
05/21/2021



2021-05-5997

DCC No. DepEdRO13-F-008/R3/2-18-2020



SOUTHEAST ASIAN INSTITUTE OF EDUCATIONAL TRAINING, INC.

B3 L42 Love Street, St. Anthony, San Fernando City, Pampanga
Securities and Exchange Commission Registration No. CN201114829
Authorized Department of Education (DepEd) Learning Service Provider
Accredited CPD Provider of the Professional Regulation Commission

2021-05-17/24

Dr. Evelyn R. Fetalvero
Regional Director
DepEd- Regional Office XIII
Butuan City

Dear Madam:

We have conducted trainings in the Philippines and some cities in Southeast Asia. We have also tapped the following foreign experts as our trainers: Dr. Ho Thanh My Phuong- Director, SEAMEO RETRAC, Ho Chi Minh City, Vietnam; Dr. Ida Karnasih- Former Deputy Director, SEAMEO QITEP, Jakarta, Indonesia; Dr. Dennis Berg- Professor, California State University Fullerton/ Fulbright Scholar, China University of Hong Kong; Dr. Stephanie Phillip- National University of Singapore; Dr. Radhika Haydev Ramachantanh- National University of Singapore; Engr. Timothy Wooi- Innovations, Malaysia; Josephine Gu Lao- Ministry of Education, Malaysia; Laura Riavitz, Austria; Dr. Ng Khar Thoe-SEAMEO-RECSAM. Penang, Malaysia; Dr. Piere Chong, University of Scien, Malaysia; Dr. Lawrence Buck, United Kingdom and Caitlin Manning Riley, USA.

Pursuant to DepEd Order No. 1, s 2020, the Southeast Asian Institute of Educational Training, Inc. has already been authorized as Learning Service Provider of the Department of Education- National Educators Academy of the Philippines (Authorization No. LSP- 2020-0001). We are also an Accredited CPD Provider of the Philippine Regulation Commission.

We are once again requesting for an advisory and at the same time invite your personnel to the **International Training on Digital Workplace Leadership: An Online Training Course for Non-Teaching Personnel in an Educational Organization**. The course tackles the topics Digital Workplace Leadership, Kaizen in Education, Creative Thinking in the Workplace, Leading the Self and Teamwork, Stress Management and Resilience. Resource persons include Engr. Timothy Wooi (Malaysia), Laura Riavitz (Austria) and Caitlyn Manning Riley (USA).

This online training is Self- Paced. Participants may register anytime and start the program as soon as they want. They may work on the lectures and assessment activities at their own time and pace within one month. Certificates shall be issued upon completion of the course. It shall be offered from June 10, 2021 to January 30, 2022.

The cost of the training per participant is Php 1500.00 inclusive of certificates, one-month access to courses, and downloadable transcribed materials. Payments may be done through the following:

G-Cash: 09175147952

BDO: Account Name: Southeast Asian Institute of Educational Training, Inc
Account No. 010198003143

For more information, please feel free to contact us at 09175147952 or email us at ed.soliman@seaeti.com. You may also verify other information by visiting our website www.seaeti.com

Attached is the training design for your reference. Thank you and stay safe.

Respectfully,

Eduardo M. Soliman
Managing Director



Republic of the Philippines
Department of Education
National Educators Academy of the Philippines

awards this

Certificate of Authorization

to

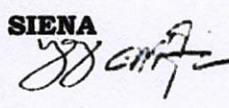
Southeast Asian Institute of Educational Training, Inc.

B3 L42 Love St., Saint Anthony Subdivision, City of San Fernando, Pampanga

for having complied with the requirements for the
NEAP Authorization of Learning Service Provider
in accordance with **DepEd Order No. 1, s. 2020**
also known as *Guidelines for NEAP Recognition of Professional Development
Programs and Courses for Teachers and School Leaders.*

Authorization No. LSP-2020-0001-1020

*Given this 20th day of October 2020.
Expires on 19th day of October 2023.*


JOHN ARNOLD S. SIENA
Director IV 



Address: 2/F Mabini Building, DepEd Complex, Meralco Avenue, Pasig City 1600
Telephone No.: (02) 8638-8638 / (02) 8633-7207 / (02) 8635-4796
Email Address: neap.od@deped.gov.ph / askneap@deped.gov.ph

INSTRUCTIONAL DESIGN

PROGRAM TITLE: INTERNATIONAL TRAINING ON DIGITAL WORKPLACE LEADERSHIP
An Online Training Course for Non-Teaching Personnel in an Educational Organization

PROGRAM DESCRIPTION:

The speed and scope of the current pandemic crisis poses extra challenges for education and necessitates good leadership more than ever (Brammer & Clark, 2020). The role of education leaders includes leadership authority and power, manager or officers, or may be loosely defined, such as a team leader who may not have an official authority but has responsibilities in the educational realm (Day & Sammons, 2016). And it should be made clear that the role of educational leadership is not only exclusive to school heads and teachers with academic positions. It also includes those that are involved in various areas of operation of the whole educational organization such as human resource and training, planning, budget and finance, procurement, guidance and counseling, health, maintenance, technical support and others. Thus, this online training series is proposed to provide equal professional development opportunities to the non-teaching personnel of the Department of Education (DepEd). And pursuant to the agreement made by DepEd Management and DepEd- National Employees' Union (DepEd- NEU), DepEd's Non-Teaching personnel have been allowed to participate in activities to improve their skills...(May, 2018). Further, both parties agreed to have such activities on official business (Alidon, 2018).

The training is a three- day self- paced program that offers a practical, personalized learning approach, backed up by theory and research. Participants will be exposed with technology, digital tools and methodologies of Digital Leadership to sharpen up their digital leadership capabilities to understand how to capitalize on their strengths and improve their weaknesses. They will get a well-rounded understanding of leading in a digital age to pair their experience with leading digital educational organizations. The participants will also get the chance to learn thinking tools needed to become creative leaders. They will also be exposed to various roles of teams and gain knowledge on the best practices of managing them. The program also offers valuable insights on how to manage relationships within the organization. Realizing that taking leadership roles is a heavy task, the Southeast Asian Institute of Educational Training, Inc. includes stress management and resilience as an integral part of this program. In this final part of the training program, the participants are expected to be introduced to concepts surrounding resilience and stress response.

Module 1: Digital Workplace Leadership and Kaizen in Education
ENGR. TIMOTHY WOOL, Malaysia

Specific Objectives	Learning Outcomes per Topic	Topics To Be Discussed / Resource Person ¹	Time Allotment For Each Topic	Methodology	Evaluation Method or Tools To Be Used
Introduce participants to the requirements of the digital age. Discover concepts and tools in digital workplace. Be correctly guided on the principles and practices of digital workplace. Engage participants on the importance of technology in making work done	Explain the need for a technology leader. Identify demands and variables of digital workplace Gain understanding on the use of digital workplace in the organization. Discuss digital transformation and cultural change among employees.	Introduction to Leadership in the Digital Age Digital Workplace and its Definition Common Misconceptions about a Digital Workplace Platform Why do Organizations Need a Digital Workplace?	8 hours	This course will adopt an instructor-led and facilitated e-learning model, where the content of the course will be delivered through elements and activities that are arranged into a chronological order and where each participant is expected to perform the same tasks and deliver the same outputs.	Quiz Checklist Survey
Gain knowledge on existing apps, business data and projects through digital workplace's central platform. Identify areas of opportunities in the digital workplace.	Demonstrate how central platform works to improve work experience and save time. Cite examples on how digital workplace streamlines procedures to make work efficient.	Improving Employee Experience by Digitally Transforming the Workplace The Future of Work is the Digital Workplace The Five Pillars of Digital Workplace Strategy		E-learning content and open educational resources (OER) for individual study will be integrated with instructor's lectures, individual assignments, and collaborative activities among participants. Learners, facilitators and instructors can use communication tools such as emails, discussion forums, chats, polls,	Quiz Performance Checklist Visual Reflection

					application sharing, and audio and video conferencing to communicate and work together.	
roduce participants to ncepts of lean and izen.	Discuss where kaizen originated and how it has been applied in various industries.	The Concept of Lean and Kaizen and its Origin			Learning activities for the course will be delivered by Asynchronous method Asynchronous events are time-independent. A self-paced course is an example of asynchronous e-learning because online learning takes place at any time. E-mail or discussion forums are examples of asynchronous communication tools. o Recorded presentation,	Visible Thinking Exercises Guided Essay
ain mastery of the izen improvement ccess.	Explain the application of kaizen principles in various industries.	The Five Principles of Kaizen: Seven Steps of Improvement Process Creation of Kaizen Culture				
lapt kaizen strategies in a education setting	Adapt strategies to improve procedures in an educational organization	Strategic Application of Kaizen in an Educational Organization				Evaluation and Feedback

Y 2: CREATIVE THINKING IN LEADERSHIP
LAURA RIAVITZ, Austria

Specific Objectives	Learning Outcomes per Topic	Topics To Be Discussed / Resource Person¹	Time Allotment For Each Topic	Teaching Methods and Aids Needed For Each Topic	Evaluation Method or Tools To Be Used to Measure the Program Objectives²
		INTRODUCTION TO CREATIVITY Individual Creativity: Systemic Inventive Thinking and the Five Thinking Tools	8 hours	This course will adopt an instructor-led and facilitated	Quiz Checklist Survey

discover concepts and tools in digital workplace.	Differentiate the different thinking tools.			e-learning model, where the content of the course will be delivered through elements and activities that are arranged into a chronological order and where each participant is expected to perform the same tasks and deliver the same outputs.	
develop collaborative skills in performing the team	Demonstrate skills in working within a team.	Group Creativity: How to be Creative Together			
improve participants' silence skills.	Engage in activities leading to positive self-reinforcement.	LEADING ONE'S SELF Managing Mindset: Motivating and Leading Self in Tough Times			
strengthen participants' opinion on one's behavior.	Demonstrate self-rewarding activity.	Managing Behavior: Setting Goals, Rewarding and Leading Self out of Failure			
realize the importance of relationships with both bosses and co-workers.	Describe characteristics of relationships needed to maintain relationships within the organization.	Managing Relationships: Managing the Boss, Colleagues and Leading by Example			
equip participants with skills required in managing teams.	Describe the tasks of leaders with focus on setting of expectations, sorting of goals, and motivating team members.	MANAGING TEAMS - Managers Lead the Course - Managers are Motivators - Managers Shape Each Person in their Team		E-learning content and open educational resources (OER) for individual study will be integrated with instructor's lectures, individual assignments, and collaborative activities among participants. Learners, facilitators and instructors can use communication tools such as emails, discussion forums, chats, polls,	Quiz Performance Checklist Visual Reflection
adapt practices in evaluating performing teams.	Develop skills in communicating with the team.	Best Practices in Managing Teams			

overcome challenges in managing diverse personalities and cultures in a team.	Discuss how to best manage various teams based on their characteristics.	Managing Different Types of Teams DEVELOPING EXECUTIVE PRESENCE		application sharing, and audio and video conferencing to communicate and work together.	
at participants oriented with the importance of executive presence. quip participants with new knowledge on thinking patterns. »velop participants' rational proactivity. »velop the discipline of making a projection.	Explain passion and positivity alongside factors of executive presence. Discuss relationship between thinking patterns and executive presence. Demonstrate actions that reflect self- confidence Strategize activities that lead to action patterns.	Understanding Executive Presence Thinking Perspectively Feeling Self- confident Making a Projection		Learning activities for the course will be delivered by Asynchronous method Asynchronous events are time-independent. A self-paced course is an example of asynchronous e-learning because online learning takes place at any time. E-mail or discussion forums are examples of asynchronous communication tools. Recorded presentation, such as slideshow and videos Online quiz	Visible Thinking Exercises Self- Assessment Rubric Evaluation and Feedback

DAY 3: STRESS MANAGEMENT AND RESILIENCE

					audio and video conferencing to communicate and work together.	
--	--	--	--	--	--	--

ferences:

ammer & Clark. (2020). COVID-19 and Management Education: Reflections on challenges, opportunities, and potential futures. *British Journal Management*, 31(3), 453-456. <https://doi.org/10.1111/1467-8551.12425>

y & Sammons. (2016). Successful school leadership. Education Development Trust.

il Alcober. (December 20, 2018). <https://www.manilatimes.net/2018/12/20/campus-press/deped-allows-non-teaching-staff-to-participate-in-seminars-references/484940/>



Republic of the Philippines
Department of Education
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

Enclosure 1: List of NEAP-Recognized Professional Development Programs and Courses for Batch 2

LEARNING SERVICE PROVIDER	TITLE OF THE PROGRAM/ COURSE	PROGRAM/COURSE BRIEF DESCRIPTION	TARGET			PROFESSIONAL STANDARDS - INDICATORS COVERED			Delivery Platform	Fund Source	Reg. Fee
			BENEFICIARIES	CAREER STAGE	PFST	PFSSH	PFSS				
DepEd Office of the Undersecretary for Legal Affairs	Child Rights in Education - Child Protection in Education in the Time of COVID-19	This course will help teachers and school leaders to be knowledgeable on the fundamental principles, and relevant laws and policies, of child rights and child protection in education, especially in the context of the BE-LCP. Identify the four general classifications of children's rights- the right to development, the right to participation, the right to survival, and the right to protection; Understand the child protection landscape online; Identify means to build up children's protective behavior online; Understand the Child Protection Policy (DepEd D.O. No. 40, s. 2012) and how it relates to the BE-LCP; Understand the Supplemental Policy on Child Protection in the Context of the BE-LCP (drafting of the policy in progress, will be released in time for the lecture on this).	Teaching Personnel in the Regional Offices	Beginning Proficient Highly Proficient Distinguished	Domain 1 Strand 1.1 (1.1.1, 1.1.2, 1.1.3, 1.1.4)	Domain 1 Strand 1.2 (1.2.1, 1.2.2, 1.2.3, 1.2.4) Domain 3 Strand 3.6 (3.6.1, 3.6.2, 3.6.3, 3.6.4)	Domain 1 Strand 1.2 (1.2.1, 1.2.2) (1.2.3, 1.2.4)	Online	DepEd OUA	None	
DepEd CALABARZON	Capability Building Program for Teachers and School Leaders Focus on Navigating Computer Applications/ Communications	This Capability Building Program for teachers and school leaders is a three (3) module program which focuses on navigating computer applications/communication platforms and its utilization for the enhancement of their KSAs in the performance of their functions towards improving school's operations and learning management. Module 1 is designed for teachers which focus on enhancing their competence in using different Learning Management Systems (LMS) to effectively manage the teaching-learning process using ODL. Module 2 is designed for school leaders which focuses on enhancing their competence towards effective and efficient performance of their functions as instructional leaders using ICT. Module 3 is designed for supervisors which focuses on enhancing their competence in utilizing technology based innovations in addressing the	Teachers	Beginning Proficient Highly Proficient Distinguished	Domain 1 Strand 1.3 Strand 3 Domain 2 Strand 2.1 (2.1.1, 2.1.2, 2.1.3, 2.1.4)			Online	DepEd IV - A	None	



Republic of the Philippines
Department of Education
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

SEAMEO Innotech	Excellence in School Leadership for Southeast Asia - TEACHeXCELS	Excellence in School Leadership for Southeast Asia (eXCELS) is a suite of courses for school heads to develop their competencies in areas of instructional leadership, instructional supervision, disaster and risk management, peace and culture advocacy and health programs management.	School Heads	Proficient	Domain 7 (7.2.3, 7.3.3, 7.5.3)	Domain 3 (3.1.2, 3.2.2, 3.5.2)		Online	Registration Fee	10,000 per learner
	Excellence in School Leadership for Southeast Asia - SUPReXCELS			Highly Proficient				Online	Registration Fee	15,000 per learner
	Excellence in School Leadership for Southeast Asia - PEACeXCELS			Highly Proficient		Domain 1 (1.2.3) Domain 2 (2.5.3) Domain 3 (3.1.2, 3.3.5.3, 3.6.3) Domain 5 (5.5.3)		Online	Registration Fee	10,000 per learner
	Excellence in School Leadership for Southeast Asia - LEADeXCELS			Highly Proficient		Domain 1 (1.2.3) Domain 2 (2.5.3) Domain 3 (3.1.3, 3.5.3, 3.6.3) Domain 5 (5.5.3)		Online	Registration Fee	10,000 per learner
	Excellence in School Leadership for Southeast Asia - HEALThEXCELS			Highly Proficient		Domain 1 (1.2.3) Domain 3 (3.6.3) Domain 4 (4.6.3) Domain 5 (5.5.3)		Online	Registration Fee	10,000 per learner
Southeast Asian Institute of Educational Training, Inc. (SEAIETI)	Safeguarding Education: Continuity Planning and the Whole-School Approach	This online training program is proposed to equip participants with useful and relevant teaching and learning strategies that they can apply in their classroom. Twenty first century teaching requires approaches that actively meets the demands of digital natives (students that are familiar with computers and other advanced technologies at an early age) (Scott, 2015), thus, this training is designed to update teachers of the current trends and technologies available that may revolutionize the way education is delivered in the classroom. They will also be able to acquire information about up-to-date applications that are useful for	Teachers	Proficient	Domain 1 (1.2.2, 1.3.2, 1.4.2) Domain 4: (4.1.2, 4.2.2, 4.3.2) (4.4.2, 4.5.2)			Asynchronous	Registration Fee	500 per learner
	Innovation in Education				Domain 1 (1.2.2, 1.3.2, 1.4.2) Domain 2 (2.4.2) Domain 4					

[illegible]