



## A BRIEF

Managing a learning environment which is pluralistic and orthodox demands a rigorous scrutiny of all the resources within and outside of the system agenda. This has been a dilemma for many managers of the land where resources outweigh benchmarks and output versus input seems in a see-saw beam of situation. However, larger scale of these realities which envelop the entire scenario has been considered in the rationalization as an offshoot to remediation of controlled and uncontrolled factors affecting the hierarchy in one hand and the esprit de corps on another hand.

Taking this as a stand to institutionalize intervention, DepEd Dumaguete City with its varied resources outsources not only from its own stock but also, a Repertory of Excellence in Culture (REC) which in a way would answer a playful but witty strategy denouncing futility in governance, people, mechanism, and attitudes.

Seeing these directions, the push and pull effect of these strategies falls into a diorama in the interplay of academics, culture, and arts and the many dimensions of its promotion, development, and sustenance. This in essence makes the project pivotal within the window of demands that would redound its merits to the educative processes uniquely and distinctly special to DepEd Dumaguete City.

Within the framework of **MTS**, the following broad statements with their corresponding maximum strategies, mobilizers, and indicators are spelled out in terms of their specific outcomes:

- Reaffirming Educational Commitments (**REC**)
- Reinforcing the Basics in Understanding DepEd vision and mission (**RBU**)

Engagements (INPUTS)	Resources (THRUPUTS)	Evidences (OUTPUTS)
<ul style="list-style-type: none"> <li>• Constructing billboards in schools and launching of Project MTS</li> <li>• Conducting Seminar on Effective Communication and Handling Media and Guests</li> <li>• Intellectualizing Culture and the Arts</li> <li>• Indigenizing uniqueness of the Curriculum</li> <li>• Reiterating Training Needs Assessment for school- based management training and development</li> <li>• Retooling – maximizing capacity of master teachers</li> <li>• Capacity building, reengineering and reorienting school managers on instructional supervision and target setting</li> <li>• Holding of performance exhibit and redefining cultural care-giving through speech competition, acting tournament and film festival dubbed as Project MTS: Garbo sa DepEd Dumaguete</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resources which include Pool of Trainers and Resource Persons</li> <li>• Participants who are the stakeholders : initiators, participant- implementers, partners, and key workers of the project</li> <li>• Materials including supplies, gadgets, and paraphernalia</li> <li>• Monitoring vehicle and other forms of ways and means</li> <li>• Monitoring, evaluation and standard assessment tools</li> <li>• Intangible support mechanism such as commitments, cooperation and sustainability enhancers such as feedback, remarks and positive articulations</li> <li>• Sources of ideas, suggestions and insights from best practices and success stories including notes and other information from books and other learning materials / references</li> </ul>	<ul style="list-style-type: none"> <li>• Existence of MTS billboards</li> <li>• High level of collaboration and communication among school officials, students, parents and other partner- stakeholders</li> <li>• Culturally responsive teaching</li> <li>• Warm, inviting, and creative classroom settings</li> <li>• Improved instructional management including indigenized pedagogical interventions</li> <li>• Most supportive, safest, and best personalized learning environment and positive school climate and culture</li> <li>• Increased <b>Mean Percentage Score</b> and level of other performance indicators particularly participation rate and a significant decrease in dropout rate</li> <li>• Effective and excellent school leadership and high standard learning instruction</li> </ul>