

**TEA**nig ng **CALABARZON**  
Transparent, Ethical, Accountable

# Weekly Newsletter



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## 3<sup>rd</sup> Gawad Patnugot

# DepEd CALABARZON honors Educators

The Department of Education, Region IV-A CALABARZON recognized the 17 best performing schools and educators in the Search for Treasured Achievers in the Region (C-STAR) through the 3<sup>rd</sup> Gawad Patnugot which was held during the Regional Celebration of the World Teachers' Day at Batangas City Convention Center, Batangas City, Oct. 5.

Gawad Patnugot supports the Civil Service Commission's Program on Awards and Incentives for Service Excellence (PRAISE). It acknowledges commendable performances of teachers and non-teaching personnel as well as the schools and divisions who brought recognition to the region.

Director Diosdado M. San Antonio emphasized, "As we mark the World Teachers' Day, we honor our fellow teachers and other stakeholders who have inspired us to pursue excellence in what we do. This is the third time where we hold the Gawad Patnugot as the highlight of the World Teachers' Day Celebration in DepEd CALABARZON. We believe that the best time or the best way to celebrate our day is to recognize the exemplars, the outstanding performers, the excellent public servants from the Department of Education and our other partners in education. *Kaya po ito na ang ginawa natin.*"

Moreover, Director San Antonio mentioned the three R's for all educators on the occasion of the 2016 World Teachers' Day Celebration. These are reasoning, resilience and responsibility. He reiterated that it is not enough for students to know how to read, to write and to count. They must have the skills in reasoning, resiliency and responsibility.

Meanwhile, the 3<sup>rd</sup> Gawad Patnugot awardees in the individual category were



*Nobody does it like Donnie. Dr. Donato G. Bueno (center), OIC-Schools Division Superintendent, SDO Batangas City, receives certificate of recognition for commendable hosting of the 3<sup>rd</sup> Gawad Patnugot held at the Batangas City Convention Center, Batangas City on Oct. 5.*

Jennifer M. Rojo, ES Outstanding Teacher (SDO Cavite Province); Zaldy O. Bueno, JHS Outstanding Teacher (SDO Quezon Province); Benita R. Borromeo, ES Outstanding School Head (SDO Bacoor City); Wilson T. Ojales, JHS Outstanding School Head (SDO Batangas Province); Esperanza B. Lusanta, Outstanding Education Program Supervisor (SDO Batangas City); Elvira B. Catangay, Outstanding Public School District Supervisor (SDO Laguna Province); Buddy Chester M. Repia, Outstanding Non-Teaching Personnel (SDO Rizal Province); and Rowena V. Bagon, Outstanding GAD Implementer (SDO Quezon Province).

In addition, the awardees in the group category were Sunny Brooke Elem. School, ES Most Effective Reading Program (SDO Cavite Province); Balete National High School, JHS

Most Effective Reading Program (SDO Batangas City); Calamba Elementary School, ES Best School-Based Management Implementer (SDO Calamba City); Talipan National High School, JHS Best School-Based Management Implementer (SDO Quezon Province); SDO Rizal, Outstanding Division Sports Program (SDO Rizal Province); Fr. Luigi Carbulotto Elementary School, ES Outstanding Division Campus Journalism Program (SDO Cavite Province); Tanza National Trade School, JHS Outstanding Campus Journalism Program (SDO Cavite Province); Tagaytay City CS, ES Most Effective Action Research (SDO Cavite Province); and Luis Palad National High School, JHS Most Effective Action Research (SDO Tayabas City.)

Regarding the future plans of DepEd CALABARZON for next year's Gawad Patnugot, the OIC Asst. Regional Director, Francis Cesar B. Bringas said, "We don't set any limits regarding the number of awards. We are thinking of adding more individual awards next year. Regarding change, one possible change is for the non-teaching personnel because in this category, nominees in Level 1 and Level 2 vied for one award. It's a possible change next year that there will be a separate award for Level 1 nominees and Level 2 nominees."

OIC, Asst. Director Bringas also stated that the region should continue giving recognition to outstanding educators in delivering quality education to the 21<sup>st</sup> century learners. (Blessie D. Arabe, Master Teacher II, Alangilan Senior High School, Division of Batangas City)



*Pride of Batangas City. Hard work, patience, passion and commitment led Dr. Esperanza B. Lusanta, EPS-English (at the center) for winning the Outstanding Education Supervisor in the 3<sup>rd</sup> Gawad Patnugot held at the Batangas City Convention Center, Batangas City on Oct. 5.*



# SDO - LUCENA... TEA-NAPA

(Training Educators Accountable for Students Non-Academic & Academic Performance & Accomplishment)

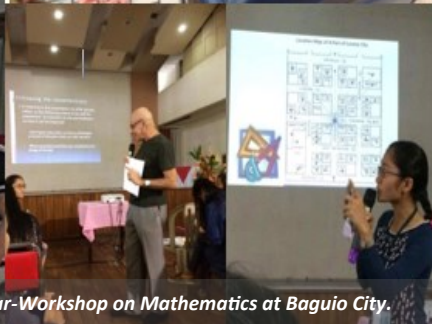
The Schools Division of Lucena City promotes the culture of excellence and has high regards for academic and non-academic commitment exhibited successes in the regional and national levels.

The Division CIP team on the current Division Inventory Management System, primarily aimed to provide information on the unified process and workflow to be utilized in the property and supply unit in the Division conducted from December to July 2016. The project DIMS is a priority project of the SDO Lucena to improve service delivery of the division specifically of the property and supply unit.

Even in the foreign soil, SDO Lucena in partnership with Team Bagong Lucena (TBL) proved its competitiveness in the swimming arena after bagging 9 gold, 19 silver and 21 bronze medals sealing them the 3rd Place in the over-all ranking of the Southeast Asian participants in the recently concluded 12th Singapore Island Country Club (SICC) Invitational Swimming Championship 2016 in Singapore on August 5 – 10.

The SDO Lucena City's five research presenters received commendation in the Interdisciplinarity 3.0 International Research Conference conducted by Brokenshire College and Mindanao Center for Basic Education and Development Studies (MCBEDS) at Martha's Place, Davao City last August 19.

Eight Math educators from SDO Lucena participated in the International Seminar-Workshop on Mathematics held in Teachers' Camp, Baguio City on September 2



*SDO-Lucena City Math Educators journey in the International Seminar-Workshop on Mathematics at Baguio City.*

– 4. A Senior High School Master Teacher II of Gulang-Gulang National High School, one of the presenters of localized and contextualized math lesson, gained praises from the speakers and other participants.

Addressing the value of Indigenous People Education and in response to IPED month celebration, SDO Lucena IPED team attended Regional Conference on Indigenous People Education Program at Tanza Oasis Hotel and Restaurant, Baranggay Capipiza, Tanza, Cavite on Sept. 26 – 30.

In School Governance and Operations Division, as part of the schools division's advocacy for research through its Project CRISP

(Culture of Research for Improving Schools Performance), 2nd Division Research Festival with a theme "Widening Horizons through Basic Education Research Agenda", held at St. Jude Multi-Purpose Cooperative Hotel & Event Center on Sept. 29 – 30.

In the same unit, Division Training – Workshop on Intensified School Child Protection Policy that aimed to strengthen the implementation of DepEd policies on child protection; train and create school Child Protection Committee; and to provide technical advice to schools on complex and serious cases. 116 School Heads and Guidance Counselors attended the said training at St. Jude Multi-Purpose Cooperative Hotel & Event Center on Sept. 19.

With relevance to strengthening the students' level of competence and testing their academic prowess, the SDO Lucena conducted its 1st Division Academic Camp, a collaborative efforts of three learning areas – Mathematics, Science and Araling Panlipunan on September 23 at Lucena West I and Lucena West III Elementary School participated by Public and Private Elementary and Secondary schools. Sharing a common goal of providing a great platform for participants to gain substantial experience, showcase skills, analyze and evaluate outcomes and uncover personal

aptitude, adopt innovative techniques and develop their ideas and skills.

In the midst of busy and toxic deadlines of paper works and a mountain of tasks of a secondary school teacher getting INSPIRED is really millions far ahead.

Maria Corazon A. Rubio, HT-I MAPEH and the SPED coordinator is the SDO-Lucena's emblem of inspiration; one of the Civil Service Commission Region IV – A PAG-ASA Outstanding Public Official and Employee awarded last Sept 19 at Luxent Hotel, Quezon City; and this year's keynote speaker for the 3rd Gawad Patnugot Awarding Ceremony of DepEd Region IV-A CALABARZON. (Angelo S. Villanueva, EPS-II, M&E, SDO-Lucena City)



*Maria Corazon A. Rubio, PAG-ASA Outstanding Public Official and Employee.*



*Mr. Armando A. Jasul, one of the oral presenters, defends his action research in the 2<sup>nd</sup> Division Research Festival.*



# Achieving Excellence in Curriculum



*Photo taken during the partnership with Guro Formation Forum of University of the Philippines Diliman and DepEd Laguna*

The Curriculum Implementation Division of SDO Laguna Province aims to produce lifelong learners who possess desirable traits and competencies to face various challenges in life. Thus, they will become more productive and more responsive to different changes in the society that is needed for the transformation of their lives and communities. On this note, DepEd Laguna conforms with sustainable development goals.

Having realized such goals, the targets of making a difference in the delivery of Basic Education Services and Thrust (BEST)

can easily be achieved by helping one another to succeed in the attainment of the Vision, Mission, Goals and Objectives to make education more accessible and more serviceable to all.

More so, at the threshold of development, there is a need to innovate, research and sustain programs and projects so that more outputs and better outcomes can be made possible. Hence, governance and operation of the curriculum in the Basic Education can be significantly sustained.

Anent, in order to address various

challenges in the Curriculum Implementation and School Governance and Operations, the Continuous Improvement Framework in achieving excellence in Curriculum is set to sustain greatness and bridge the gap through the E2GFF (Enhancing Excellence in Guro Formation Forum) of UP Diliman, UPLB and other partners in education to ensure best delivery of basic education services to stakeholders by the Brilliant, Excellent Strategic Team for Education (BEST4E) and in support of the TEA Governance of the Region. (Dr. Teofila D. Verain, SDO Laguna Province)

## SciHigh Places 3<sup>rd</sup> in 29<sup>th</sup> MATHEMATCH

San Pablo City Science High School has once again brought glory for the Division of San Pablo City. Last October 17, SciHigh students participated in the 29<sup>th</sup> Annual Southern Tagalog Invitational Mathematical Challenge or MATHEMATCH sponsored by the University of the Philippines Los Baños Mathematical Sciences Society.

Christian Louie Cornista and John Matthew De Gala of Grade 10 (Newton) and Ian Chester Catapang of Grade 9 (Mendeleev) placed 2<sup>nd</sup> runner-up in the group category. Cornista claimed the honor of being the individual top scorer. The group faced 38 other teams from Regions IVA and IVB. The group was trained by Mr. Jerryco M. Jaurigue, Mathematics 10 teacher and Senior High School Coordinator.

Damariñas National High School team was declared the champion for this year's MATHEMATCH. San Pablo City National High School and Laguna College, both from the Division of San Pablo City, also qualified to the top 15 for the final round.

Last year, the SciHigh team also won 2<sup>nd</sup> runner-up in the same competition, with Cornista as one of the group members as well. (Lualhati S. Angeles II, Teacher I, SPCSHS)



*(L-R) Christian Louie Cornista, John Matthew De Gala, Ian Chester Catapang and Coach Jerryco Jaurigue*



# Division of Lucena City celebrates World Teachers' Day

***"Through our teachers we see the future of our country and through their good deeds we prosper as a nation",*** strongest belief of Dave G. Saceda, the keynote speaker.

October 3 commemorates the teaching profession's contribution in educating the Batang Lucenahin at St. Jude Cooperative Multi-Purpose Event Center, Diversion Road, Brgy Isabang, Tayabas City. Therefore, it is fitting that this year's World Teachers' Day theme is ***"Guro: Kabalik sa Pagbabago."***

The celebration aimed to honor those who are in the teaching profession; acknowledge and give emphasis on the crucial role, loyal service and dedicated commitment of teachers in developing globally-minded citizens, nurturing families, strengthening communities and building the nation; revitalize the image of and respect for teaching as a vocation by increasing public awareness on the value of teachers in the Philippine society; take the occasion as an opportunity in building the image of

teaching as an attractive and fulfilling profession; and express gratitude for the positive influences of teachers on Filipino learners.

All public elementary and secondary schools in the SDO- Lucena City joined the synchronized programs, projects and activities. All schools held the school-based celebrations before the culminating activity including the recitation of *A Prayer for Teachers or Panalangin Para sa mga Guro*.

Celebration started with a Holy Mass at 12:30 in the afternoon with Father Antonio Angelo Brucal, wherein he emphasized in his homily that teaching is a vocation and teachers' mission is to teach.

Moreover, Dr. Dave G. Saceda, chairman/founder of SACEDA Youth LEAD, keynote speaker, highlighted the event. He discussed the real powers of man through Howard Gardner's Multiple Intelligences with skills and values. He shared stories of sincerity, humility, respect, faith, hope and love. He emphasized that decision making in

life is important; it is life or death, happiness versus meaning, is it necessary, beneficial or practical? Is it for the greater glory of God and for the good of all? For him, success is neither magical nor mysterious. Success is the natural consequence of consistently applying the basic fundamentals carrying its own cross.

In addition, SDO-Lucena City launched *The Search for Gawad Parangal sa mga Natatanging Gurong Lucenahin* to acknowledge the accomplishments of teachers. There were three categories namely; Teacher Excellence in Culture and Arts, Teacher Excellence in Partnership and Linkages and Teacher Excellence in Community Service. Armando Jasul, Vilma A. Buhay and Lorelie A. Jasul, respectively awarded on the said category.

Winners for the 2016 Division Brigada Eskwela Best Implementer, Best Coach, and Rotary Club of Lucena City Circle Excellence Teacher Awardee were awarded in the celebration of teachers' day. (Karina R. Bautista, SEPS, SDO-Lucena City)



Dr. Aniano M. Ogayon, Vilma R. Buhay, Dr. Rowela Caperina and Dr. Lanie Malabonga (R-L) during the World Teachers' Day Celebration.



Rotary Club of Lucena City Circle with the awardees and Dr. Aniano Ogayon (Photo Op)



**TEACHERS' DAY CELEBRATION.** SDO- Lucena City teachers from North, East, West and South celebrate World Teachers' Day.



# October is Indigenous Peoples Month

## Ang Punong Mangga ni Ka Rudy

Doon po sa Sitio Tuoy, may namumukod tanging bungang kahoy. Ito ang punong mangga ni ka Rudy Dela Cruz.

Mayabong ang dahon, marami ang mga sanga, at kapag namunga hitik na hitik at matatamis pa.

Silungan ng mga ibon, pati na rin ng kanyang mga bisita. Dito rin naglalaro ang mga batang masisigla. Sa ilalim nito, may gawang upuan at lamesang tabla. Dito namamahinga ang kanyang pamilya.

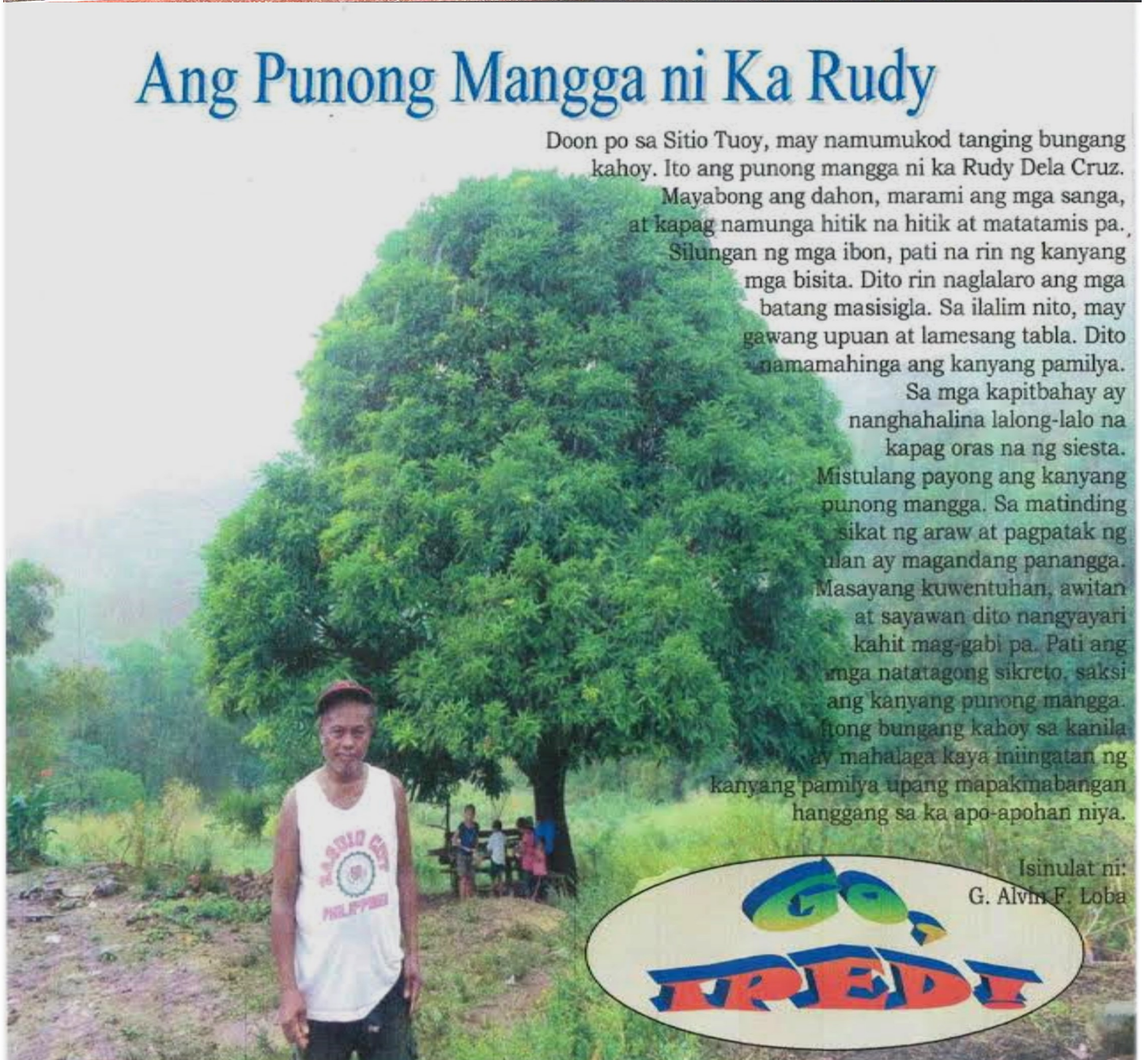
Sa mga kapitbahay ay nanghahalina lalong-lalo na kapag oras na ng siesta.

Mistulang payong ang kanyang punong mangga. Sa matinding sikat ng araw at pagpatak ng ulan ay magandang panangga.

Masayang kuwentuhan, awitan at sayawan dito nangyayari kahit mag-gabi pa. Pati ang mga natatagong sikreto, saksi ang kanyang punong mangga.

Ang bungang kahoy sa kanila ay mahalaga kaya iniingatan ng kanyang pamilya upang mapakinabangan hanggang sa ka apo-apohan niya.

Isinulat ni:  
G. Alvin F. Loba





# Huwag Mangamba

G. Alvin F. Loba  
Paaralang Elementarya ng Cuyambay

Sa iyong paglalakbay sagitna ng kagubatan  
huwag mangamba kung kumalam ang tiyan,  
sapagkat ang sagot ay nasa tabi-tabi lang  
kung ito ay iyong nalalaman.

Dito ay maalam ang mga katutubong kabataan  
tinuruan at sinanay ng kanilang mga mahusay na magulang  
hindi nag-aalala kung may makakain ba sa kanilang pupuntahan  
'di tulad ng mga taga-bayan, isang sako ng pagkain ang pasan-pasan.

Sinimulan sa pagpapaapoy, gamit ang tuyong buho.  
Matiyagang nagkayas at nagtulungan sa pagpupuyos  
pero may sikreto para madaling makapagpuyos  
alamin ang mainam na buho para lakas ay di maubos.

Naghanda ng buho na kanilang pagsasaingan  
tawag nila ay binunyog o binungo ng karamihan.  
Bigas ay hinugasan at binalotsa dahon ng tagbak,  
tinubigan, tinakpan ng dahon at saka isinalang.

Binantayan at di pinabayaan ang binunyog na isinalang  
nangitim ang pinaglutuan pero nandoon sa loob nito  
ang maputi at masarap na kanin na pagsasaluhan  
na sumasalamin sa ganda at buti ng kanilang kalooban...

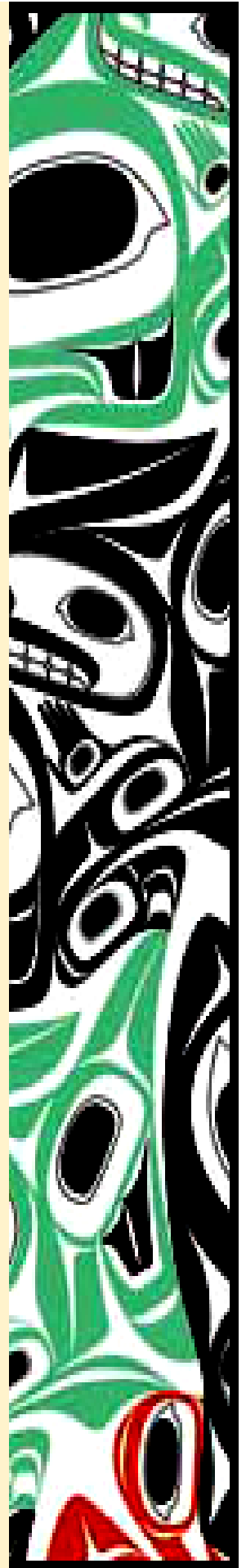
Upang makumpleto ang pagkaing pagsasaluhan,  
angulam ay sinalaksak at huwag itong subukan  
lalo na kung ikaw ay hindi sanay sa pagkaing maanghang  
sapagkat ito ay gawa sa dinikdik na sili at asin.

Mahilig din sila sa nilagang kamote, gabi, at saging,  
at sa mga masusustansyang gulay at prutas,  
kapag susuwertihin sa karne ay nakakakain din  
Kaya naman ang mga katawan nita ay malulusog at malalakas.

Ang mga katutubo ay sadyang magagaling  
sa pamimislay, pananalap, panunublang, paninilo at pamimitag.  
Pamumuhag, pangingilaw, pagsibat at maging sa pag-langoy at pag-akyat  
sadyang kanilang kahusayan ay walang katapat.

Kay Makidipat, sila'y nagpapasalamat sa mga biyayang natatanggap,  
binabahagi sa kapwa ito man ay maging kauntio marami.  
Kaya huwag kang magtaka kung sila ay walang dala  
sapagkat ang karunungan nila ang bumubuhay sa kanila.

Maging payapa ka kapag sila ang iyong kasama  
sapagkat ang gutom mo ay nararanasan din nila,  
kaya huwag kang mangamba, sapagkat sagot ka nila  
basta irespeto at ituring mo silang hindi iba....





# EMBRACING THE OLD WAYS

## **RESTORED SENSE OF COMMUNITY, SPIRIT, AND PRIDE TO INDIGENOUS PEOPLE THROUGH CULTURE-BASED EDUCATION**

The Department of Education Region IV-A CALABARZON's four-day Indigenous Peoples Education (IPED) Community Immersion which is held at Barangay Daraetan in Tanay, Rizal on October 11-14, 2016 takes its guests beyond the famous waterfalls, peculiar rock formations, creepy but nevertheless astonishing caves, sacred springs, snaking rivers, and breathtaking range of giant mountains and opens their eyes to the fact that the above described richness of Nature is a seemingly paradoxical manifestation that provides a stark contrast to the daily life and struggles and the lingering and deepening poverty of the IPs that live there—so great is the gaping gap that only through compassionate and culture-based education can it be reconciled.



Just because the wonders of nature are mentioned here does not mean the adventure of seeking it while in an immersion is trivial with its focus on hedonistic pursuit of fun. No. The 2016 Regional IPed Immersion that lasts for four days and three nights in fact targets to equip the participants with an in-depth understanding of the indigenous knowledge, skills, and practices (IKSPs) substantial to sustaining the successful implementation of the IPed especially in marginalized communities such as in Sitio Magata, Sitio Paydas, and Brgy. Daraetan, all in the remote mountains of Tanay, Rizal.

What resurfaced after the immersion are stories within stories that include factors that can further support effective IPed implementation.

## Story #1:

# "Of Dying and Burning Houses"

Mention "immersion" and I am most likely to think of accommodation above all.

I remembered travelling to Sitio Rawang to attend our church, to Makantog to visit brethren, to Brgy. Sto. Niño to home-visit my students, and now to Sitio Magata to act as documenter/researcher to the Regional IPed immersion. Then and now, one image is constant and is still deeply etched in my mind: run-down shanties. Why, in spite of all the available rocks and stones, hardwood timbers, bamboo, coconut trees, and cogon grasses can't the IPs build safer, sturdier houses of their own? Anywhere I turn I see holes in it! The roof, the walls, the two-leafed swinging tabs called window and the seemingly forever unsecured door—why install a doorknob or something like that when one can come and go through holes the size of my head anytime they want? My ignorance labelled it as pure laziness, bitter that I have to spend nights lying curled on a hard bamboo bed called "papag", my feet hanging because it is too short for my height, in a room that is not roomy at all because of the pile of boxes of clothes and knickknacks, of the fact that I shared the bed with a cat beside my head and a smelly dog beside my feet, that a toad croaks its heart out until it decided to just shut up and leap but nevertheless left me gripped with fear of the thought the toad might spring and share my bed, too. So sullenly engrossed was I with the discomforts I had to endure that when a Dumagat elder mentioned in the validation that if a family member died in the house, they burn the whole structure and abandon the place and seek to settle in another dwelling because it is their culture, and that this explains them being nomads, it did not struck me odd to see myself on the ignorant side of the fence. Ah! Spare me of your biblical moral lectures! It is my first IPed community immersion and the first time I heard that IP practice on dying and burning houses. Now I learned my lesson and I am so happy to know nobody died in the house that sheltered me for a night and swear to discover further the richness of the IP culture, have it validated and be once again struck by a lightning-speed of realization that being judgmental is no place for IPed.

## WHY DO IPED IMMERSION?

*Since culture is central to IPED, including an understanding of local context, history, and community leaders, the immersion becomes a powerful tool for establishing a trusting relationship between the IPs and DepEd. By engaging the teachers with the culture and experience of the IPs, it provides the former a first-hand experience of the latter, which makes it more valid and give way for an empathetic sharing of social realities.*



This is the room occupied by the author at Sitio Magata during the Regional IPed immersion. The walls are made of boards and woven bamboo slats called "sawali". The condition and the materials of the house explain the fact that for practical reasons, the owners refrain from building a sturdy house and that household belongings are always boxed so they can conveniently go anytime or as the occasion calls for them to leave and live someplace.





## Story #2: **“LANGUAGE AS CULTURE: A TOOL THAT CAN MAKE OR BREAK IP EDUCATION”**

On the second day of the Regional Immersion, the participants are engrossed in perusing the newly-identified IKSPs consolidated through the administered questionnaire. When it came to the validation, a panel of elders is created to either “confirm” or “deny” or “straighten” each IKSP including the community maps. Everything went smoothly until the presenter from Sitio Paydas flashed their output using the English language. As expected, the IP elders reacted, their faces reflected their apprehension. “Bakit English ang ginamit mo? Hindi namin yan mauunawaan!”

This uncomfortable situation may have been avoided if only all the participants did not forget that LANGUAGE is culture itself. In IPEd where IP culture is central, there is almost a silent understanding that the medium for instruction is Tagalog but peppered a lot with the IP dialect. This is an affirmation to the fact that language is the best tool for instruction, but can also be a barrier to education. This principle puts me in a complicated situation, being an English Language teacher. How can teachers of academic subjects that use English language as medium for instruction seek comfort from the IPs’ sensitivity to their language? The answer came after observing the actual IKSPs performed by the IPs themselves. Teacher Allan, a Mathematics teacher of Sto. Niño, thought about crafting numerical activities using real objects like the beads and shells used by the IPs in making accessories. Teacher Alvin wanted to incorporate the IP dance moves into his MAPEH subject and the cooking method called “binunyog”, among others, into TLE and IA subjects. As for me, I plan to compose literature using the IKSPs as topics and use it as supplementary reading materials. Most importantly, there is a need for us to furnish the IPs a version of the activities and articles translated in their local dialect.

In all of these, we opt to utilize the language as a tool that can MAKE IP Education without breaking their culture.







**Teacher Ellen is of Dumagat-Remontado origin and is currently teaching at Cuyambay Elementary School in Tanay, Rizal. As expected, her teaching endeavors brought about big developments to her IP students because of her strict adherence to the IPEd curriculum framework that is designed to enshrine the culture of IPs in all of her instructions.**

### Story #3: **"FROM THE IPS, FOR THE IPS"**

Indeed there are always two sides of the coin—and education is not spared from that cliché. As Tatay Abner—a Dumagat elder at Sitio Daraitan in Tanay, Rizal puts it, “hindi kami pinag-aral noon ng aming mga ninuno sa paniniwalang ang edukasyon ang dahilan ng pagkasira ng kalikasan” (our ancestor did not send us to school believing that education is the cause of the destruction of nature.)

Enter teacher Ellen Atencio. Ma’am Ellen is a 37-year old elementary teacher at Cuyambay Elementary School. She belongs to the Dumagat-Remontado tribe—a lone child of a Dumagat mother and a Tagalog father—who when still at the age of two, has suffered from all sorts of discrimination pertaining to her brown skin and curly hair. She has been bullied, subjected to name-callings like “Ita”, “baluga” all throughout her childhood. Moving residence from Brgy. Laiban to Antipolo City did not change the situation as she was continuously tormented until she became numb of it all. But this did not dampen her spirit. At a very young age, according to her, she learned to master the art of “existing as if I don’t exist”. For all she knows, education made her. When other IPs ran from schools and viewed education as a catalyst of negative change, Teacher Ellen pursued it as if her own life depends on it. She wanted so badly to uplift herself by becoming a professional and prove that no amount of discrimination will stop her from becoming what she wants—in this case, a teacher. Now, she’s not the only one reaping the fruit of her perseverance as the whole IP community benefits from it the most because their children are spared from the bitter experience Teacher Ellen had to endure as a child. Now, Teacher Ellen paves an easier path for the IPs to reach, if not exceed, the place to where she is now by being a passionate advocate of IP Education. As she aptly puts it, “I am a proud teacher, of an IP origin. Who better deserves my compassion than my own? I will not stop from encouraging them to see what good education brings, that it is a weapon against ignorance, the only way to preserve our rich culture.” Indeed, it is. (Caroline B. Quintana, MT-1, Sto Niño Integrated School)