



GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE
P-ISSN 2984-7176 | E-ISSN 2984-7184

VOLUME 4 | ISSUE 1 | MAY 2026

MAGAZINE

in the context of
**COMMUNITY MATTERS:
STRENGTHENING
SCHOOL-HOME
PARTNERSHIPS**

**BUILDING TRUST
WITH GUARDIANS**

**STORIES OF
SUCCESSFUL
SCHOOL-
COMMUNITY
PARTNERSHIPS**

**COMMUNITY
OUTREACH
PROGRAMS**

**PARENT-TEACHER
COMMUNICATION
TIPS**

DR. DASHA MARIE G. REODICA, RN, LPT, MAN

EULOGIO "AMANG" RODRIGUES INSTITUTE OF SCIENCE AND TECHNOLOGY (EARIST)

GET INTERNATIONAL RESEARCH JOURNAL

GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

Volume 04 | Issue 01

May 2026

COPYRIGHT 2026

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means; electronic, mechanical, photocopying, recording or otherwise without the prior permission of the author.



Published by GET International
Guild of Educators in TESOL International Institute – Graduate School
for Teachers Inc.

Bulacan - Philippines



GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

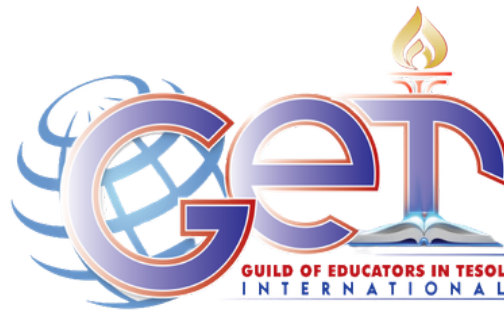
is a progressive knowledge generating institution that is internationally recognized for quality English language trainings, seminar, workshops, and conference. It aims to provide relevant, quality, and accessible seminar; to deliver innovative, and interactive workshops, and, to produce highly competitive and functional trainings for teachers and other professions.

GET International Research Journal aims to promote English language education to educators across all disciplines, to provide excellent training in language education through open learning, seminars and workshops, to enable the educators to be expert in the teaching of English to speakers of other languages and to be a leading center of excellence in the continuing professional development for teachers and other professions locally and internationally.



The GET International Research Journal is indexed by:





LETTER FROM THE EDITOR-IN-CHIEF / EDITOR'S NOTE

Welcome to the May 2026 issue of the Guild of Educators in TESOL International Institute magazine, where we delve deeply into our central theme, ***“Community Matters: Strengthening School-Home Partnerships”***. In this edition, we emphasize the indispensable role of educators in forging resilient relationships with parents, community stakeholders, and local neighborhoods to comprehensively support holistic student learning and wellbeing. By moving away from academic aloofness and prioritizing empathetic dialogue, we aim to transform our educational institutions into thriving, collaborative ecosystems rather than isolated islands.

Throughout these pages, you will discover actionable parent-teacher communication tips and strategic approaches to constructing an enduring trust architecture with guardians. We proudly feature moving stories of successful school-community partnerships, such as the collaborative journey of a determined, wheelchair-bound student whose mother and teachers worked hand-in-hand to support his programming education. Additionally, our contributors explore community outreach programs where students and educators connect directly with local farmers and neighborhoods, proving that practical engagement addresses real-world societal needs.

It is our sincere hope that the diverse essays, poems, and best practices shared within this issue inspire you to actively deconstruct the systemic barriers that separate the classroom from the living room. Tearing down these invisible walls does far more than just improve academic marks; it actively shapes empathetic, well-rounded, and civic-minded citizens. Ultimately, as our featured educators passionately argue, community is never just a supportive add-on, but rather the very foundation upon which meaningful and transformative lifelong education is built.

TABLE OF CONTENTS

COVER PAGE

PRELIMINARY PAGES

Masthead

About GET International

Letter from the Editor-in-Chief / Editor's Note

Table of Contents

ARTICLE

- Beyond the Desk: Reimagining the School-Home Connection in Higher Education** 1
Dr. Dasha Marie G. Reodica RN, LPT, MAN

POEMS

- Seeds, Syntax, and Service** 6
Hazel F. Anuncio
- The Programmer's Journey: A C-Language Epic** 7
Hazel F. Anuncio
- Under the Open Sky** 8
Anna Liza G. Asistol
- Echoes From the Classroom Doors** 8
Anna Liza G. Asistol
- The Council of Care** 9
Jolly Joey B. Flora
- The Shared Bridge** 9
Jolly Joey B. Flora
- From Bugs to Breakthroughs** 10
Ma. Jasmine Rose D. Macasil
- Oh Guardians of the Flame** 11
Jackylin Gutierrez Pido
- Resonance** 11
Jackylin Gutierrez Pido
- Hand in Hand** 12
Dasha Marie G. Reodica
- The Heartbeat of a Child's Journey** 12
Dasha Marie G. Reodica

TABLE OF CONTENTS

POEMS

Smarter Worlds

Engr. Minerva C. Zoleta, PCpE

13

School and Home, Wired Together

Engr. Minerva C. Zoleta, PCpE

14

SHORT STORY

A Journey of Patience and Trust

Ma. Jasmine Rose D. Macasil

15

ESSAY

The Trust Architecture: Strategic Approaches to Guardian-Educator Alliances in Contemporary Education

Jackylin Gutierrez Pido

18

LESSON EXAMPLER

Mathematics 3rd Quarter - Daily Lesson Plan

Noralyn O. Velasco

21

AUTHORS AND CONTRIBUTORS

29

MAGAZINE EDITORIAL TEAM

33



ARTICLE

BEYOND THE DESK: REIMAGINING THE SCHOOL-HOME CONNECTION IN HIGHER EDUCATION

by: Dr. Dasha Marie G. Reodica RN, LPT, MAN

When discussing school-home partnerships, the conversation almost instinctively drifts toward primary and secondary education. The mind naturally conjures images of parent-teacher associations, signed report cards, and campus orientations. There is a pervasive, unspoken assumption in higher education that once a student crosses the threshold of a state college or university, the bridge between the institution and the home is dismantled. Higher education is frequently treated as an isolated island, where young adults are expected to navigate complex academic landscapes entirely on their own.

However, the realities of modern higher education reveal a different truth: community matters at every level of the academic journey. The shape of the partnership changes, but its necessity remains absolute. Higher education should not operate as a black box where students disappear for four years, leaving their primary support systems in the dark. Instead, it must transform into a collaborative ecosystem where educators, students, families, and broader community stakeholders intersect to support holistic learning and student wellbeing.

REDEFINING THE PARTNERSHIP IN HIGHER EDUCATION

In fields like Science, Technology, and Society (STS), the curriculum explores how scientific advancements, digital shifts, and technological policies reshape human values, ethics, and social structures. Such subjects cannot—and should not—be taught in a vacuum. They demand real-world application. When academic discussions remain confined within the four walls of a lecture hall, education falls short. To truly take root, these conceptual frameworks must be anchored in the students' immediate realities, which inherently begin at home and within their local neighborhoods.

For the college professor, strengthening the school-home partnership is not about the traditional policing of attendance or grades. Rather, it is about creating an intellectual dialogue that allows a student's academic life to enrich their home environment, and vice versa. True learning happens when the boundary between the classroom and the living room becomes porous. When a student takes a complex technological or ethical debate from a university lecture and brings it to the family dinner table, the partnership becomes alive and thriving.



BRIDGING THE GENERATIONAL GAP THROUGH DIALOGUE

One of the most effective ways to bridge the gap between higher education and the home is through targeted, experiential coursework that invites family participation. By introducing academic initiatives—such as oral histories or technology audits—students can be tasked with interviewing parents, guardians, or community elders about how specific technological shifts have altered their daily livelihoods, cultural values, and familial dynamics.

BEYOND THE DESK: REIMAGINING THE SCHOOL-HOME CONNECTION IN HIGHER EDUCATION

by: Dr. Dasha Marie G. Reodica RN, LPT, MAN



This approach achieves two vital objectives. First, it encourages students to view their family members not merely as authority figures, but as active stakeholders and observers of societal progress. Second, it invites families directly into the academic world of the student, thereby demystifying the university experience. When coursework intentionally seeks input from the household, it validates the lived experiences of the family unit. This active engagement transforms the home from a passive bystander into an essential space for co-education, proving that higher learning can serve as a catalyst for meaningful intergenerational connection.

PRIORITIZING STUDENT WELLBEING THROUGH HOLISTIC FLEXIBILITY

The transition through higher education coincides with a highly volatile period of human development. College students regularly navigate intense academic pressure, career anxieties, economic hurdles, and the unique mental health challenges of a hyper-connected digital age. Educators cannot effectively support student wellbeing if they pretend that learners exist independently of their family responsibilities and domestic realities.

While fostering student autonomy is a critical goal of higher education, achieving it requires a foundation of empathy and institutional transparency. Professors can champion student wellbeing by adopting teaching philosophies grounded in intentional classroom practices. This begins with creating open, accessible communication channels so students feel secure disclosing home or financial stressors that directly impact their academic focus. Furthermore, educators must embrace contextualized learning by acknowledging how localized community issues, such as infrastructure limitations, environmental challenges, or digital divides, affect a student's daily capacity to perform. Finally, this philosophy requires empathetic flexibility through classroom policies that respect legitimate family emergencies and cultural obligations, recognizing that being a supportive family member and an excellent student are not mutually exclusive roles. When institutions recognize students as whole human beings who carry the hopes, dreams, and challenges of their households, it builds a profound sense of institutional trust that serves as the genuine bedrock of student retention and mental wellness.



BEYOND THE DESK: REIMAGINING THE SCHOOL-HOME CONNECTION IN HIGHER EDUCATION

by: Dr. Dasha Marie G. Reodica RN, LPT, MAN



EXTENDING THE CLASSROOM TO THE GRASSROOTS COMMUNITY

Beyond the immediate household, a robust educational partnership must weave in the broader community and its grassroots stakeholders. This alignment is vital for institutions dedicated to developing socially responsible professionals. Higher education should move away from purely theoretical critiques of societal problems and instead guide students toward localized, community-based solutions.

Encouraging students to engage in localized research—such as analyzing the ecological impact of waste management in their local barangays, auditing the digital literacy needs of senior citizens, or studying the socioeconomic factors affecting local transport workers—bridges the gap between academic theory and civic duty. When students share their academic insights with local leaders or participate in community-driven service learning, the school-home-community triad is fully realized. The community begins to see the university not as a detached ivory tower, but as an active partner in grassroots progress. Simultaneously, families witness their children evolving into civic-minded leaders, reinforcing the value of the educational investment.

THE PATH FORWARD: A CALL TO ACTION FOR HIGHER EDUCATION

Strengthening school-home and community partnerships requires deliberate intentionality from university educators. It demands a shift away from academic aloofness toward a conscious recognition that higher education is part of a larger social village. Curricula must be designed to respect, integrate, and honor the diverse backgrounds and communal realities of the student body.

In today's shifting educational landscape, true institutional success can no longer be boiled down to graduation rates, board exam tallies, or standardized test scores. The real gauge of a university's impact lies in the strength and resilience of the networks it builds beyond its own gates. When a college classroom connects genuinely with the households and neighborhoods of its students, the ripple effect extends far beyond personal academic marks. Tearing down the invisible walls that separate higher education from the home and the community does more than just improve grades—it shapes empathetic, well-rounded, and civic-minded citizens. At the end of the day, community isn't just a supportive add-on to higher learning; it is the very foundation upon which meaningful, transformative, and lifelong education is built.





POEMS

SEEDS, SYNTAX, AND SERVICE

by: Hazel F. Anuncio

*In dawn-bright fields of brown and gold,
Filipino farmers, brave and bold,
Nurture life through sweat and strain
Yet storms and losses bring them pain.*

*Markets fall, the prices slide,
Government aid drifts like the tide.
Still farmers hope, though hearts grow worn,
Battling storms from dusk 'til morn.*

*But far beyond the bending grain,
In classrooms humming like the rain,
BSIT students start to rise
With minds prepared and hopeful eyes.*

*For guiding them with steady hands,
Are teachers who deeply understand
That learning isn't only skill,
But shaping hearts with strength and will.*

*Teachers who stay late and lead,
Who plant in students every seed
Of empathy, of service true
A love for others in what they do.*

*They teach not only code or screen,
But how to serve the community unseen.
They whisper, "Use what you create
To lift the poor, to advocate."*

*And so through community outreach ties,
Technology and hope arise.
Students visit fields and land,
Listening first, extending a hand.*

*AI that warns when storms draw near,
Machine learning that makes futures clear.
Apps connecting farmers to the town,
Platforms cutting unfair systems down.*

*Sensors reading soil's deep needs,
Drones protecting fragile seeds.
Data guiding every plot,
Saving harvests once forgot.*

*Workshops bloom in rural air,
Students and farmers learning there.
Teachers walking by their side
Pillars of wisdom, strength, and pride.*

*For outreach is not giving to,
But growing with the old and new.
A partnership of mind and heart,
Where everyone takes part.*

*And in this shared and noble blend
The plow, the code, the teacher's hand
A brighter future starts to grow,
Where seeds of service rise and glow.*

*For every harvest saved today
Was sparked by teachers lighting the way
Imparting knowledge, skill, and grace,
And planting love in every place.*

THE PROGRAMMER'S JOURNEY: A C-LANGUAGE EPIC

by: Hazel F. Anuncio

A student in **void** silence sits,
facing errors that feel **volatile** and deep;
they **do** their best **while** doubts whisper,
stealing every chance for sleep.

Their courage feels **short**, their patience **long**,
logic fragile as a **char**;
each bug a twisted **union** of chaos,
each line a stubborn, distant star.

They write **int** dreams in **float** hopes,
but fear tries to **break** their will;
yet they **continue**, step by step,
learning discipline and skill.

Sometimes life hits a **switch**—
and every **case** feels wrong;
but passion is the **default** weapon
that keeps them moving strong.

Their teacher steps in—never **static**,
never cold, never **unsigned**;
with a heart both **long** and steady,
and an instinct deeply **inline**.

With wisdom older than **enum**,
and resolve no doubt could sever,
they guide the student through each maze,
teaching: "**if** you fall, rise **else** forever."

They explain each **struct** of knowledge,
each secret **size of** truth;
they turn confusion into clarity,
igniting courage in the youth.

"Your potential isn't **auto**," they say,
"it grows when effort you invest;
keep your focus **register'd** tightly,
let no fear your steps restrict."

At times the student wants to **goto** quitting,
but the teacher's voice says no—
"We move forward here with purpose,
we **typedef** strength as we grow."

Through concepts **double** hard to grasp,
and lessons **extern** to the mind,
they chase understanding with firm resolve,
no goal left far behind.

Some trials strike the **signed** spirit,
some victories feel **unsigned** and bright;
but the teacher and the learner
face every battle in shared light.

And when at last confidence begins to **return**,
and mastery starts to form—
they realize every struggle in code
has shaped a programmer born.

UNDER THE OPEN SKY

by: Anna Liza G. Asistol

*The town square and the classroom walls aligned,
When learning overflows into public grounds.
Lovely and exquisite deliberately designed,
The convergence between theory and real-world profound.*

*From civic halls to local garden plots,
The neighborhood becomes a vibrant book,
Connecting all the isolated dots,
Inviting every passerby to look.*

*We cross the park as well as the pavement,
In order to bring lecture hall under the open sky.
Encouraging each thought to make a difference,
Searching for great answers, to halt public cry.*

*For learning is a deeply social art,
It takes a village, strong and well-aligned,
To cultivate a deeply empathetic heart,
And shape the architecture of the mind.*

ECHOES FROM THE CLASSROOM DOORS

by: Anna Liza G. Asistol

*A backpack packed with worries and with dreams,
A final hug beside the hallway floor.
The morning light fades out in quiet beams,
As echoes drift from the classroom door.*

*Inside, the world is filled with things to learn,
A child must face the test, the rules, the grade.
But at that ceiling, parents still yearn,
To watch their beginnings they have made brave.*

*When shadows fall on pages left unread,
And heavy burdens make sore their soul,
The words of love that gentle patience said,
echoing from the classroom door.*

*It is a dance of letting go and trust,
Of watching wings untangle and explore.
A parent knows that stepping back is must,
Yet lingers by the frame a moment more.*

*The final bell rings out, the day is through,
A smile returns, much brighter than before.
They walk as one, with lessons old and new,
Beyond the echoes of the classroom door.*



THE COUNCIL OF CARE

by: Jolly Joey B. Flora

*Various titles are seated around the table,
The instructor, mentor, guardian and companion,
Each contributing a distinct, vital wit,
to guarantee that the child's achievements never cease.*

*We sketch out the tactics, we express our concerns,
We create a safety net of shared resolve.
An organized community confides milestone,
And gained wisdom passing through their heirs.*

*The heavy task of molding future souls,
Surely heaven blessed their soils.
Efforts that made with love,
Each of us glad to have.*

*The fruits of our labour will appear,
Citizens who are both powerful and free;
Who look back on the academic year
And see a proud, embracing history.*

*United by a single, steady drive,
We empower our youngsters to fly and climb;
Because of us, the following generations thrive.
Enduring beyond the confines of time.*

THE SHARED BRIDGE

by: Jolly Joey B. Flora

*The morning bell rang steadily
A youngster walks through the large and gaping door,
Entrusted with a desk, a location, and a time,
To gather truths that they had not known for some time.*

*Yes, learning does not cease at the schoolyard gates
Nor does it begin when the chalk first hits the board.
A closer and deeper friendship outside of the classroom awaits,
Where parent-teacher wisdom is restored.*

*Two strong hands joined to meet and greet,
Holds a promise to make and keep
Children's future should foster grit,
Cultivate resilience for our nation to leap.*

*We speak in tones designed to raise them up
In weekly notes and exchanged supportive remarks
Ensure that their gentlest dreams are primed
Honesty and Loyalty in their minds shall embark*

*For every quiet, constructive idea gets heard
Collaborating to resolve conflicts.
We foster a safe environment where no barriers restricts
in which the mind can be reared.*

*Transforming school and home into a place
Where every student's future comes with grace.
Yes, no children will left behind this race
No rich nor poor for all we embrace.*

FROM BUGS TO BREAKTHROUGHS

by: *Ma. Jasmine Rose D. Macasil*

*In the quiet hum of glowing screens,
a child types, pauses, and tries again.
Lines tangle, logic falters,
errors flash like shadows of doubt.*

*Late nights stretch into mornings,
loops repeat, functions fail,
dreams feel trapped in endless cycles,
and hope sometimes wavers in silence.*

*A guardian watches, steady and near,
seeing frustration, confusion, and fear.
Yet in each attempt, in each careful step,
they sense a spark that will persevere.*

*Through countless trials, the child persists,
debugging mistakes, learning, refining.
Every failure is a teacher,
every small fix a quiet victory.*

*Slowly, the code begins to flow,
problems unravel, solutions appear.
The guardian leans closer, noticing the growth,
each line written a mark of courage.*

*They see patience turning into skill,
doubt transforming into confidence,
and their faith in the child strengthens,
as effort blossoms into achievement.*

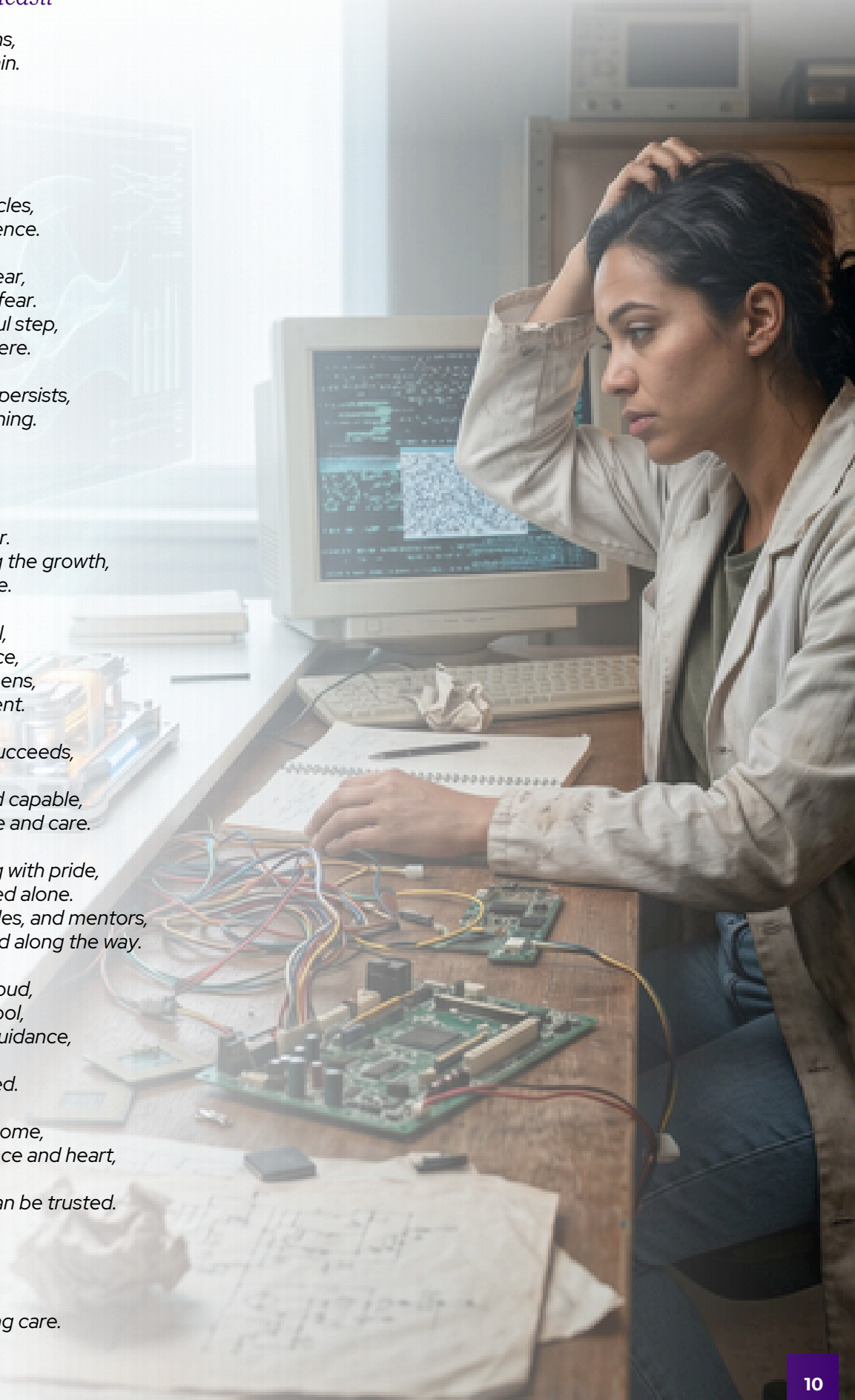
*Then comes the day the project succeeds,
the system runs, ideas align,
and the child stands tall, proud and capable,
a future brightened by persistence and care.*

*The guardian smiles, heart swelling with pride,
knowing the journey was not walked alone.
They see the child's teachers, guides, and mentors,
who nurtured, guided, and believed along the way.*

*Trust is no longer silent—it grows loud,
a bond connecting home and school,
showing that when effort meets guidance,
and struggle meets support,
success is real, and faith is deserved.*

*Every bug fixed, every error overcome,
every challenge faced with resilience and heart,
becomes proof to the guardian
that their child—and the school—can be trusted.*

*For growth is never instant,
and mastery never given;
it is built line by line, step by step,
through trials, trust, and unwavering care.*



OH GUARDIANS OF THE FLAME

by: Jackylin Gutierrez Pido

*Have eyes like a hawk and a heart of gold
Never get tired to watch tiny learners grow.
They may feel fear, sad and confuse
But calm when found silver lining glow.*

*They bring us the treasures of their home,
The enquiring minds, laughing, and the spark
And trust that while these eager spirits go,
We'll guide them safely into the dazz of dark.*

*Earning trust requires a steady hand
To listen prior we strive to teach,
To demonstrate the fairness of our review,
And keep our shared goals within reach.*

*Guardians are the moorings of the soul.
While teachers set sails to capture the breeze;
Along with each other, we make scholars whole
With paths aligned and goals bound ease.*

*A special pact, unspoken yet profound,
We protect the flame of knowledge side by side.
On this open and fertile ground,
Trust remains our anchor and guide.*

RESONANCE

by: Jackylin Gutierrez Pido

*It all began with a single request,
A local need, the assistance of a student,
It developed into a massive, cooperative mission,
to advance the country on its factual vision.*

*Unknown before for we don't try,
Afraid to reject that make us cry.
We now confront with bravery and pride,
Ready to conquer for fears subside.*

*The business unlocked its iron doors,
The mentors crossed the stone threshold,
Suddenly, across of our classrooms floors,
A more promising and linked future glowed.*

*We are no longer alone,
For the lifeblood of town is the school.
A location where leadership planted seeds,
And outdated divisions dismantled as don't need.*

*These are the stories that we proudly tell,
Of partnerships that lift the common good as well,
Where harmony rings out like a great bell,
Throughout a proud, united neighborhood we dwell.*

HAND IN HAND

by: Dasha Marie G. Reodica

*We want our students to succeed and thrive,
To find their footing as they learn and grow.
But classrooms only keep that spark alive
When backed by everything they learn below.*

*The home is where the foundation is first made,
Where values, heart, and character take root.
And in the school, that groundwork is displayed,
As everyday lessons start to bear their fruit.*

*We need both sides to talk and stay in touch,
To share the victories and share the strain.
A simple conversation matters much,
To make sure no student works in vain.*

*It takes a village, just as they always say,
To help them reach the goals they're aiming for.
When school and home connect along the way,
We open up a much more secure door.*

THE HEARTBEAT OF A CHILD'S JOURNEY

by: Dasha Marie G. Reodica

*A child arrives with questions unspoken,
between a school gate and a waiting home.
Two worlds, gently connected and unbroken,
each shaping the path the child will roam.*

*A teacher listens beyond the lesson plan,
a parent watches growth with steady trust.
In shared concern, they begin to understand,
that learning is fragile, yet deeply just.*

*Communication becomes a steady thread,
not occasional, but lived each day.
Through updates, concerns, and words said,
no child is ever left to drift away.*

*And in this rhythm both home and school share,
the child learns: I am held everywhere.*



SMARTER WORLDS

by: Engr. Minerva C. Zoleta, PCpE

Deep within circuits where data flows, a brilliant
system learns and grows.
From coded rules to wide patterns, AI transforms
both slowly and quickly.
It understands our words and recognizes our tone.
With chatbots, no one is left alone.
Customer care is available both day and night.
AI responds with speed and strength.

In hospitals, its vision is clear, detecting illnesses
that doctors fear.
It helps to make decisions based on scans and
charts, a partner standing by their side.
On busy roads, cars now steer, guided by systems
that engineers admire.
With sharp sensors and keen logic, AI navigates
through the urban landscape.

In finance halls, it protects the money, catching
fraud and revealing hidden stories.
As patterns change and suspicious signs emerge,
it helps maintain trust in banking.
In bright classrooms, it offers support, adjusting
lessons to meet student needs.
A tutor made from code and care, it provides
personalized learning everywhere.

In lush farms, it keeps a close watch, predicting rain
and identifying what plants need most.
Drones fly over fields and crops, supporting
farmers throughout the night.
On our phones, it interacts smoothly, unlocking
screens with just our faces.
It suggests songs and shows, subtly influencing our
habits.

Yet caution echoes through the wires, warning
about unchecked growth that may go wrong.
Where ethics guide the way forward, AI should
serve rather than dominate.
It cannot feel or dream but imitates what humans
express. It acts like a mirror, reflecting but not
replicating.
A tool, not a soul, despite its name.

In every field, from work to play, AI is a part of daily
life.
It is a force to be used wisely to create a bright and
fair future.
So engineers, with broad vision, design with ethics
as your guide.
In your hands lies the power to shape the world
through human insight.

SCHOOL AND HOME, WIRED TOGETHER

by: *Engr. Minerva C. Zoleta, PCpE*

*In classrooms lit by screens aglow,
Where logic flows and young minds grow,
Computer engineers firm stand,
Bridging school and home, hand in hand.*

*With circuits, code, and patient skill,
Turn complex ideas real still.
From lesson plans to learning tools,
Build connections and break old rules.*

*Through learning platforms, portals, screens,
Linking the spaces in between.
A parent logs, a child explores,
As knowledge passes open doors.*

*Design systems that's safe and sound,
Where trust and data are well bound.
With networks strong, privacy tight,
Families learn with peace of mind.*

*At home, a tablet lights the way,
A guided lesson, day by day.
Behind the app, behind the plan,
Stands an engineer's helping hand.*

*Teaching not only how to use,
But how to think, assess, and choose.
Digital wisdom, skills for life,
To face the world of tech and strife.*

*With sensors, apps, and simple kits,
Bringing STEM learning in bits.
A parent learns, a child creates,
Together shaping curious fates.*

*Through data gathered, trends made clear,
Helping schools listen, learn, and hear.
Attendance, progress, hopes, and needs,
Transformed to insights schools can read.*

*When distance grows or crises rise,
Keeping education synchronized.
From online class to virtual meet,
Made school-home connection complete.*

*Ethics guide every line of code,
Respect and care the chosen mode.
Technology helps, can't replace,
While Human values hold their place.*

*So through their craft, both mind and heart,
Computer engineers play their part.
Strengthening bonds, both near and far—
School and home, wired as one star.*



SHORT STORY

A JOURNEY OF PATIENCE AND TRUST

by: Ma. Jasmine Rose D. Macasil

"True courage is not measured by strength, or ability, but by the determination to keep going, and the support that makes it possible."

In every classroom, there are students whose challenges go far beyond academics. There are students whose determination and resilience test not only their own limits, but also the patience and care of those around them. One such student faced obstacles that could have stopped anyone else.

He relied on a wheelchair, and his hands were weak, making even typing a slow, careful task. During coding sessions, he often paused to rest, shaking his hands lightly before trying again. When classmates finished activities quickly, he was still on his first few lines. In multimedia lessons, dragging and clicking tools required effort, and simple edits took him far longer than anyone else in the room.

Despite this, he refused to quit. Every line of code, every edited image, was crafted with patience and quiet determination. His mother, who waited outside the classroom each day, sometimes saw him struggling through the open door. She noticed how his shoulders tensed when his hands wouldn't move the way he wanted them to. It hurt her to see him that way, especially when she knew he wanted to keep up with everyone else. But there was nothing she could do except trust the process and stay by his side.



After class, she would gently talk to him—encouraging him, reminding him that progress doesn't depend on speed, but on effort. She told him that every step forward, no matter how small, still counted. On some days, when she sensed he was discouraged, she walked to the teacher and quietly asked, *"Kumusta po siya sa klase?"* She listened closely as the teacher explained his efforts, his improvements, and the small victories he achieved throughout the day. These conversations helped her breathe easier, knowing that he was not facing his challenges alone.

She often told me how grateful she was—not just for the knowledge her son gained, but for the teachers' patience, understanding, and willingness to guide him according to his needs. Those simple talks after class became an important part of their routine, strengthening the trust between home and school.



A JOURNEY OF PATIENCE AND TRUST

by: Ma. Jasmine Rose D. Macasil

Months later, illness forced him to stay in the hospital. He could not attend classes, but he continued his assignments through home-based learning. His mother became the bridge between him and the school, delivering his printed outputs, asking questions, and keeping communication open. Even from his hospital bed, he kept working. His pace was slower, his strength limited, but his dedication remained the same.

Despite his condition, he never gave up. Every completed assignment, every submitted project, became a reminder of how determined he was to keep learning.



Tragically, just months before graduation, his illness worsened, and he passed away. At the ceremony, his mother walked across the stage to receive his diploma on his behalf. It was a quiet moment, but it held the weight of his journey—every struggle, every effort, every ounce of courage.



In that moment, the power of trust, patience, and collaboration between home and school became clear. The teachers' guidance, the mother's unwavering support, and the student's determination had formed a partnership rooted in understanding and compassion. It proved that education is not only about lessons in books, but also about empathy, resilience, and the relationships that shape a learner's path.





ESSAY

THE TRUST ARCHITECTURE: STRATEGIC APPROACHES TO GUARDIAN-EDUCATOR ALLIANCES IN CONTEMPORARY EDUCATION

by: Jackylin Gutierrez Pido



ABSTRACT

Student academic achievement and establishing emotional resiliency develop in schools built on trust between educators and guardians. It demonstrates just how the structural barriers to involving guardians could be overcome, and summarizes concrete best practices to foster more trustworthy institutions. This reframing from a transactional model of reporting to one (plainly) transformational (the alliance between parent and teacher), allows educational institutions to create environments that nurture the totality of a student.

INTRODUCTION: THE CORE OF THE EDUCATIONAL ECOSYSTEM

Today, the structural nature of schools and families has radically changed. An educational institution no longer can function as a stand-alone silo if it is to fulfill its mission. Rather it should be a synergistic ecosystem where teachers and guardians work as co-architects of the future of a child. The only variable which is immutable and non-negotiable in this ecosystem is institutional trust. Trust is the hidden infrastructure on which educational strategies hinge. When guardians trust educators, academic interventions are supported at home, behavioral corrections are reinforced, and the student experiences a unified support system. Therefore, building trust with guardians must be treated as a primary pedagogical priority.

DECONSTRUCTING THE BARRIERS TO ENGAGEMENT

Before educators can systematically build trust, they must first identify and deconstruct the historical and systemic barriers that alienate guardians from the school environment. For many parents, the school building itself can invoke a sense of vulnerability or anxiety. This discomfort may stem from their own past academic struggles, cultural or linguistic differences, or socioeconomic stressors that leave little time for traditional school activities.

A common institutional mistake is assuming that a lack of physical presence at school events equates to a lack of interest in a child's education. Working-class families or single parents often find standard school hours inaccessible. Furthermore, when the only communication a guardian receives from a school is negative such as notifications of academic deficiency or disciplinary infractions, the institution inadvertently conditions the parent to view school contact with dread. Starting fresh means schools ought to move ahead by swapping out old ways for new ones – ways where families matter in more than just meeting appearances. Not every helpful hand shows up at school events; some work happens quietly, far from hallways and classrooms. Change begins when educators see value in all kinds of involvement, not only the kind seen during scheduled hours.



THE TRUST ARCHITECTURE: STRATEGIC APPROACHES TO GUARDIAN-EDUCATOR ALLIANCES IN CONTEMPORARY EDUCATION

by: Jackylin Gutierrez Pido



ACTIONABLE BEST PRACTICES FOR BUILDING TRUST

Start by meeting caregivers where they are, using clear conversations that build understanding. Instead of assuming resistance, look for moments when interest shows up quietly – then follow those leads. Trust grows not through plans but through repeated, honest contact over time. Small commitments today often lead to bigger involvement later on. Invite participation without pressure, letting actions speak louder than expectations. Each step forward works better when it feels earned, not assigned. Confidence comes from experience, not instruction manuals or promises. Show up consistently, even when responses feel slow or distant. Real connection begins when listening outweighs talking. Longevity hides in routine gestures, not grand announcements.

Right from the start, how a teacher talks with a parent shapes what comes next in school. Instead of waiting, reaching out early – just to share something good about how a kid is doing – can make a difference. A quick note about effort, kindness, or curiosity builds trust before any issue shows up. That moment when someone notices a child's real self? It sticks. Later on, if things get tough, that small act opens doors instead of closing them. People listen better when they know you've already seen the light, not just the struggle.

Speaking plainly opens doors. When teachers toss around terms only they know, it pushes families away. Swap out confusing labels for words anyone might use after a long day at work. Turn report card codes and goal sheets into talk that feels human again. Let caregivers understand without needing a dictionary nearby. Invite them in by saying what you mean. Watch how quickly they step closer when spoken to like equals.

Not every family fits the same schedule. Some check updates late at night, others during lunch breaks. A parent might prefer a video call one week, then skip it the next when work gets heavy. Digital tools help keep things moving, even when time is short. Messages arrive quietly, without ringing phones. Reports show up when someone can look, not just when they're told to. Meetings happen on screens instead of across desks. Life keeps changing, so ways to stay involved have to shift too.

THE LIFELONG BENEFITS OF A CONNECTED SYSTEM

Building trust between parents and teachers does not happen fast. It grows slowly, shaped by steady care, listening, and respect for differences. Schools that truly commit to this effort often find deeper connections form over time. Kids feel more grounded when family and staff understand one another. A shared sense of purpose emerges quietly, almost without notice. Learning thrives where relationships run deep. Stability follows. Success becomes less about moments, more about movement. The ground stays firm even when challenges arise.





LESSON EXAMPLER

MATHEMATICS 3RD QUARTER - DAILY LESSON PLAN

by: *Noralyn O. Velasco*

  	School:	EAST REMBO ELEMENTARY SCHOOL	Learning Area:	MATHEMATICS
	Teacher:	NORALYN O. VELASCO, Ed.D	Quarter:	THIRD QUARTER
	Teaching Dates:	DECEMBER 17, 2025 (WEEK 7)	Principal: ALMA C. ADONA	
		TALISAY 5:45 – 6:30 GMELINA 6:30 – 7:15 KAMAGONG 7:15 – 8:00 ACACIA 8:00 – 8:45 MAHOGANY 9:50 – 10:35		

MATATAG CURRICULUM/ REVISED K-12 CURRICULUM	
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learner should have knowledge and understanding of division of decimal numbers.
B. Performance Standards	By the end of the quarter, the learners are able to multiply and divide decimal numbers. (NA)
C. Learning Competencies and Objectives	Divide decimal of up to 2 decimal places by a 1- to 2-digit whole number, resulting in a terminating decimal quotient of up to 3 decimal places.
D. Content	Multiply Decimal Numbers https://www.youtube.com/watch?v=mcZ0LRSo_IQ How to Divide Decimals by 1-Digit Whole Numbers Dividing Decimals Math with Mr. J - YouTube
E. Integration	1. Mathematics- Multiply decimal numbers by 1 to 2 - digit whole number 2. GMRC :Perseverance, Accuracy and speed 3. English- Give example of nouns 4. Science- Tell the different needs of plants 5. AP: Nasasabi ang kahalagahan ng pagkakaroon ng Pambansang Wika
LEARNING CONTENT	DIVIDING DECIMAL NUMBERS
II. LEARNING RESOURCES	
a. References	Andrada, H. (2025). Lesson Exemplar for Mathematics Philippine Normal University Research Institute for Teacher Quality SIMMER National Research Centre Department of Education. (2023). MATATAG Curriculum Phase 1 SY 2024-2025. Retrieved from https://www.deped.gov.ph/matatagcurriculumk147/ Andrada, H. (2025). Lesson Exemplar for Mathematics Philippine Normal University Research Institute for Teacher Quality SIMMER National Research Centre 21st Century Mathletes 5, pp.132-135 Grade 5 TG and LM Math Ateneo LP, BEC-PELC II.G.1.a pp. 219-221 Revised K-10 Matatag Learning Exemplars and worksheets Worksheets for practice, powerpoint, flashcards, die, wheel of numbers
III. TEACHING AND LEARNING PROCEDURE	
a. Activating Prior Knowledge	Prayer Greetings Do you know that we Filipinos have different ways in saying good morning! In Ilokano " Naimbag a bigat! In Bicolano " Dios marhay na aga! Etc. Trivia Filipinos have different ways of saying good morning.because we have different dialects ranging from 170 to 187, eight are considered major

MATHEMATICS 3RD QUARTER - DAILY LESSON PLAN

by: *Noralyn O. Velasco*

	languages spoken by a majority of the population: Tagalog, Cebuano, Ilocano, Hiligaynon (Ilonggo), Bicol, Waray, Kapampangan, and Pangasinan. We have our national language which is Filipino. What is the importance of our national language?etc Drill Strategy: Game – “Stepping on a Ladder” Mechanics: Divide the pupils into 2 groups with 3 members. - Teacher will flash a number card. - Pupil 1 in each group will say their answer. - The pupil who can give the correct answer first earns the point so he/she will make one step forward. - Game continues until the three members of the group reach the end point. - The team who reached the end point first declared a winner. <table border="1" data-bbox="537 911 1355 956"> <tr> <td>8.2 x 3.4</td> <td>32.4 x 4</td> <td>15.5 x 5</td> <td>91.4 x 3</td> <td>33.48 x 6</td> <td>36.4x 3.2</td> </tr> </table> Review Strategy: Game – “ Number Scramble” Materials: 2 sets of cards with digits 0 – 5 Mechanics: - Form 2 groups. Give each group a set of cards - Using the numbers on their cards, ask the groups to form a division equation that will satisfy the question you will dictate. - Sample questions: - Form a division equation that gives the smallest possible quotient. - Form a division equation that gives the greatest possible quotient. - Form a division equation that gives a quotient multiple by 10. - Form a division equation with a number 2 in the quotient. Etc. The group who can first give the correct answer gets a point. The first group to earn 3 points win the game	8.2 x 3.4	32.4 x 4	15.5 x 5	91.4 x 3	33.48 x 6	36.4x 3.2
8.2 x 3.4	32.4 x 4	15.5 x 5	91.4 x 3	33.48 x 6	36.4x 3.2		
b. Establishing Lesson Purpose	Riddles for Unlocking of Difficulties Read each riddle carefully and try to guess the correct answer. All answers are related to concepts in dividing decimal numbers. The teacher will use the Wheel of Names to randomly select a student to answer each riddle. 1. Decimal Point I'm a tiny dot that stands between, Whole numbers and parts, I'm always seen. Without me, numbers would be unclear, Who am I that keeps decimals near?  2. Hundredths I'm the 2nd place to the right of the dot, Smaller than tenths, but I matter a lot. I show tiny parts when numbers are small, What am I that helps measure them all? 3. Divisor						

MATHEMATICS 3RD QUARTER - DAILY LESSON PLAN

by: *Noralyn O. Velasco*

	I'm the number you use to split things equally. What am I? 4. Dividend You break me into equal parts when you divide. What number am I? 5. Quotient In division, I come last — I'm the final result. What am I?
c. Developing Understanding of the Lesson	Motivation: What projects do you do in your EPP class? Do you make these yourself? Do you submit these on time? Do you know what rattan is? (Show to them picture of rattan and things made of rattan) Rattan is a type of long, flexible vine that grows in tropical forests, especially in Asia. It looks like a thin, strong "climbing palm" and is often used to make: • furniture (chairs, tables, cabinets) • baskets • mats • handicrafts  What part of speech are furnitures, baskets, mats, handicrafts etc? (noun) Can you give examples of nouns? Aldy bought a piece of rattan 0.36- metre long for his EPP project. He cut it into pieces of 2 metre each. How many pieces did he make? Help the pupils understand the answer by asking some comprehension questions. Then ask: - Who bought a piece of rattan? - What will he do with the rattan? - What is asked? What are given? - What operation should you use to solve the problem ? Why ? - Let one pupil writes the number sentence on the board. - Show the flow chart to show the sequential steps in dividing a decimal by a decimal.(Explain clearly the steps in dividing decimal of up to 2 decimal places by a 1- to 2-digit whole number, resulting in a terminating decimal quotient of up to 3 decimal places) Give other exercises in order for them to master the concept. $7.2 \div 8 =$ $6.3 \div 9 =$ $9.6 \div 12 =$ Practice Exercise: Pair -Share Activity 1.) $14.16 \div 6 =$ 2.) $89.6 \div 7 =$

MATHEMATICS 3RD QUARTER - DAILY LESSON PLAN

by: *Noralyn O. Velasco*

	3.) $62.5 \div 25 =$ 4.) $37.5 \div 15 =$ 5.) $20.8 \div 8 =$																								
d. Deepening Understanding of the Lesson	Group Activity I- Find the quotient . Show your solution 1). $6.24 \div 6$ 2). $8.56 \div 8$ 3). $4.88 \div 44$ 4). $4.55 \div 5$ 5). $9.66 \div 6$ II- Match column A with column B <table border="0"> <thead> <tr> <th>A</th><th>B</th></tr> </thead> <tbody> <tr> <td>1.) $8.52 \div 6 =$</td><td>a) 0.8</td></tr> <tr> <td>2.) $4.75 \div 5 =$</td><td>b.) 0.49</td></tr> <tr> <td>3.) $9.60 \div 12 =$</td><td>c.) 1.62</td></tr> <tr> <td>4.) $7.35 \div 15 =$</td><td>d.) 0.95</td></tr> <tr> <td>5.) $6.48 \div 4 =$</td><td>e.) 1.42</td></tr> </tbody> </table> III- Read and analyze carefully the following word problem. Write the letter of the correct answer. 1. A teacher has 8.64 meters of ribbon. She wants to cut it equally into 6 pieces for a class activity. How long will each ribbon piece be? <table border="0"> <tbody> <tr> <td>A. 1.43</td><td>C. 1.45</td></tr> <tr> <td>B. 1.44</td><td>D. 1.46</td></tr> </tbody> </table> 2. A large container has 9.75 liters of juice. It is to be shared equally among 15 cups. How much juice will each cup get? <table border="0"> <tbody> <tr> <td>A. 0.63</td><td>C. 0.65</td></tr> <tr> <td>B. 0.64</td><td>D. 0.66</td></tr> </tbody> </table> 3. A baker made 7.2 kilograms of cookie dough and divides it equally into 12 small containers. How much dough is in each container? <table border="0"> <tbody> <tr> <td>A. 0.4</td><td>C. 0.6</td></tr> <tr> <td>B. 0.5</td><td>D. 0.7</td></tr> </tbody> </table> 4. A group of students spent 4.56 pesos on materials and divided the cost equally among 8 group members. How much did each member pay?	A	B	1.) $8.52 \div 6 =$	a) 0.8	2.) $4.75 \div 5 =$	b.) 0.49	3.) $9.60 \div 12 =$	c.) 1.62	4.) $7.35 \div 15 =$	d.) 0.95	5.) $6.48 \div 4 =$	e.) 1.42	A. 1.43	C. 1.45	B. 1.44	D. 1.46	A. 0.63	C. 0.65	B. 0.64	D. 0.66	A. 0.4	C. 0.6	B. 0.5	D. 0.7
A	B																								
1.) $8.52 \div 6 =$	a) 0.8																								
2.) $4.75 \div 5 =$	b.) 0.49																								
3.) $9.60 \div 12 =$	c.) 1.62																								
4.) $7.35 \div 15 =$	d.) 0.95																								
5.) $6.48 \div 4 =$	e.) 1.42																								
A. 1.43	C. 1.45																								
B. 1.44	D. 1.46																								
A. 0.63	C. 0.65																								
B. 0.64	D. 0.66																								
A. 0.4	C. 0.6																								
B. 0.5	D. 0.7																								

MATHEMATICS 3RD QUARTER - DAILY LESSON PLAN

by: *Noralyn O. Velasco*

	A. 0.54 C.0.56 B. 0.55 D.0.57 5.A tank holds 6.48 liters of purified water. A worker fills bottles that hold equal amounts, dividing the water into 4 bottles. How much water goes into each bottle? A. 1.60 C. 1.62 B. 1.61 D. 1.63 IV- Read and analyze the problem carefully. Write the correct answer on the space provided for. 1. Luna has 3.6 liters of juice. She wants to pour it equally into 4 cups. How much juice will each cup get? 2.A teacher has 5.25 meters of ribbon. She cuts it into 5 equal pieces. How long is each piece? 3.Tom bought 7.20 pesos worth of cookies. He shares the cost equally with 6 friends. How much does each friend pay? 4.A bottle contains 4.50 liters of water. It will be shared among 9 people. How much water does each person receive? 5.A pack of candies weighs 2.40 kilograms. It is divided equally into 8 small bags. How much candy is in each bag? Group Reporting
e. Making Generalizations	How do we divide decimal numbers by 1 to 2 digit numbers? Rule for Dividing Decimals by Whole Numbers Step 1: Write the division in long _____ form. Step 2: Divide the decimal number by the whole number as if it were a whole number. Step 3: Place the decimal _____ in the quotient directly above the decimal point in the dividend. Step 4: Continue _____ until there is no remainder or until you reach the desired number of decimal places (up to 3 decimal places in this case). Step 5: If necessary, add _____ to the dividend to complete the division. Zero division point dividing What concept would you like to learn more? How to Divide Decimals by 1-Digit Whole Numbers Dividing Decimals Math with Mr. J - YouTube https://www.youtube.com/watch?v=mcZ0LRSo_IQ Application: Solve.

MATHEMATICS 3RD QUARTER - DAILY LESSON PLAN

by: *Noralyn O. Velasco*

	A gardener collected 6.48 liters of rainwater from the roof. He wants to pour it equally into 8 small plant pots to water his seedlings. How much water should he put in each pot? Who among you has plants at home? How do you take care of them? What are the needs of plants?
IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	
a. Evaluating Learning	Read and analyze carefully. 1. Anna made 3.60 liters of lemonade. She pours it equally into 4 glasses. How much lemonade will each glass get? A. 0.9 L B. 1.2 L C. 0.45 L D. 0.75 L 2. A box has 5.40 pesos worth of crayons that will be shared equally among 6 children. How much is the cost per child? A. 0.9 pesos B. 1.1 pesos C. 0.6 pesos D. 0.45 pesos 3. A small bottle contains 2.40 liters of milk. It is to be divided equally into 8 small cups. How much milk is in each cup? A. 0.3 L B. 0.4 L C. 0.2 L D. 0.6 L 4. A teacher bought 4.50 pesos worth of stickers and divided the cost equally among 5 pupils. How much did each pupil pay? A. 0.75 pesos B. 0.9 pesos C. 0.6 pesos D. 0.45 pesos 5. A bottle contains 6.60 liters of juice. It will be shared equally among 10 friends. How much juice does each friend receive? A. 0.5 L B. 0.4 L C. 0.6 L D. 0.3 L
b. Additional Activity	Read and analyze carefully 1. Anna has 3.6 liters of lemonade. She wants to pour it equally into 4 bottles. How many liters of lemonade will each bottle contain? 2. A 5.25-meter ribbon is to be cut into 7 equal pieces. What is the length of each piece? 3. Leo bought 2.4 kilograms of nuts to share equally among 6 friends. How many kilograms of nuts will each friend receive?

MATHEMATICS 3RD QUARTER - DAILY LESSON PLAN

by: Noralyn O. Velasco

	4.A motorcycle used 8.4 liters of gasoline on a trip that lasted 12 hours.How many liters per hour did the motorcycle use? 5.A science class has 9.75 liters of colored water for an experiment. They need to fill 15 small beakers equally. How much colored water will each beaker get?
c. Teacher's Remarks	
d. Teacher's Reflection	



AUTHORS AND CONTRIBUTORS



HAZEL F. ANUNCIO

Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST)

Hazel F. Anuncio is a graduate of the Master's program at AMA University, where she strengthened her expertise in information technology and academic leadership. She currently serves as the Department Head of the BS Information Technology program, guiding curriculum development and fostering a culture of innovation among students and faculty. In addition, she is the Program Head for Extension Services under the College of Computing Studies, where she leads community-centered initiatives and technology-driven outreach projects. Her work emphasizes the integration of academic research, IT solutions, and sustainable community engagement. With a passion for service and education, she continues to build strong linkages that support both student growth and societal development.



ANNA LIZA G. ASISTOL

Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST)

Anna Liza Go Asistol earned her Bachelor of Science in Secretarial Administration and her Master in Business Administration from the Eulogio "Amang" Rodriguez Institute of Science and Technology. Following her graduation, she joined her beloved alma mater as an esteemed educator within the College of Business and Public Administration. Concurrently, she served as the On-the-Job Coordinator for the Office Administration program. Presently, she remains a dedicated faculty member, instructing core courses such as Administrative Office Procedures and Management alongside Stenography. Throughout her tenure, she has consistently guided students academically and contributed significantly to the ongoing curriculum development initiatives.



JOLLY JOEY B. FLORA

Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST)

Jolly Joey B. Flora is a highly experienced educator who holds a Bachelor of Science in Office Administration (BSOA). Demonstrating a commitment to her professional and academic growth, she furthered her studies to earn a Master in Business Administration (MBA). Currently, she holds the esteemed rank of Assistant Professor 4, where she brings a wealth of expertise to her academic community. She possesses an impressive 24 years of extensive teaching experience, specializing primarily in various Office Management subjects. Throughout her dedicated career, she has consistently utilized her profound knowledge to shape and guide the next generation of business professionals.

MA. JASMINE ROSE D. MACASIL

Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST)



Ma. Jasmine Rose D. Macasil is a graduate of the Bachelor of Science in Computer Science program from Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) and holds a Master of Information Technology degree from the Philippine Christian University. She is a full-time instructor under the College of Computing Studies at EARIST Manila, where she teaches IT and Computer Science courses. With a strong academic background and a commitment to student development, she continues to contribute to the field through teaching, guidance, and active involvement in academic initiatives.



JACKYLIN G. PIDO

Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST)

Prof. Jackylin G. Pido is an Assistant Professor III at the College of Business and Public Administration, bringing over two decades of academic experience to her roles in development administration and public governance. She has dedicated her career to the Public Administration program, specializing in foundational subjects such as Philippine Administrative Thoughts, Institutions, and Good Governance. Her modern instructional approach effectively bridges complex administrative theories with institutional accountability by utilizing interactive digital systems and smart board technology in the classroom. A Licensed Professional Teacher majoring in Social Studies, she holds both a Bachelor's in Office Administration and a Master's in Public Administration from EARIST Manila. To further advance her scholarly expertise, Prof. Pido is currently pursuing a Ph.D. in Development Administration with a concentration in Public Governance at Philippine Christian University.

DASHA MARIE G. REODICA

Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST)



Dr. Dasha Marie G. Reodica is a dedicated educator and healthcare professional with over 17 years of experience teaching under the General Education program. She earned her Bachelor of Science in Nursing and Master of Arts in Nursing before pursuing a Teacher Certificate Program and successfully passing the Licensure Examination for Teachers (LET). She further advanced her academic credentials by completing a Doctor of Education (Ed.D.) major in Educational Administration. Currently, she is pursuing a Master of Arts in Teaching Science (MAT Science) to further enhance her expertise in education. Throughout her career, she has remained committed to academic excellence, student development, and educational leadership. She is also actively involved in community service initiatives, particularly medical missions, demonstrating her dedication to serving both the educational and healthcare sectors.



NORALYN O. VELASCO

East Rembo Elementary School

Noralyn O. Velasco is a dedicated educator with 33 years and 3 months of teaching experience. She holds a Doctor of Education major in Educational Management from National University. Currently, she is teaching Mathematics 5 at East Rembo Elementary School and also serves as a consultant for Kindergarten and Grade 1 teachers, sharing her expertise to support effective teaching and learning in the early grades. She received an award as the Most Outstanding Highly Proficient Teacher in her school.



MINERVA C. ZOLETA

Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST)

Engr. Minerva C. Zoleta is a Professional Computer Engineer and dedicated professor at the Eulogio "Amang" Rodriguez Institute of Science and Technology, where she specializes in Embedded Systems, Operating Systems, and Computer Network and Security. She holds a Master's degree in Electrical Engineering with a major in Computer Engineering from the Technological University of the Philippines, Manila, blending a strong academic foundation with practical industry experience. Passionate about technology-driven solutions, Engr. Zoleta has published research on IoT applications and wireless communication, while successfully leading projects that integrate smart systems into real-world scenarios. Beyond her innovative classroom teaching, she actively mentors students in research and development, guiding them through complex thesis projects, competitions, and industry collaborations. Through her unwavering commitment to lifelong learning and technological advancement, she continually inspires and equips the next generation of engineers to excel in the dynamic field of computer engineering.



**GUILD OF EDUCATORS IN TESOL
INTERNATIONAL INSTITUTE**

VOLUME 4, ISSUE 1
MAY 2026

MAGAZINE

EDITORIAL TEAM

THE MAGAZINE EDITORIAL TEAM



LEOVIGILDO LITO D. MALLILLIN, PHD

PRESIDENT AND EDITOR-IN-CHIEF, GET INTERNATIONAL



MARY MAY Y. ADRIAS, LPT

LANGUAGE EDITOR, GET INTERNATIONAL



NATHAN EARL C. ANTZO

LAY-OUT ARTIST, GET INTERNATIONAL



GET INTERNATIONAL RESEARCH JOURNAL

GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

Volume 04 | Issue 01

May 2026

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means; electronic, mechanical, photocopying, recording or otherwise without the prior permission of the author.

COPYRIGHT 2026