2022-2028

DEPARTMENT OF SCIENCE AND TECHNOLOGY
PHILIPPINE SCIENCE HIGH SCHOOL SYSTEM

STRATEGIC
PLAN

DOST-PSHSS

CONTENTS

MISSION

Advancing premier high school STEM education for the people. The PSHS System envisions to be the leading science high school in the Asia Pacific region. The PSHSS prepares its students for careers in science, technology, and innovation (STI) and contributes in nation-building by helping the country attain a critical mass of future professionals and leaders in S&T.

VISION

We are a leading science high school in the Asia-Pacific Region preparing our scholars to become globally competitive Filipino scientist equipped with 21st century skills and imbued with the core values of Integrity, Excellence, and Service to Nation.
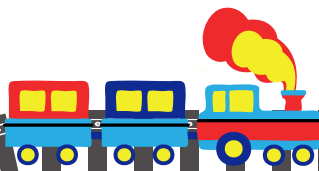
ESTABLISHMENT

Republic Act 3661 established the Philippine Science High School (PSHS) in 1963 to offer a scholarship on secondary science education. With a curriculum that is focused on Science and Technology (S&T), the PSHS aims to prepare its scholars for careers in S&T. Republic Act 8496 created the PSHS System in 1998 when the increase in the number of PSHS campuses necessitated the harmonization of policies and curriculum implemented in all campuses. Republic Act 9036 mandated the PSHS System in 2001 to establish one PSHS campus every region in the country.

The Philippine Science High School System (PSHSS) is dedicated to providing relevant secondary education with emphasis on science, technology, engineering, and mathematics and aimed at preparing students to become globally-competitive Filipino science and technology leaders and professionals imbued with core values of integrity, excellence, and service to the nation.

Moreover, the PSHSS is committed to continual improvement and compliance to existing statutory and regulatory requirements.

ORGANIZATIONAL CHART

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                    Board of
                    Trustees
                       |
                   Office of
                      the
                   Executive
                    Director
                       |
        +--------------+--------------+
        |              |              |
     Ilocos        Cordillera      Central
     Region      Administrative     Luzon
     Campus         Region         Campus
                    Campus
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  CALABARZON    Cagayan       Main       Bicol      MIMAROPA
   Region        Valley      Campus      Region      Region
   Campus        Campus                  Campus      Campus
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  Eastern       Central      Western     Central     Southern
  Visayas       Visayas      Visayas    Mindanao     Mindanao
  Campus        Campus       Campus      Campus       Campus
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 SOCCSKSARGEN    Caraga      Zamboanga
   Region        Region      Peninsula
   Campus        Campus       Region
                              Campus
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PSHS-Cordillera Administrative Region Campus

Est. 2009
Baguio City, Benguet
(074) 423-0126 /
423-0122
ocd@carc.pshs.edu.ph

PSHS-MIMAROPA Region Campus

Est. 2016
Odiongan, Romblon
0927-886-6315 /
0939-817-2212 /
0966-149-3980 /
0949-700-1379
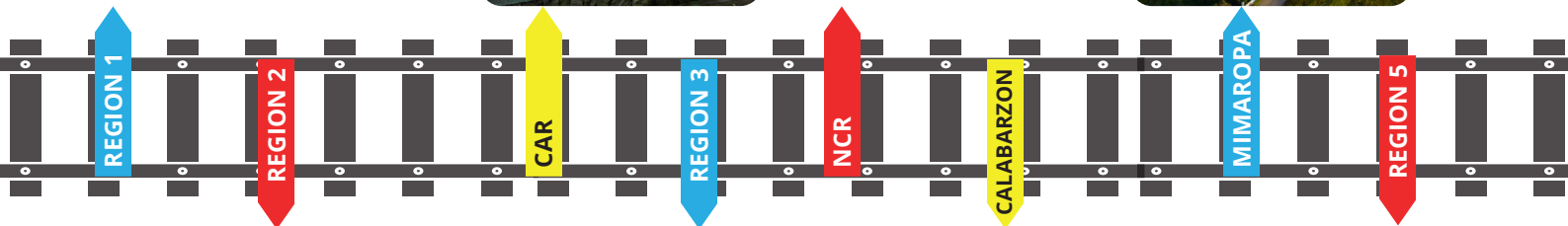pshs@mrc.pshs.edu.ph

PSHS-Ilocos Region Campus

Est. 2002
San Ildefonso, Ilocos Sur
(077) 674-1454 /
674-1446
admin@irc.pshs.edu.ph

PSHS-Main Campus

Est. 1964
Agham Road, Diliman,
Quezon City
(045) 499-0136 /
499-5597
ocd@mc.pshs.edu.ph

REGION 1

REGION 2

CAR

REGION 3

NCR

CALABARZON

MIMAROPA

REGION 5

PSHS-Cagayan Valley Campus

Est. 1996
Bayombong,
Nueva Vizcaya
0920-243-5155 /
0975-957-0090
ocd@cvc.pshs.edu.ph

PSHS-CALABARZON Region Campus

Est. 2015
Batangas City, Batangas
(02) 8817-4729
ocd@mc.pshs.edu.ph

PSHS-Central Luzon Campus

Est. 2009
Clark Freeport Zone,
Pampanga
(045) 499-0136 /
499-5597
ocd@carc.pshs.edu.ph

PSHS-Bicol Region Campus

Est. 1998
Goa, Camarines Sur
(054) 453-2048 /
0929-152-5657 /
0998-579-4942 /
0947-206-3278
ocd@brc.pshs.edu.ph

PSHS-Eastern Visayas Campus

Est. 1994
Palo, Leyte
(053) 888-0366 /
888-0074
ocd.evc@pshs.edu.ph

PSHS-SOCCSKSARGEN Region Campus

Est. 2012
Koronadal,
South Cotabato
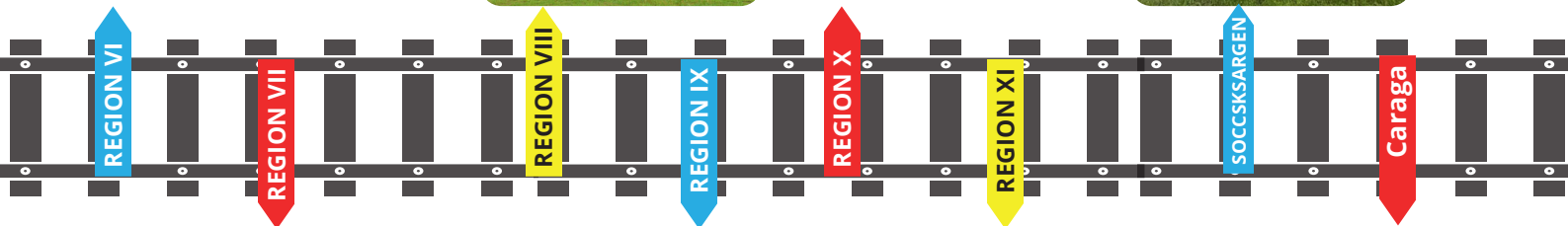0917-400-4562
ocd@src.pshs.edu.ph

PSHS-Western Visayas Campus

Est. 1992
Jaro, Iloilo City
(033) 329-5644 /
329-2011
iloilo@wvc.pshs.edu.ph

PSHS-Central Mindanao Campus

Est. 1998
Balo-i, Lanao del Norte
(063) 836-0098 /
0998-571-6805
records@cmc.pshs.edu.ph

REGION VI | REGION VII | REGION VIII | REGION IX | REGION X | REGION XI | SOCCSKSARGEN | Caraga

PSHS-Central Visayas Campus

Est. 2005
Argao, Cebu
(032) 485-1000 /
0917-819-1755
ocd@cvisc.pshs.edu.ph

PSHS-Southern Mindanao Campus

Est. 1988
Davao City, Davao del Sur
(082) 293-0002 /
293-0003 / 293-0004 /
0999-718-5180
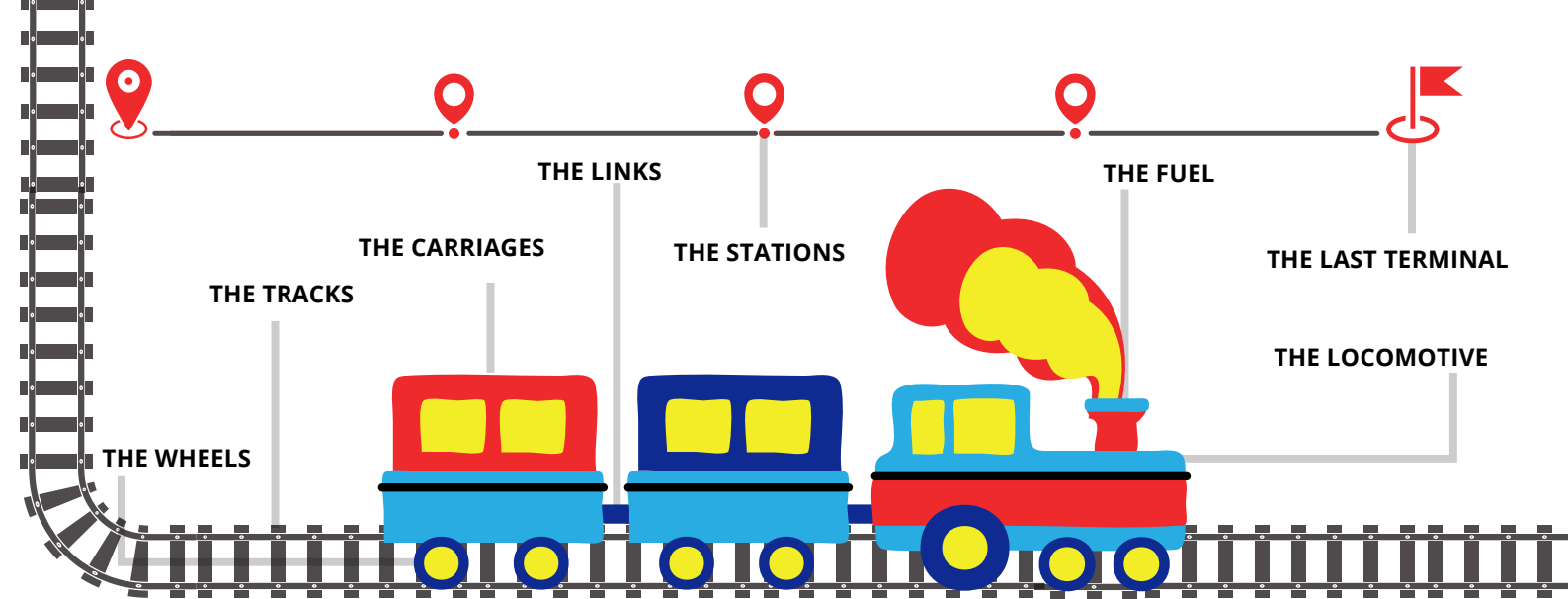ocd@smc.pshs.edu.ph

PSHS-Zamboanga Peninsula Region Campus

Est. 2016
Dipolog,
Zamboanga del Norte
0908-892-9858 /
0918-496-3057
pshs_zrc@zrc.pshs.edu.ph

PSHS-Caraga Region Campus

Est. 2014
Butuan City,
Agusan del Norte
(085) 817-0987
ocd@crc.pshs.edu.ph

THE LINKS
THE CARRIAGES
THE STATIONS
THE FUEL
THE TRACKS
THE LAST TERMINAL
THE LOCOMOTIVE
THE WHEELS

Like a train system, the Philippine Science High School System **FORWARD Strategic Framework** shall serve as the blueprint by which the entire PSHS System shall operate. It provides a systematic way of assessing and reassessing the entire System vis-à-vis the challenges and circumstances that lie ahead. Driven by its core values: Integrity, Excellence, and Service to the Nation, the Philippine Science High School System propels forward and also serve as the cornerstone of the individual and collective aspirations for the organization and for others.

THE LOCOMOTIVE

The locomotive denotes the engine that pulls the train along. It symbolizes the 13-member Board of Trustees (the highest policy-making body of the System) and the ExeCom, a collegial body that recommends policies and guidelines for the consideration of the BOT. Together, they form the leadership system of PSHSS that propels the organization towards its vision.

THE STATIONS

These are the milestones of the PSHS System. They represent an opportunity for the System to stop and evaluate/assess itself. Each also represents a platform where groups and individuals can get on and off of the train, recognizing the passion of everyone to learn more.

THE CARRIAGES

The carriages represent each of the strategic goals of the PSHS System for 2022-2028: **F**uture-proof education, **O**ptimum human resource development, **R**eengineering administrative process, **W**orld-class outputs based on well-defined standards, **A**ccessible intellectual property through appropriate use, **R**ecognizable brand of STEM education, and, **D**eepening socio-emotional skills

THE WHEELS

These represent the different resources that are essential to make the organization moving. These encompass all the critical support to the organization's integral reason for its existence (i.e., curriculum and instruction).

THE LINKS

Just as how it takes an entire village to raise a child, the PSHS System, through its leadership system, will forward its journey with the help of the stakeholders — parents, alumni, LGUs, academe, and other partner institutions— whose individual and collaboration and contribution strategically links and supports all carriages together.

THE TRACKS

These represent not only the environment that PSHSS shall go through but also the trends and forces at work that, from time to time, PSHSS has to consider and base its redirections on.
The shifts, curves, and turns that these tracks create also represent the responsiveness of the System to the challenges that come its way.
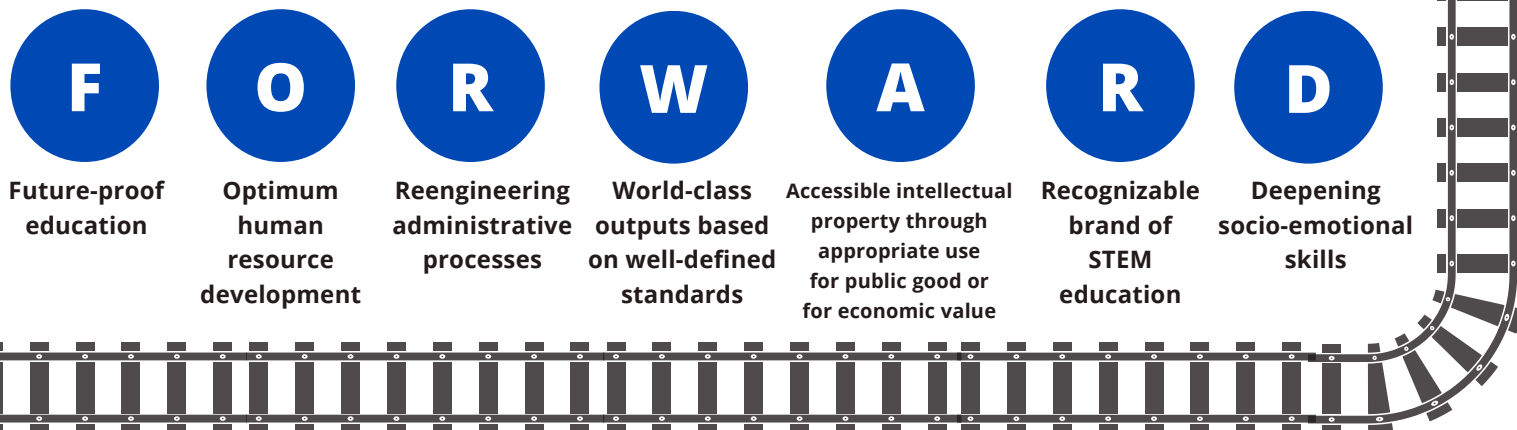
THE FUEL

The engine of a train is powered by some sort of fuel or energy-source and runs smoothly when properly lubricated. These represent the core values of the PSHS System—integrity, excellence, and service— that shall be that which powers all processes and policies of the entire System. These core values not only shall be the driving force that propels the entire System forward and toward its vision but also shall be its guide in ensuring a smooth and efficient operations.

THE LAST TERMINAL

This represents the vision of PSHSS, which is to be the leading science high school in the Asia Pacific Region.

F O R W A R D

F — Future-proof education

O — Optimum human resource development

R — Reengineering administrative processes

W — World-class outputs based on well-defined standards

A — Accessible intellectual property through appropriate use for public good or for economic value

R — Recognizable brand of STEM education

D — Deepening socio-emotional skills

Driven by its **core values**: **Integrity, Excellence,** and **Service to the Nation**, the Philippine Science High School System propels forward and also serve as the cornerstone of the individual and collective aspirations for the organization and for others.

INTEGRITY

In all our dealings we act with accountability, honesty, truthfulness, and respect for oneself and others.

EXCELLENCE

We constantly seek and create an environment that fosters adherence to the highest academic, professional, and ethical standards.

SERVICE TO THE NATION

We work together and harness science and science education to foster love for the country and to serve the people.

THROUGH F.O.R.W.A.R.D. FRAMEWORK THE PSHS SYSTEM SHALL:

1 implement relevant programs that deepen holistic STEM education;

2 establish evidence-based practices in curriculum, policy development, and management through data generation and research;

3 offer the 6-year High School Special Science Curriculum with corresponding monitoring and evaluation mechanism;

4 excel in international assessments and targeted competitions; and

5 assure a flexible and inclusive work environment that supports the well-being, professional growth, and personal development of employees.

01 CORPORATE LEVEL STRATEGY

This level answers the fundamental question of what the PSHS System wants to achieve, and the general direction of where it want to be in a period of time;

02 BUSINESS LEVEL STRATEGY

Refers to specific course(s) of action by management, or course(s) of action at division level, towards the attainment of PSHS' Corporate Level Strategy;

03 FUNCTIONAL LEVEL STRATEGY

Pertains to "low hanging fruits" actionable by a unit or office, that are aligned and necessary for the attainment of PSHS' business level strategies. They also include specific school program or class activities.

CORE STRATEGIES

The PSHS System's core strategies are divided in six (6) distinct and overlapping areas, namely:

01 TEACHING AND LEARNING STRATEGY
02 GOVERNANCE AND ORGANIZATIONAL STRUCTURES
03 COMMUNITY RELATIONS AND STAKEHOLDER ENGAGEMENT
04 ACADEMIC LEADERSHIP
05 EXTENSION SERVICES
**06 OUTREACH PROGRAM AND MARKETING INITIATIVES**
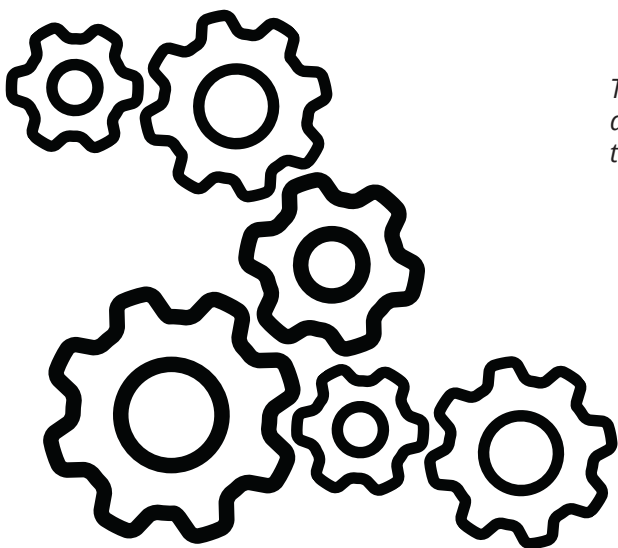
BRAND STRATEGIES

The PSHS System's branding strategies are dependent on the dynamics and outcomes of the above strategies that are held together by PSHS core values.

01 INTEGRITY
02 EXCELLENCE
03 SERVICE TO THE NATION

Management Systems & Processes

Facilities & Infrastructures

Financial Resources

Teaching and Learning

Academic Leadership

Governance and Organizational Structure

Extension Services

Outreach Program and Marketing

Community Relations and Stakeholders' Engagements

Human Resources
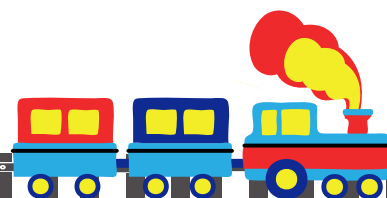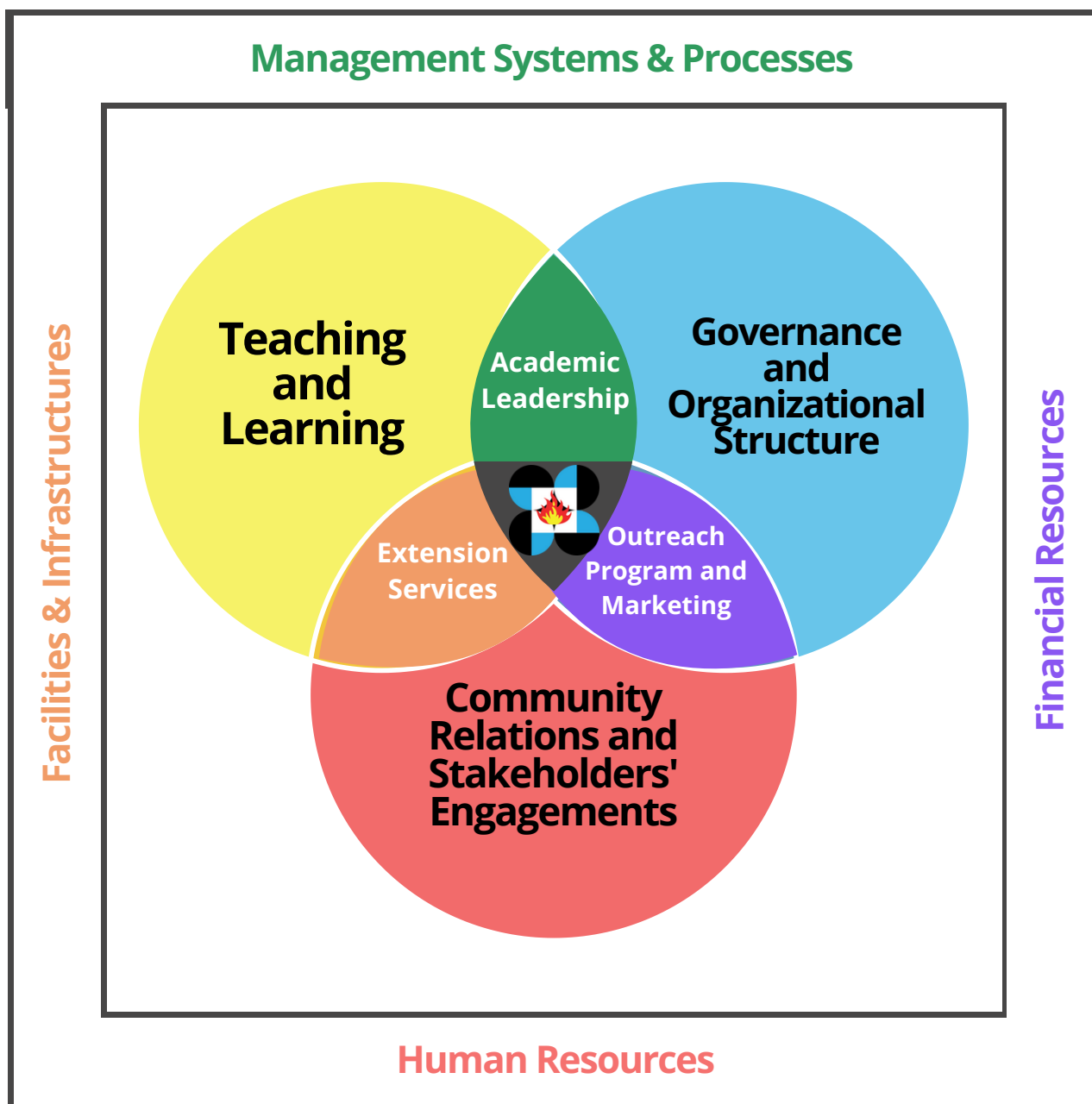
RESOURCE STRATEGIES

Strategies require resource support in order to accomplish a goal or carry out an activity. In this document, these resources are categorized in four components i.e. 4Ms:

01 MONEY (FINANCIAL STRATEGIES)
These strategies aim to augment the limited financial resources of PSHS in order to attain its desired goals.

02 MANPOWER (HUMAN RESOURCES STRATEGIES)
Refers to a set of actions aimed at upgrading and aligning PSHS' manpower requirements towards its goals.

03 MACHINES (INFRASTRUCTURE AND FACILITIES DEVELOPMENT STRATEGIES)
Includes courses of action that aim to upgrade, expand, rehabilitate existing structures or build new ones in order achieve PSHS goals.

04 METHODS (WORKFLOW AND GOVERNANCE STRATEGIES)
Outlines how specific organizational activities are communicated, coordinated, directed, supervised and handled towards the attainment of PSHS goals. This includes: policies, procedures, governance and organizational structures, and others.
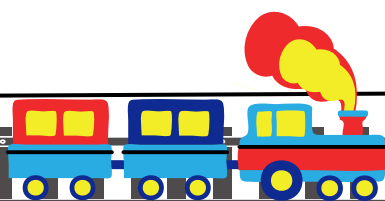
Objective: To shift towards a "Multi/ Transdisciplinary" STEaM Curriculum and offer opportunities for differentiated learning and double or multiple specialization;

|	

1.1
Corporate Level
	Moving towards a Multi/ Transdisciplinary:
	
	1.1.1. Shift from a discipline based curriculum to a transdisciplinary/ multidisciplinary curriculum that is flexible, customizable, future-proof, and learner centric with the option for:
	   a) Double degree preparations/ specialization; or multidisciplinary degree preparations;
	   b) Honors Program/ Advance Placement (AP)/ Acceleration or Subject Exemption program for scholars who can demonstrate above-average mastery of subject - differentiated learning;
	   c) Foreign language
	
	1.1.2. Redesign the PSHS STEaM Curriculum for the appropriate/ preferred teaching-and-learning modality under Education 4.0;

1.2
Business Level
	Reviewing and Revising the Curriculum Review with these objectives:
	
	1.2.1. Decongest/Deload by transferring all content to the LMS;
	
	1.2.2. Align/ design the curriculum for hybrid/hyflex instructional delivery;
	
	1.2.3. Assess the viability of shifting to "no. of credit units" earned as basis for graduation and specialization;
	
	1.2.4. Benchmark with the national and align with international standards;
	1.2.5. Focus on mastery of skills in addressing real-life issues through design thinking, problem-solving, and project-based learning;
	
	1.2.6. Integrate instructional delivery and assessment;
	
	1.2.7. Revise the Language Curriculum and align it with science communication
	
	1.2.8. Enhance the following existing programs by clearly mapping their respective learning outcomes with the desired learning outcomes of the revised curriculum:
	   a) SCALE
	   b) SIP
	   c) Values Education

1.3
Functional Level
	Programs, Plans and Activities:
	
	1.3.1. Develop academic-industry-community partnerships to complement curriculum delivery and research activities, and appropriate local councils/ advisory bodies therefore;
	
	1.3.2. Develop and implement PISAY THRIVE (Teacher Honing Resources for Improvement, Valuing and Empowerment), professional growth program;
	
	1.3.3. Develop an online and offline version of instructional materials for STEaM Education 4.0.
	
	1.3.4. Strengthen the PSHS System Mental Health Program by adding the following programs/ activities:
	   a) Introduce a Mentor-mentee program and buddy-system to help scholars go thru their personal and academic life experiences;
	   b) Further enhancing the Pisay EDGE and Career Guidance Counselling;
	   c) Institutionalization of intramural/ sports activities (e.g. Ugnayan) and other social activities such as JS Prom, Retreat and Recollection as part of scholars' extra-curricular activities.
	   d) Incorporate PSHS System Health and Wellness Program;
	
	1.3.5. Expand the functionality of the LMS to accommodate the latest technological tools for online teaching and learning;
	1.3.6. Implement a "Computer and School Supplies Loan Program" where scholars may loan electronic gadgets and other school supplies.

Objective: To restructure and re-organize PSHS System according to 'niche areas' and/ or according to possible governance restructuring in view of possible amendments to the PSHS System Law.

2.1 **Corporate Level**	Transforming PSHS into Research and Learning Hub 2.1.1. Reorganize and transform PSHS Campuses into Research and Learning Hubs or specialized research areas (niches) complementing local/ regional community needs and circumstances, and using campus' unique strengths in determining the area of specialization. a) Organize or create "Faculty Units" or specialized "schools" representing the research niche or area of specialization of the campus i.e. "School of Agriculture", "Faculty of Agricultural Science", etc. The "school" shall be hosted in the campus specializing in such areas of study. Members of such faculty or school shall be composed of faculty members from campuses, and meet periodically. b) Develop an inter-regional PSHS Students-Faculty exchange program as part of the curriculum in order to immerse faculty and scholars to different local conditions, as well as align with the vision of creating "Education Hubs." Automating Administrative Processes 2.1.2. Deploy and rollout Enterprise Resource Planning System by: a) Selecting core business processes that will be enrolled in the ERPS; b) Mapping core business processes to align with the QMS Manual; c) Training Administrative Personnel on the use of ERPS. 2.1.3. Incorporate Data Analytics in Decision Making by: a) Conducting data inventory; b) Setting a common data structure; c) Developing a centralized database of information; d) Integrating the outputs of existing systems into the database;
2.2 **Business Level**	Strengthening the Quality Management thru Internal Audits 2.2.1. Create an independent Internal Audit Teams for: a) Academic Audit; b) Operational/ Administrative Audit; and, c) ICT/ MIS Audit 2.2.2. Create a KID unit in PSHS Campus that will coordinate and harmonize IS/IT and MIS activities in the system, and continue implementing Enterprise Resource Planning System, Database Management and other Business Solutions with the end in view of automating administrative processes and supporting evidence-based decision making;
2.3 **Functional Level**	Programs, Plans and Activities: 2.3.1. Collaborate with DOST Regional Office and SEI for technical and Human Resource related support in the implementation of community--related projects; 2.3.1. Conduct Training Needs Analysis and Competency Audit for: a) Senior leaders and middle managers to serve as basis for developing an Executive/ Managerial Development plan; b) Teachers to serve as basis for teacher development plan.

Objective: To partner with PSHS Stakeholders in the delivery of PSHS System's core functions as a means of augmenting its capacity to provide sustained public service delivery to its clients.

3.1 **Corporate Level**	3.1.1. Form a School Advisory Council composed of PSHS Officials, LGUs, Local Community Representative, Industry Representative, PTA, and PSHS Community (Alumni, Foundation, Class Rep, etc); 3.1.2. Form strategic partnership and/ or alliances with LGU in view of the "Mandanas Ruling" with the aim of devolving some public services and funding thereof to LGU;

3.2
Business Level
	3.2.1. Organize an annual IP Road Show or IP Exposition for:
	    a) Venture Capitalists, Government Agencies Engaged in Start-ups and Entrepreneurship; and,
	    b) Local Communities and the general public;
	
	3.2.2. Enter a "Data Sharing Agreement" with PSHS-NAA for Alumni Tracking;
	
	3.2.3. Organize an annual IP roadshow or IP exposition attended by venture capitalists, government agencies engaged in start-ups, and related offices with the LGU and local communities as target beneficiaries;

3.3 **Functional Level**	3.3.1. Develop a Personnel Externship and Mentorship Program in partnership with the academe and industry partners for upskilling and capacity building;
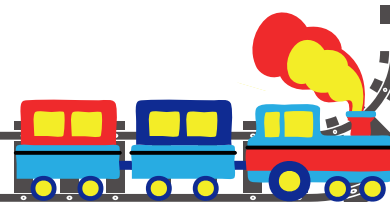
Objective: *To assume a leadership role in secondary level STEaM Education by introducing innovative and revolutionary education programs, and assisting in the development and enhancement of the STEM program of select public schools.*

4.1 Corporate Level	4.1.1. Open PSHS for international and inter-campus student-faculty exchange. For international student-faculty exchange, Mutual Recognition and Equivalency Agreements or bilateral agreements with target schools is required; 4.1.2. Establish a PSHS Talent Development/Training Academy; 4.1.3. Establish an International Office for: a) International Relations for China, ASEAN, & US, Europe, and Australia; b) One-Stop Scholarship and Student Exchange Services; c) Adoption an "ASEAN Eramus Scholarship" program for select/ limited scholars; d) Enter into strategic alliance with Chinese/ASEAN Industries and Learning Institutions, and enter into Mutual Recognition Agreements, or other bilateral or multilateral agreements with Chinese/ASEAN/ Asia-Pacific schools. 4.1.4. Seek international STEM Accreditation, certification, or membership as a STEM education provider, with reputable organizations or associations; 4.1.5. Establish a PSHS System Science Journal, and create an international editorial review board; 4.1.6. Conduct national and international benchmarking including but not limited to DepEd National Curriculum; AQRF/ Philippine Qualification Agency (PQA), Competency Requirements, international standardized tests e.g. PISA, TIMMS, SAT, A-Levels, ICAS, and others; 4.1.7. Enter a Mutual Recognition Agreement/ Equivalency Agreement with DepEd to facilitate student transfers; 4.1.8. Actively participate and engage in selected reputable and high-impact STEM conferences, competitions, and teaching-learning expeditions; 4.1.9. Organize a National Research Congress in partnership with members of the academe, higher education institutions, industry and related government agencies; 4.1.10. Share PSHS Curriculum to select Public Schools and assist in the accreditation or recognition of those school's STEM curriculum. 4.1.11. Organize (or join) a STEM teaching and learning network to facilitate research and school collaborations; 4.1.12. Enter partnership with SUCs for implementation of "Advance Placement (AP)" studies, and delivery of advanced or specialized subjects;
4.2 Business Level	4.2.1. Create a Teaching and Learning Center in each campus; a) Develop an international student-faculty exchange program; b) Develop an intra-campus student-staff cross-training program; c) Maintain a comprehensive database of competency-based Learning Development Activities or Case Studies to supplement (and used as reference for) planning programs/interventions.
4.3 Functional Level	4.3.1. Implement "Special Program for International Collaboration and Exchange" or SPICE; 4.3.2. Introduce Foreign Language, and China-ASEAN studies as elective; 4.3.3. Introduce emerging technologies and contemporary issues in STEM as elective, e.g. Artificial Intelligence, Data Analytics, Robotics, IoT, etc. and offer electives or specialization in the following multidisciplinary areas: *Sustainability, Circular and Green Economy, Earth System, Climate Change, etc.* 4.3.4. Incorporate climate-change and disaster-risk mitigation activities in school projects, activities or coursework in appropriate subjects;

EXTENSION SERVICES : PSHS AS A COMMUNITY DEVELOPMENT PARTNER

Objective: *To position PSHS as a community development partner thru various extension services and social responsibility activities and integrate them as part of the curriculum's values education, nationalism and patriotism goals.*

5.1 Corporate Level	5.1.1. Develop and institutionalize a Corporate Social Responsibility (CSR) Program and identify target beneficiaries e.g. "Adopt a Barangay", "Adopt a School", etc. thru the GAD program, Senior Citizen, PWD program, "Mandanas Ruling" and other similar social oriented programs; 5.1.2. Develop a community-based values education curriculum by integrating PSHS' extension services, outreach and community relations program with SCALE, and giving students more exposure to real life conditions of Filipino families and communities;
5.2 Business Level	5.2.1. Organize a community-based IP roadshow or technology transfer event, or IP exposition during NSTW/ RSTW and similar events; 5.2.2. Sustain partnership with IPOPHIL and WIPO;
5.3 Functional Level	5.3.1. Incorporate community development projects in SCALE and values education curriculum;

OUTREACH PROGRAM AND MARKETING ININTIATIVES

Objective: *To build a PSHS Brand and marketing strategy around its core values and functions.*

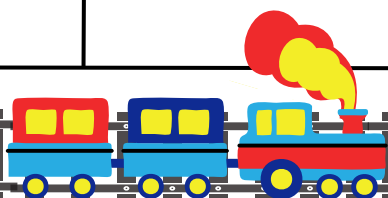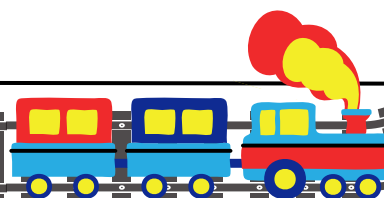|	
6.1 Corporate Level	6.1.1. Link existing NCE-related campaign cum outreach programs with the PSHS System 'Extension Services'; and public services devolution thru the "Mandanas Ruling"; 6.1.2. Expand scholarship access by increasing the NCE applicant base by entering into a MOA with DepEd Head Office or DepEd SDOs in respective service areas, requiring the mandatory taking of NCE for the top 10% of DepEd students; 6.1.3. Develop a PSHS System Corporate and Brand Identity Plan;
6.2 Business Level	6.2.1. Setup up a PSHSSTv Channel and Social Media Account for "Demonitization" using STEM videos and similar other content; 6.2.2. Utilize alternative advertisement and digital media to promote the NCE/ LAQE;
6.3 Functional Level	6.3.1. Strengthen social media presence and stretch the functionality of the PSHS Website's CMS by granting different user privileges across the PSHS System (e.g. content writer, content approval, admin-publication, etc), to ensure timely updating of web content; 6.3.2. Strengthen and expand the coverage of PisayCom, promoting science communication to communities and schools;
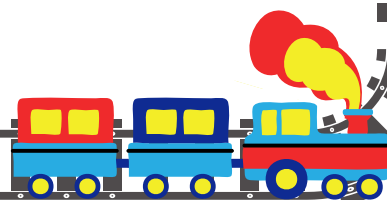
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7.1 Financial Strategies	7.1.1. Harmonize and align MITHI ISSP towards hybrid/ hyflex delivery, adoption of data analytics, automation of administrative processes, full implementation of ERP systems, Student Information Systems Centralized Database, etc – for submission to MITHI-DICT and DBM for funding. 7.1.2. Augment resources thru strategic partnerships with the following: a) Information Sharing and knowledge transfer; b) Augmentation of research/ academic capabilities; c) Internship placements; d) Shared Service Facility; e) Donations 7.1.3. Tap on alternative sources of funds to augment resources, such as: a) Legacy donation thru naming rights; b) Bilateral or multilateral partnerships for resource support c) NEDA PIP for BIR tax/ fiscal incentives; d) DOST Agencies and Regional Offices for resource/technical support. 7.1.4. For efficient use of travel funds, limit participation in international events to a select few and prioritize quality over quantity of events participated by PSHS Campuses; 7.1.5. Partner with SEI, PSHS Alumni Association, PSHS Foundation, and scholarship agencies of government to help fund PSHS personnel's professional development, training, and education; 7.1.6. Use the PSHS Charter to request funding from the National Government for the establishment of new campuses under the "PSHS Expansion Law."
7.2 Human Resource Strategies	7.2.1. Apply for Level IV CSC-PRIME Accreditation; 7.2.2. Incorporate Diversity Management non-discrimination policies in the PSHS' Quality Manuals aimed at providing equal access and equal opportunity in the workplace and student admissions; 7.2.3. Identify and appoint Adjunct/ Visiting professors, instructors, teachers, practitioners, and specialists under contract of service to augment and supplement existing faculty, and to teach highly specialized subjects; 7.2.4. Develop a comprehensive training and professional development program that is aligned with the needs of the PSHS Forward Framework, and will encompass the following components: a) Curriculum design and instruction for blended, hybrid, hyflex, and similar other variants; b) Information Communication Technology and computer skills retooling for senior and veteran PSHS Personnel as part of migration towards automation; 7.2.5. Create and adopt a teacher competency framework that is aligned with blended, hybrid, hyflex instruction in mind for hiring and selecting teachers, as well as evaluating their performance; 7.2.6. Request the DBM for the following permanent/contractual plantilla: a) Medical Officer (SG 21 to 23, Child Psychiatrist) at the OED who will coordinate and oversee the provision of mental health services across the system; or request DBM for budget for the procurement of "Mental Health Services" for the PSHS System; or Tie-up with mental health institutions/associations/organizations for the provision of mental health services for the PSHS system;

	7.2.7. Widen the coverage of the Continuing Professional Education (CPE) Program and formalize partnership with HRDP and similar other government training and scholarship program;
	7.2.8. Reorganization for FORWARD. Develop a 5-year HR Restructuring Plan that will complement and reflect the desired organizational structure and changes required to attain PSHS' vision, and in anticipation of the passing into law of the PSHS Expansion law. The HR restructuring plan should contain proposals for classification or reclassification of positions, and creation of new plantilla positions for DBM's approval. This includes requesting for higher teaching and non-teaching plantilla positions.
	7.2.9. Effect a high performance work and management system thru effective implementation of HRM PRIME, QMS, and Internal Audit, and continued training and capacity building of concerned key officials;
	7.2.10. Develop and implement "Program for Review, Instructions, Coaching, and Enrichment (PRICE);"
	7.2.11. Utilize the "GAD Fund" to expand Gender Mainstreaming to include programs and activities targeting ethnic minority groups and marginalized communities;
	7.2.12. Conduct regular IP Training and related capacity development in partnership with IPOPHL and other agencies e.g. TAPI
	7.2.13. Create and implement a mandatory Leadership Development Program for Supervisory positions as part of succession planning;
	7.2.14. Sustain career development by upskilling all PSHS Personnel, teaching and non-teaching;
	7.2.15. Create a Disaster-Risk Reduction TWG with the following tasks: a) Conduct a physical inspection and inventory of all PSHS Structures with the end in view of analyzing its resilience and preparedness for man-made and natural disasters, and securing hazard clearance from appropriate agencies; b) Prepare a disaster-risk rehabilitation masterplan for PSHS buildings; c) Coordinate and keep close contact with DRR agencies such as: PHIVOLCS, MGB, NDRMCC, LGU, CDA, etc. for training and capability building programs.
	7.2.16. Mandatory certification of competency for different modalities of teaching and learning under Education 4.0.;
	7.2.17. Develop incentive policies for personnel engaged in community development projects;
7.3 Infrastructure Development Strategies	7.3.1. Develop a Smart School Infrastructure Roadmap with the following component plans: a) Smart school blueprint and building standards; b) Disaster Resilience and Climate Change Building Standards; c) Rehabilitation plan for existing structures for disaster and climate resilience;
	7.3.2. Develop and implement a Disaster-Risk Rehabilitation Master Plan for PSHS Buildings, School Grounds, and a Risk Response Capabilities;
	7.3.3. Invest in data security and back-up systems, and if necessary outsource these services to experts;

7.4 **Policy Process, and Procedure Strategies**	**7.4.1.** Review and align the following documents/policies towards the FORWARD Framework vision and Hybrid/ Hyflex learning: a) MSP & TCP to incorporate skillsets and competency for hybrid/ hyflex instruction, among others, and computer skills in relation to PSHS Digitalization and Automation; b) Graduation policies to consider "units" in terms of eligibility for graduation and/ or specialization; c) Teacher performance evaluation and classroom observation; d) Policies on Advance Placement (new); e) Donations f) Research Policies e.g. streamline IP process, grant of incentives and award, etc.; g) Attendance Policy, Character Rating, Code of Conduct, Teacher Loading and Prep Time, etc.; h) Site Selection Criteria in anticipation of the passage into law of the PSHS System Expansion Law; i) Quality Assurance; j) Faculty study leave – to consider allowing leave for certain non-degree programs, and lifting restriction on the number of faculty on leave subject to availability of resources; k) IPCR – meaningful and relevant performance metrics; **7.4.2.** Centralization of Internal Audit and Quality Control (Curriculum and Operational Audit) under OED; **7.4.3.** Reduce transaction costs by automating processes and further reducing internal red-tapes **7.4.4.** Review for purposes of upgrading the scholarship stipend granted to economically challenged scholars **7.4.5.** Adopt an internal "Selection Process" in determining scholars/teachers participating in international events or competition; **7.4.6.** Revise the IP Policy and allow "conditional waiver of IP rights" to a select list of Hi-Indexed/ Reputable International Journals or peer-reviewed conference presentations; **7.4.7.** Develop policy on data security and backup; **7.4.8.** Institutionalize Research Ethics Review and related policies on scholarly activities; **7.4.9.** Revise the PSHS Systems' ICT/Social Media policy, and the code of conduct to establish the proper protocols and behavioural norms in the use of ICT/Social Media Technology.
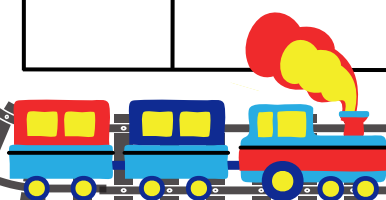
ABOUT THE INSTITUTION

The Office of the Executive Director (OED)

The Philippine Science High School System (PSHSS) is an attached agency of the Department of Science Technology (DOST). The Board of Trustees (BOT), with the DOST Secretary as the Chairman, is the highest policy making body of the PSHSS. The Executive Director coordinates the implementation of BOT approve policies and guidelines to the 16 PSHS campuses nationwide. Each campus is headed by a Campus Director.

Serving as the central office of the campuses, the OED consolidates the reports of all PSHS campuses and assists the Executive Director in fulfilling the goal of the PSHS System to ensure uniformity of standards and harmonize the operations of all campuses.