

## DEPARTMENT OF EDUCATION

Region X-Northern Mindanao

### DIVISION OF MALAYBALAY CITY

Corner Don Carlos-Guingona St., City of Malaybalay

Contact Numbers: 813-2894, 221-4597

Email Address: [depedmalaybalay@gmail.com](mailto:depedmalaybalay@gmail.com); Official website: [www.depedmalaybalay.net](http://www.depedmalaybalay.net)



#### DIVISION MEMORANDUM

No. 45 s. 2014

488  
DIVISION OF MALAYBALAY CITY  
RELEASED  
Date: 1/28/14 Time: 3:22 P.M.  
By: atm Analete

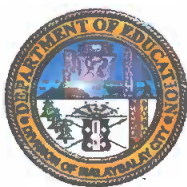
#### ANNOUNCEMENT OF THE RECRUITMENT OF TEACHER I APPLICANTS

TO : Promotional Staff  
Public Schools District Supervisors  
School Heads (Elementary and Secondary)  
All Others Concerned

FROM :  **EDILBERTO L. OPLENARIA**  
Schools Division Superintendent

DATE : January 28, 2014

1. This Office hereby announces the receipt of applications for Teacher I applicants to the School Selection Committee and documentary evaluation from February 5 to February 14, 2014 as indicated in the enclosed Schedule of Activities in the selection process.
2. Pursuant to DepEd Order No. 12, s. 2012, an applicant shall submit to the head of the elementary or secondary school a handwritten application supported by the following documents:
  - CSC Form 212 (Revised 2005) in two copies with the latest 2" x 2" ID picture
  - Certified photocopy of PRC Certificate of Registration/License
  - Certified photocopy of ratings obtained in the Licensure Examination for Teachers/Professional Board Examination for Teachers
  - Certified copies of transcript of records for baccalaureate course
  - Copies of service record, performance rating and school clearance for those with teaching experience
  - Certificates of specialized training, if any
  - Certified copy of the Voter's ID
  - NBI Clearance



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**Region X-Northern Mindanao**  
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- Omnibus certification of authenticity and veracity of all documents submitted (form attached herein )

If any of these documents are not submitted, the School Selection Committee may refuse acceptance of the application.

All documents submitted shall be duly authenticated by the Administrative Officer. (Applicants for BNHS and its annexes shall be authenticated by **Asuncion Belderol**, Administrative Officer IV, while other applicants shall be authenticated by **Jutchel L. Nayra**, Administrative Officer V)

The Committee shall issue a certification to the applicant that it has received the application specifying the documents that have been submitted in support of the application.

3. Applicants who are Kindergarten Volunteer Teachers should submit a duly certified copy of their contract of service, while those who are ALS Instructional Managers/Facilitators should submit a certified photocopy of the contract of service signed by the LGU and a certification of the services rendered signed by the PSDS. Failure to submit such document shall mean no credit points.
4. In order to standardize the evaluation and the selection of kindergarten teacher-applicants, the educational qualifications stipulated in the enclosed DepEd Order No. 81, s. 2012 in addition to the guidelines pursuant to DepEd Order No. 12, s. 2012 as stated in Paragraph Nos.: 5.3, 5.3.1 to 5.3.8 shall be adhered.
5. Further, you are directed to observe the schedule of activities in the selection process set by this Office as a timetable.
6. Those Teacher I applicants for Clustered Secondary Schools who applied for special recruitment on major subjects in Values Education, TLE, MAPEH and Filipino last November 12, 2013 are advised to submit documents for this School Year's recruitment since such special recruitment will only be utilized for vacancies from January to March 2014.
7. The Registry of Qualified Applicants (RQA) for 2014 will be used to fill up vacancy starting May 2014 until the next recruitment period as the RQA is only valid for a



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period of one school year per DepEd Order No. 3, s. 2013, Section 4. Hence, anybody who wish to be appointed as Teacher I should submit documents listed in paragraph 2 herein, as the previous RQA will be used up to this school year only. Section 6.4 of DepEd Order No. 12, s. 2012 is already repealed by Section 4 of DepEd Order No. 3, s. 2013.

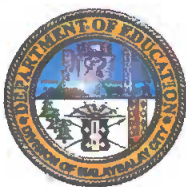
8. Filling up of vacancy shall be based on the latest existing policies.
9. This Memorandum shall be posted in the Division/District/School Bulletin Boards for information and guidance of all concerned.
10. For immediate dissemination and strict compliance.

Encl.:

As Stated

Copy furnished:

Records Section



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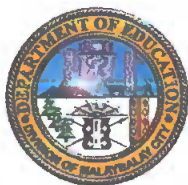
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**SCHEDULE OF ACTIVITIES IN THE SELECTION PROCESS**

| Time Frame             | Activity   |
|------------------------|--|
| Jan. 28, 2014          | Announcement/Issuance of Division Memorandum <i>re: Recruitment of Teacher 1 Applicants</i>  |
| Feb. 3, 2014           | Re-Orientation-Workshop of the Division Selection Committee and Division Sub-Committees pursuant to DepEd Order No. 12, s. 2012 <i>re: Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector reform Agenda</i> and DepEd Order No. 81, s. 2012 <i>re: Additional Policy Guidelines on Hiring and Deployment of Kindergarten Teachers</i> |
| Feb. 4, 2014           | Orientation of the Teacher Applicants at Linabo Central School Auditorium, 9:00 AM   |
| Feb. 5 – Feb. 14, 2014 | Submission of documents by teacher applicants to the School Selection Committee and documentary evaluation   |
| Feb. 17, 2014          | Submission of documents by the School Selection Committee to the Division Sub Committee.   |
| Feb. 18 to 21, 2014    | Evaluation of documents of Teacher I applicants by the Division Sub-Committee  |
| Feb. 24-28, 2014       | Conduct of Interview and Demonstration Teaching by the Division Sub-Committees   |
| March 7, 2014          | Submission of eRQA by the Division Sub-Committee to the Division Selection Committee   |
| March 14, 2014         | Simultaneous Administration of the English Proficiency Test by the Division Sub-Committee  |
| March 17-21, 2014      | Review of the eRQA of the Division Sub-Committee by the Division Selection Committee   |
| March 28, 2014         | Posting of the Registry of Qualified Applicants (RQA)  |



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**OMNIBUS SWORN STATEMENT**

REPUBLIC OF THE PHILIPPINES)  
CITY OF MALAYBALAY ) S.S.

**AFFIDAVIT**

I, \_\_\_\_\_, of legal age, \_\_\_\_\_,  
(Name of Affiant) (Civil Status)  
\_\_\_\_\_, and residing at \_\_\_\_\_  
(Nationality) (Address of Affiant)

After having been duly sworn in accordance with law, do hereby depose and state that:

1. Each of the documents submitted in satisfaction of my application for teaching position is an authentic copy of the original, complete, and all statements and information provided therein are true and correct.
2. I am authorizing the Selection Committee or its duly authorized representative(s) to verify all the documents submitted as to completeness and authenticity.

IN WITNESS WHEREOF, I have hereto set my hand this \_\_\_\_ day of \_\_\_\_\_, 2014 at Malaybalay City, Bukidnon, Philippines.

\_\_\_\_\_  
Affiant

SUBSCRIBED AND SWORN to before me this \_\_\_\_ day of \_\_\_\_\_, 2014 in the City of Malaybalay, Bukidnon, Philippines. Affiant exhibiting to me his/her CTC No. \_\_\_\_\_ issued on \_\_\_\_th day of \_\_\_\_\_, 2014 at \_\_\_\_\_.

**NOTARY PUBLIC**

Doc. No. \_\_\_\_  
Book No. \_\_\_\_  
Page No. \_\_\_\_  
Series of 2014



Republic of the Philippines  
**Department of Education**


DepEd O R D E R  
 No. **12**, s. 2012

FEB 0 1 2012

**REVISED GUIDELINES ON THE HIRING OF TEACHER I POSITIONS BASED  
 ON THE REFORM ACTIONS IN BASIC EDUCATION SECTOR  
 REFORM AGENDA (BESRA)**

To: Undersecretaries  
 Assistant Secretaries  
 Bureau Directors  
 Regional Directors  
 Schools Division/City Superintendents  
 Heads, Public Elementary and Secondary Schools

1. The Revised Guidelines on the Hiring of Teacher I Positions are enclosed for the information and guidance of all concerned. These are based on the **Revisions to DepED Order No. 20, s. 2009** entitled "**Further Revisions to the Hiring Guidelines for Teacher I Positions under DepED Order No. 4, s. 2007**" entitled "**Revisions to the Hiring Guidelines for Teacher I Positions.**"
2. The issuance of these revised guidelines aim to integrate and to institutionalize the Teacher Education and Development Program (TEDP) and the School-Based Management (SBM) which are the reform actions in Basic Education Social Reform Agenda (BESRA), and to clarify some gray areas in DepED Order No. 20, s. 2009.
3. Immediate dissemination of and strict compliance with this Order is directed.

  
**BR. ARMIN A. LUYASTRO FSC**  
 Secretary

Encl.: As stated

References: DepED Order: (Nos.: 20, s. 2009 and 4, s. 2007)

To be indicated in the Perpetual Index  
 under the following subjects:

APPOINTMENT, EMPLOYMENT, REAPPOINTMENT  
 CHANGE  
 POLICY  
 TEACHERS

Model: 2012 Hiring Guidelines for Teacher I Positions  
 863-January 20, 2012

(Enclosure to DepEd Order No. 12, s. 2012)

**FURTHER REVISIONS TO THE HIRING GUIDELINES  
FOR TEACHER I POSITIONS UNDER DEPED ORDER NO. 20, s. 2009**

The Department of Education's (DepED) Basic Education Sector Reform Agenda (BESRA) is expected to create critical changes necessary to further accelerate, broaden, deepen and sustain improvements in the country's educational system. The desire for improved school performance propels a unified system that requires highly qualified teachers.

In order to institutionalize the objective of BESRA, particularly the reforms in Teacher Education and Development Program (TEDP) and School-Based Management (SBM), these revisions to the hiring guidelines for Teacher I positions in the public elementary and secondary schools under DepED Order No. 20, s. 2009 (*Further Revisions to the Hiring Guidelines for Teacher I Positions*) shall be implemented by Schools Divisions consistent with the pertinent provisions of existing laws, rules and regulations effective School Year 2012-2013.

**1.0 SCOPE**

These guidelines which shall apply to the filling up of newly created or natural vacancies for Teacher I positions in public elementary and secondary schools shall cover the following areas/aspects:

- 1.1 Recruitment – Announcement of Vacancies and Receipt of Applications
- 1.2 Verification and Validation of Documents Submitted
- 1.3 Evaluation and Selection of Applicants
- 1.4 Appointment of Qualified Applicants
- 1.5 Monitoring of Division Office Compliance by the Regional Office

**2.0 DEFINITION OF TERMS**

- 2.1 **Applicant** refers to a person who holds a valid certificate of registration/professional license as a teacher from the Professional Regulation Commission (PRC) seeking to be appointed to a Teacher I Position.
- 2.2 **Bona fide resident** refers to a qualified applicant who is resident of a particular barangay, municipality, city or province for at least six (6) months as evidenced by the Personal Data Sheet (CSC Form 212, Revised 2005) and voter's ID.
- 2.3 **Catchment areas** refer to adjacent barangay, municipality, city or province where there is no school but are being served by elementary or secondary schools located in a particular barangay, municipality, city or province.
- 2.4 **Locality** refers to a barangay, municipality, city or province.
- 2.5 **Qualified applicant** refers to a person with a valid professional teacher's license who meets the evaluation and selection criteria applied by the Schools Division Superintendent (SDS) in accordance with these guidelines.
- 2.6 **Registry of Qualified Applicants (RQA)** refers to the official list of those who obtained an over-all score of fifty (50) points or above during evaluation and selection processes.

### **3.0 BASIC RULES ON HIRING FOR TEACHER I POSITIONS**

- 3.1 The guidelines on deployment contained in DepED Order 21, s. 2005 shall be strictly observed.
- 3.2 Public school teachers requesting for transfer to another assignment are not considered new applicants and should not therefore be subjected to these hiring guidelines.
- 3.3 As provided in Sec 26 (b) Paragraph 2 of RA 9293, teachers who have not practiced their profession for the past five (5) years shall be required to take at least twelve (12) units of education courses, consisting of at least six (6) units of pedagogy and six (6) units of context courses.

### **4.0 RECRUITMENT PROCEDURE**

- 4.1 An applicant shall submit to the head of the elementary or secondary school a written application supported by the following documents:

- CSC Form 212 (Revised 2005) in two copies with the latest 2"x 2" ID picture
- Certified photocopy of PRC Certificate of Registration/License
- Certified photocopy of ratings obtained in the Licensure Examination for Teachers/Professional Board Examination for Teachers
- Certified copies of transcript of records for baccalaureate course
- Copies of service record, performance rating and school clearance for those with teaching experience
- Certificates of specialized training, if any
- Certified copy of the Voter's ID
- NBI Clearance
- Omnibus certification of authenticity and veracity of all documents submitted.

If any of these documents are not submitted, the School Selection Committee may refuse acceptance of the application.

The committee shall issue a certification to the applicant that it has received the application specifying the documents that have been submitted in support of the application.

- 4.2 The School Selection Committee shall verify all documents as to completeness and authenticity.
- 4.3 The applicant assumes full responsibility and accountability on the validity and authenticity of the documents submitted. Any violation will automatically disqualify the applicant from the selection process.
- 4.4 The School Selection Committees shall submit to the concerned Division Sub-Committee the list of applicants together with the required documents.

### **5.0 EVALUATION AND SELECTION**

- 5.1 The Schools Division Superintendent (SDS) shall organize the following Committees:



- 5.1.1 School Selection Committee
- 5.1.2 Division Sub-Committee
- 5.1.3 Division Selection Committee

**5.2 The Committees shall have the following compositions and functions:**

**5.2.1 School Selection Committee**

**5.2.1.1 Composition**

- a. The Committee at the elementary level shall be chaired by the School Head with four (4) Master Teachers/best performing teachers as members.

In the case of primary, incomplete elementary and multigrade (MG) schools, the Committee shall be chaired by the cluster school head with four (4) best performing teachers from the cluster schools as members.

- b. The Committee at the secondary level shall be chaired by the School Head with the Department Head concerned and three (3) teachers from the different learning areas as members.

For small secondary schools that do not have department heads, the School Head shall be the Committee Chair with four subject leaders from different learning areas as members.

**5.2.1.2 Functions**

- a. Receives applications.
- b. Verifies documents as to completeness, veracity, accuracy and authenticity.
- c. Submits the list of applicants with the corresponding documents to the Division Sub-Committee for elementary or secondary level.
- d. Submits to the Schools Division Superintendent (SDS) recommendation for appointment of qualified applicants in the Division Registry of Qualified Applicants (RQA).

**5.2.2 Division Sub-Committee**

**5.2.2.1 Composition**

- a. The Division Sub-Committee for elementary level shall be chaired by the Schools District Supervisor/Coordinating Principal of the district with four (4) School Heads as members.
- b. The Division Sub-Committee for secondary level shall be chaired by a School Head with four (4) other School Heads as members.

**5.2.2.2 Functions**

- a. Receives from the School Selection Committee the list of applicants with the corresponding documents.

- b. Reviews the documents submitted by the School Selection Committee as to completeness, accuracy, authenticity, and veracity.
- c. Evaluates applicants based on Education, Teaching Experience, LET/PBET Rating, Experiential Learning Course and Specialized Training and Skills.
- d. Conducts interviews.
- e. Observes and rates demonstration teaching of applicants.
- f. Administers the English Proficiency Test;
- g. Consolidates individual ratings and submits the initial rank list of qualified applicants to the Division Selection Committee.

### **5.2.3 Division Selection Committee**

#### **5.2.3.1 Composition**

##### **For Elementary Schools**

***Chair:*** Assistant Schools Division Superintendent (ASDS)

***Members:***

Two (2) Education Program Supervisors  
 Division Chapter President of the Philippine Elementary Schools Principals Association (PESPA)  
 Division Level President of the Teachers' Association (PTA)

##### **For Secondary Schools**

***Chair:*** Assistant Schools Division Superintendent (ASDS)

***Members:***

Two (2) Education Program Supervisors  
 Division Chapter President of the National Association of Secondary School Heads Incorporated (NAPSSHI)  
 Division Level President of the Teachers' Association (PTA)

- a. In schools divisions where there is no ASDS, the Superintendent shall designate another Education Program Supervisor as the Chair of the Division Selection Committee.
- b. The official in-charge of personnel actions shall provide secretariat services and maintain records of proceedings or deliberations.

#### **5.2.3.2 Functions**

- a. Receives from the Division Sub-Committee the initial rank lists of qualified applicants with corresponding documents.
- b. Reviews and consolidates the results of the individual ratings of applicants, one for elementary level and another for secondary

level, by subject area, showing the scores they obtained in the criteria for evaluation.

- c. Prepares separate Registry of Qualified Applicants (RQA) for elementary and secondary levels as follows:

Registry A - 70 points and above  
 Registry B - 60 to 69 points  
 Registry C - 55 to 59 points  
 Registry D - 50 to 54 points

- d. Submits the complete results of the evaluation of applicants (items b and c), including pertinent records of deliberations, to the SDS for approval.

**5.3 Applicants shall be evaluated using the following criteria:**

| CRITERIA                        | POINTS     |
|---------------------------------|------------|
| a. Education                    | 25         |
| b. Teaching Experience          | 10         |
| c. LET / PBET Rating            | 10         |
| d. Experiential Learning Course | 5          |
| e. Specialized Training Skills  | 5          |
| f. Interview                    | 10         |
| g. Demonstration Teaching       | 20         |
| h. Communication Skills         | 15         |
| <b>TOTAL</b>                    | <b>100</b> |

**5.3.1 EDUCATION – 25 points**

Rating on education shall be based on the following equivalents:

| <i>General Weighted Average (GWA)</i> | <i>Equivalent Points</i> | <i>General Weighted Average (GWA)</i> | <i>Equivalent Points</i> |
|---------------------------------------|--------------------------|---------------------------------------|--------------------------|
| 1.0                                   | 25.00                    | 2.0                                   | 17.50                    |
| 1.1                                   | 24.25                    | 2.1                                   | 16.75                    |
| 1.2                                   | 23.50                    | 2.2                                   | 16.00                    |
| 1.3                                   | 22.75                    | 2.3                                   | 15.25                    |
| 1.4                                   | 22.00                    | 2.4                                   | 14.50                    |
| 1.5                                   | 21.25                    | 2.5                                   | 13.75                    |
| 1.6                                   | 20.50                    | 2.6                                   | 12.25                    |
| 1.7                                   | 19.75                    | 2.7                                   | 11.50                    |
| 1.8                                   | 19.00                    | 2.8                                   | 10.75                    |
| 1.9                                   | 18.25                    | 2.9-3.0                               | 10.00                    |

When the percentage rating is used, the following table of equivalents shall be used:

| <i>Percentage Rating</i> | <i>GWA</i> | <i>Percentage Rating</i> | <i>GWA</i> |
|--------------------------|------------|--------------------------|------------|
| 99.00 - 100              | 1.0        | 86.50 - 87.50            | 2.0        |
| 97.75 - 98.75            | 1.1        | 85.25 - 86.25            | 2.1        |

|               |     |
|---------------|-----|
| 96.50 - 97.50 | 1.2 |
| 95.25 - 96.25 | 1.3 |
| 94.00 - 95.00 | 1.4 |
| 92.75 - 93.75 | 1.5 |
| 91.50 - 92.50 | 1.6 |
| 90.25 - 91.25 | 1.7 |
| 89.00 - 90.00 | 1.8 |
| 87.75 - 88.75 | 1.9 |

|               |         |
|---------------|---------|
| 84.00 - 85.00 | 2.2     |
| 82.75 - 83.75 | 2.3     |
| 81.50 - 82.50 | 2.4     |
| 80.25 - 81.25 | 2.5     |
| 79.00 - 80.00 | 2.6     |
| 77.75 - 78.75 | 2.7     |
| 76.50 - 77.50 | 2.8     |
| 75.00 - 76.25 | 2.9-3.0 |

Applicants with non-education degrees shall be rated using their GWAs in their baccalaureate degrees and the 18 professional units in education.

Where the school issues a certification of GWA with corresponding Percentage Rating that does not conform to the above table, the committee shall refer to the grading system of the school.

For schools with "unique" grading systems, a corresponding transmutation table must be constructed.

### 5.3.2 TEACHING EXPERIENCE – 10 points

Teaching experience in pre-school, SPED, elementary and secondary in public and private schools shall be given one (1) point for every school year but not to exceed 10 points.

For every month of service, 0.1 point shall be given.

Example: 8 months = 0.8 point

11 months = 1.1 points

Only teaching experience in private schools that are DepEd-recognized or have DepEd permit to operate shall be considered.

### 5.3.3 LET/PBET RATING – 10 points

Rating of applicant's performance in the LET/PBET shall be as follows:

| <i>LET Rating</i> | <i>Points</i> |
|-------------------|---------------|
| 87+               | 10            |
| 85.86             | 9             |
| 83-84             | 8             |
| 81-82             | 7             |
| 79-80             | 6             |
| 77-78             | 5             |
| 75-76             | 4             |

| <i>PBET Rating</i> | <i>GWA</i> |
|--------------------|------------|
| 82+                | 10         |
| 80-81              | 9          |
| 78-79              | 8          |
| 76-77              | 7          |
| 74-75              | 6          |
| 72-73              | 5          |
| 70-71              | 4          |

### 5.3.4 EXPERIENTIAL LEARNING COURSES - 5 points

#### RUBRICS FOR EXPERIENTIAL LEARNING COURSES (ELC)

##### 5.3.4.1 Field Study

| Scale | %      | Point System | Adjectival Equivalent | Indicators   |
|-------|--------|--------------|-----------------------|--|
| 5     | 95-100 | 1.00         | Excellent             | Presents clear description of experiences that are |

|   |       |           |                   |   |
|---|-------|-----------|-------------------|---|
|   |       |           |                   | considered worthwhile and helpful, explains judgments on personal strengths and weaknesses; includes successful outputs and accomplishments.  |
| 4 | 90-94 | 1.25-1.50 | Proficient        | Presents some examples of experiences, some explanations of strengths and weaknesses and includes some achievements.  |
| 3 | 85-89 | 1.75-2.00 | Satisfactory      | Contains some examples of learning experiences with few explanations of personal strengths and weaknesses and statement of what has been achieved.  |
| 2 | 80-84 | 2.25-2.50 | Developing        | There is little evidence of reflections and insights learned; very few details of experiences. Judgment of personal performances is very limited, with little or no attention paid to strengths and weaknesses of work. |
| 1 | 75-79 | 2.75-3.00 | Needs Improvement | There is no evidence of reflection; no details of experiences and judgment of performance, without statement of strengths and weaknesses and achievements.  |

Where the applicant does not have a Field Study, the ELC shall be based on the Practice Teaching Rating.

#### 5.3.4.2 Practice Teaching

| Scale | %      | Point System | Adjectival Equivalent | Indicators   |
|-------|--------|--------------|-----------------------|--|
| 5     | 95-100 | 1.00         | Outstanding           | <ul style="list-style-type: none"> <li>• Presents a variety of work done individually or in group.</li> <li>• Uses many resources.</li> <li>• Shows good organization and a clear focus.</li> <li>• Displays evidences of assessment such as revisions, a letter on why one chose a certain entry, etc.</li> </ul> |
| 4     | 90-94  | 1.25-1.50    | Very Satisfactory     | <ul style="list-style-type: none"> <li>• Presents a variety of work done individually or in group.</li> <li>• Uses many resources.</li> <li>• Contains minor organizational flaws.</li> <li>• Exhibits some errors in grammar, usage or mechanics.</li> </ul>  |

|   |       |           |                   |  |
|---|-------|-----------|-------------------|--|
|   |       |           |                   | <ul style="list-style-type: none"> <li>Reflects enthusiasm, creativity, self-assessment, extensive investigations and analysis of information</li> </ul>   |
| 3 | 85-89 | 1.75-2.00 | Satisfactory      | <ul style="list-style-type: none"> <li>Presents fewer work and some resources.</li> <li>Includes confusing organization and lacks focus</li> <li>Reflects some enthusiasm, creativity, self-assessment, extensive investigations and analysis of information.</li> </ul> |
| 2 | 80-84 | 2.25-2.50 | Fair              | <ul style="list-style-type: none"> <li>Contains problems in mechanics that interfere with communication.</li> <li>Reflects poor organization.</li> <li>Lacks focus, enthusiasm, creativity and analysis of information.</li> </ul>                                       |
| 1 | 75-79 | 2.75-3.00 | Needs Improvement | <ul style="list-style-type: none"> <li>Consists mainly of ditto sheets or pages copied from a textbook.</li> <li>Contains no evidence of student thinking.</li> </ul>  |

### 5.3.5 SPECIALIZED TRAINING AND SKILLS – 5 points

Any of the specialized training for skills development such as journalism, sports, music, theatre arts, Information and Communication Technology (ICT) and other similar or allied skills shall be given a maximum of 5 points.

In the assignment of points, the following should be met:

- at least five (5) days' training;
- duly supported with documents;
- the skill shall be validated thru demonstration

Points may also be given to skills acquired from experience to be validated thru demonstration.

### 5.3.6 INTERVIEW – 10 points

The Division Sub-Committee shall interview the applicants based on the following attributes:

*Personality (5 pts), each indicator to be given one (1) point*

Appearance  
Voice and Speech  
Poise  
Alertness  
Self-confidence

*Potential (5 pts), each indicator to be given one (1) point*

Ability to present ideas  
Judgment  
Emotional Stability

Decisiveness  
Stress tolerance

### **5.3.7 DEMONSTRATION TEACHING – 20 points**

Applicants shall be given points on aspects such as: lesson plan, presentation of the lesson, classroom management and evaluation of pupil/student performance strictly following the applicable National Competency- Based Teacher Standards (NCBTS) strands and indicators.

### **5.3.8 COMMUNICATION SKILLS – 15 points**

An English Proficiency Test with a maximum score of 100% shall be administered to applicants. The competencies and contents of the test are indicated below. However, as to the procedure and the test items to be administered to the applicant, these are left to the discretion of the Division Selection Committee.

- a. Listening (25%)
- b. Speaking (25%)
- c. Reading (25%)
- d. Writing (25%)

The percentage score obtained by an applicant shall be multiplied by the weight of 15 points, as follows:

|                  |                                  |
|------------------|----------------------------------|
| Percentage Score | = 98% or 0.98                    |
| Weighted Points  | = 15                             |
| Rating           | = $0.98 \times 15 = 14.7$ points |

## **6.0 Constituting and Utilizing the Registry of Qualified Applicants (RQA)**

- 6.1 The cut-off score for inclusion in the RQA is fifty (50) points.
- 6.2 The RQA is the list of qualified applicants for appointment which shall include their names, permanent addresses and final evaluation ratings. It shall be used in filling-up new items and natural vacancies for Teacher I positions.
- 6.3 The RQA for the elementary level shall be prepared by schools district while the RQA for the secondary level shall be prepared by school and by subject area.
- 6.4 In the event that an applicant is not appointed to any teaching position during the school year, he/she shall be automatically included in the succeeding year's updating of the RQA. He/she may opt to submit new documents to be included in the evaluation with new applicants; otherwise he/she shall retain his/her previous points.
- 6.5 Subject area specialization and not the residence of the qualified applicants shall be the primary consideration in the filling up of vacancy in Gr. V-VI for elementary as well as the secondary school level.

## **7.0 APPOINTMENT OF QUALIFIED APPLICANTS**

- 7.1 Functions of the Schools Division Superintendent (SDS)

- 7.1.1 Posts the complete results (5.2.3.2.e) in at least three (3) conspicuous places in the Division Office: consolidated results of the individual ratings, division-wide rank list and RQA of teachers who obtained total scores of fifty (50) or above.
- 7.1.2 Appoints only from among the qualified applicants recommended by the School Selection Committee in the schools/schools districts where the vacancies exist.
- 7.1.3 Those in Registry A shall be given priority in the appointment. When all those in Registry A have been appointed and assigned to their respective stations and there are still positions to be filled, those in Registry B shall be considered before going to Registry C and D, in that order.
- 7.1.4 Provides every elementary and secondary school with copies of the RQAs for posting in their areas of jurisdiction. Regional Directors shall also be provided with copies of the RQAs.
- 7.1.5 Furnishes the Local Government Units with copies of the RQAs. Discussions shall be done to encourage their use of the RQAs in hiring licensed teachers to locally-funded items.

## **8.0 MONITORING OF DIVISION COMPLIANCE**

- 8.1 Regional Directors shall regularly monitor and ensure strict compliance with the provisions of these hiring guidelines, as follows:
  - a. dissemination and discussion of these guidelines with teachers, school heads, district supervisors, superintendents and other schools division officials;
  - b. preparation of schools to receive, acknowledge and endorse applications;
  - c. organization of Division Sub-Committees and School Selection Committees;
  - d. briefing and orientation of members of these committees regarding their roles and functions;
  - e. preparation of scoring sheets, interview guides and tests of applicants;
  - f. briefing and information-sharing with local governments and other local stakeholders in teacher hiring;
  - g. preparation of a report on the observations, both positive and negative, in actual division practices in implementing these guidelines; and
  - h. submission of said report on a quarterly basis to the Office of the Secretary through the Office of Planning Service- Research and Statistics Division.

## **9.0 GRIEVANCE AND PROTEST PROCEDURES**

Aggrieved qualified applicants in the RQAs of the Schools Division Offices and those disqualified under Par. 4.4 of these guidelines may file a protest or complaint, respectively.



The protest, which shall be subscribed and sworn to in the form of a letter-complaint in three (3) copies, shall be filed at the regional office within ninety (90) days from the issuance of the appointment. Complaints may be filed immediately upon being notified of his/her disqualification.

The Regional Director shall, upon receipt of the protest/complaint, refer to the Schools Division Superintendent (SDS) the protest/complaint within seventy-two (72) hours. The SDS shall answer, within fifteen (15) days, the allegations thereon furnishing the protestant/complainant a copy thereof.

On the basis of the reply of the respondent, the Regional Director shall have fifteen (15) days to make the decision which shall be final in so far as DepED is concerned. Any appeal regarding the DepED decision shall be filed with the Civil Service Commission.

#### **10.0 REPEALING CLAUSE**

Rules, regulations and issuances which are inconsistent with these guidelines are hereby repealed, rescinded or modified accordingly.

#### **11.0 Sanctions**

Anyone found guilty of violating any of the provisions of these guidelines or any part hereof shall be charged administratively pursuant to RA6713 otherwise known as the Code of Conduct and Ethical Standards for Public Officials and Employees and other relevant laws, rules and regulations.

#### **12.0 EFFECTIVITY**

The revised guidelines and criteria provided in this Order shall take effect immediately.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary



Republic of the Philippines  
**Department of Education**

18 JAN 2013

DepEd ORDER  
No. **3**, s. 2013

**AMENDED IMPLEMENTING RULES AND REGULATIONS (IRR) OF REPUBLIC ACT NO. 8190  
(An Act Granting Priority to Residents of the Barangay, Municipality or City  
Where the School is Located, in the Appointment or Assignment  
of Classroom Public School Teachers)**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers and Heads of Units  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public Elementary and Secondary Schools  
All Others Concerned

1. For the information and guidance of all concerned, enclosed is a copy of the Amended Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 8190 entitled *An Act Granting Priority to Residents of the Barangay, Municipality or City Where the School is Located, in the Appointment or Assignment of Classroom Public School Teachers*.
2. Pursuant to Section 9 of this IRR, this Order shall take effect 15 days after its publication in the Official Gazette or in at least one newspaper of general circulation. As such, the IRR took effect on January 12, 2013 since it was published on December 28, 2012 in the Philippine Daily Inquirer.
3. All Orders, Memoranda, and other related issuances inconsistent with this IRR is deemed amended accordingly upon its effectivity.
4. Immediate dissemination of and strict compliance with this Order is directed.

**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encl.: As stated

References:

DepEd Order: Nos.: 12 and 25, s. 2012

DECS Order: Nos.: 11, s. 1997 and 56, s. 1996

To be indicated in the Perpetual Index under the following subjects:

AMENDMENT  
APPOINTMENT, EMPLOYMENT, REAPPOINTMENT  
POLICY

TEACHERS  
TRANSFER

Model: DO IRR 8190  
0026-January 14, 2013

**(Enclosure to DepED Order No. 3, s. 2013)**

**AMENDED IMPLEMENTING RULES AND REGULATIONS OF R.A. NO. 8190 "An Act Granting Priority to Residents of the Barangay, Municipality, or City Where the School is Located, in the Appointment or Assignment of Classroom Public School Teachers"**

Pursuant to Section 3 of Republic Act No. 8190 otherwise known as "An Act Granting Priority To Residents of the Barangay, Municipality or City Where The School Is Located, in the Appointment Or Assignment Of Classroom Public School Teachers", the following amended rules and regulations are hereby prescribed:

**Section 1. Definition of Terms** - As used herein, the following terms shall be understood to mean:

- (a) **Teacher** refers to a person who meets the minimum requirements for the position as required by law and the standards set by the Department who does actual teaching in classrooms and other learning centers.
- (b) **Applicant** refers to a person who holds a valid certificate of registration/professional license as a teacher from the Professional Regulation Commission (PRC) seeking to be appointed to a Teacher I Position.
- (c) **Qualified applicant** refers to a person who meets the evaluation and selection criteria as prescribed by the Department of Education (DepEd), and who is in the registry of the Schools Division and is a bona fide resident.
- (d) **Bona fide resident** refers to a qualified applicant who is, prior to appointment, resident for a period of at least six (6) months of a particular barangay, municipality, city or province where the school is located, as evidenced by legal documents to be identified by the Department.
- (e) **Secretary** refers to the Department of Education Secretary
- (f) **Regional Director** refers to the Department of Education Regional Director
- (g) **Protest** refers to the administrative complaint filed by an aggrieved applicant (complainant) regarding an appointment or assignment to a Teacher I made by an appointing or assigning authority (respondent).
- (h) **Appointment** refers to the issuance of original appointment of teachers.
- (i) **Assignment** refers to the posting of a teacher in a public school or other learning center.
- (j) **Registry** refers to the official list of qualified applicants in the Schools Division.

**Section 2. Coverage** – These rules and regulations shall apply to appointment or assignment of teachers in all public schools and other learning centers under the Department of Education.

**Section 3. Filling Up of Vacant Positions** – In the appointment or assignment of teachers to public schools and other learning centers with vacant teaching positions, priority shall be given to bona fide residents of the barangay, municipality, city or province where the school is located, in no particular order.

Provided, that the teacher possesses all the qualifications for the position as required by law and DepEd Orders.

Provided, further, that among the bona fide residents of the barangay, municipality, city or province where the school or learning center is located, the most qualified shall be given priority.

**Section 4. Recruitment and Selection Process** – Upon approval of these rules and regulations, applicants who are interested in being appointed or assigned to public elementary or secondary schools and other learning centers located in the place where they are bona fide residents may send their written applications together with the necessary documents, to the school head concerned who shall verify and certify as to the correctness and authenticity of the documents submitted including the proof of place of residence. The school head in turn shall forward the applications to the Office of the schools division superintendent. The Division Office shall maintain a registry which shall be valid for a period of one (1) school year. The Superintendent shall appoint or assign a teacher.

The Secretary of Education shall issue guidelines on the hiring of teachers that shall be consistent with RA 8190 and these implementing rules and regulations.

#### **Section 5. Protest Procedures for Violations of RA 8190**

Aggrieved applicants in the registry of the Schools Division may file a protest. The protest, which shall be subscribed and sworn to in the form of a letter-complaint in three (3) copies, shall be filed at the Regional Office within ninety (90) days from the issuance of the appointment.

The Regional Director shall, within seventy-two (72) hours upon receipt of the protest, require the Schools Division Superintendent (SDS) to answer the allegations in the protest within fifteen (15) days, furnishing the protestant a copy thereof.

The Regional Director's decision may be appealed to the DepEd Secretary within fifteen (15) days upon receipt thereof. Any appeal on the decision of the Secretary shall be filed with the Civil Service Commission.

A protest shall not render an appointment ineffective nor bar the approval thereof by the appointing authority, but the approval shall be subject to the final outcome of the protest.

**Section 6. Sanctions** – Any person found guilty of violating any of the provisions of RA 8190 and these implementing rules and regulations or any part hereof shall be charged administratively pursuant to RA 6713 otherwise known as the Code of Conduct and Ethical Standards for Public Officials and Employees and other relevant laws, rules and regulations. Administrative sanctions for any willful violations of RA 8190 and its implementing rules and regulations shall be imposed as follows:

- (a) First violation – suspension of one month without pay
- (b) Second violation – suspension of two months without pay; and
- (c) Third violation and subsequent violation – suspension of six months without pay

**Section 7. Separability Clause** – Should any provision of this IRR be subsequently declared invalid or unconstitutional, the same shall not affect the validity and effectivity of the other provisions.

**Section 8. Repealing Clause** - Rules, regulations and issuances which are inconsistent with these rules are hereby repealed, rescinded or amended accordingly.

**Section 9. Effectivity** - These rules and regulations shall take effect fifteen (15) days after its publication in the Official Gazette or in at least one (1) newspaper of general circulation.

Approved December 20, 2012



**BR. ARMIN A. LUISTRO FSC**  
Secretary



Republic of the Philippines  
**Department of Education**

DepEd ORDER  
No. **32**, s. 2012

APR 17 2012

**IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT (RA) NO. 10157  
OTHERWISE KNOWN AS "THE KINDERGARTEN EDUCATION ACT"**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers and Heads of Unit  
Regional Secretary, ARMM  
Regional Directors  
Chiefs of Divisions  
Schools Division/City Superintendents  
Heads, Public and Private Elementary and Secondary Schools  
All Others Concerned

1. For the information and guidance of all concerned, enclosed is a copy of the Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10157 entitled "**An Act Institutionalizing the Kindergarten Education Into the Basic Education System and Appropriating Funds Therefor,**" otherwise known as the "Kindergarten Education Act."
2. Pursuant to Section 24 thereof, these IRR shall take effect fifteen (15) days after its publication in the *Official Gazette* or in two (2) newspapers of general circulation.
3. All Orders, Memoranda and other related issuances inconsistent with these IRR are deemed amended accordingly upon its effectivity.
4. Immediate dissemination of and strict compliance with this Order is directed.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encl.: As stated  
Reference: DepEd Memorandum No. 25, s. 2012  
To be indicated in the Perpetual Index  
under the following subjects:

CURRICULUM  
KINDERGARTEN EDUCATION  
LEGISLATION  
POLICY

SCHOOLS  
TEACHERS  
RULES & REGULATIONS

SMA, DO IRR or RA No. 10157  
1156- April 12, 2012

**(Enclosure to DepEd Order No. 32, s. 2012)**

**IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 10157,  
OTHERWISE KNOWN AS “THE KINDERGARTEN EDUCATION ACT”**

Pursuant to the provision of Section 9 of Republic Act No. 10157, “*An Act Institutionalizing The Kindergarten Education Into The Basic Education System And Appropriating Funds Therefor*”, otherwise known as the “*Kindergarten Education Act*”, approved on January 20, 2012, and which took effect on March 14, 2012, conformably to Section 12 thereof, the Department of Education, in consultation with the Department of Budget and Management, hereby issues the following rules and regulations to implement the provisions of the Act.

**RULE I. GENERAL PROVISIONS**

**Section 1. Title.** – These rules and regulations shall be referred to as the “*Implementing Rules and Regulations of Republic Act 10157, otherwise known as the **Kindergarten Education Act***”.

**Section 2. Declaration of Policy.** - These rules shall be interpreted in the light of the Declaration of Policy found in the Section 2 of the Act:

*“In consonance with the Millennium Development Goals on achieving Education for All (EFA) by the year 2015, it is hereby declared the policy of the State to provide equal opportunities for all children to avail of accessible mandatory and compulsory kindergarten education that effectively promotes physical, social, intellectual, emotional and skills stimulation and values formation to sufficiently prepare them for formal elementary schooling. This Act shall apply to elementary school system being the first stage of compulsory and mandatory formal education. Thus, kindergarten will now be an integral part of the basic education system of the country.*

*Kindergarten education is vital to the academic and technical development of the Filipino child for it is the period when the young mind’s absorptive capacity for learning is at its sharpest. It is also the policy of the State to make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning.”*

**Section 3. Definition of Terms.** – For purposes of this IRR, the following definition of terms is hereby adopted:

- 3.1. *Act* refers to Republic Act 10157, otherwise known as the Kindergarten Education Act.

- 3.2. **IRR** shall refer to the Implementing Rules and Regulations of Republic Act 10157.
- 3.3. **DepEd** shall refer to the Department of Education.
- 3.4. **BEE** shall refer to the Bureau of Elementary Education.
- 3.5. **Kindergarten education** shall mean one (1) school year of preparatory education for children at least five (5) years old as a prerequisite for Grade I.
- 3.6. **Mother tongue** refers to the home language or the language first learned by a child.
- 3.7. **Mother Tongue-Based Multilingual Education (MTB-MLE)** is formal or non-formal education in which the learner's mother tongue and additional languages are used in the classroom.
- 3.8. **Kindergarten Education General Curriculum (KEGC)** shall mean the standard curriculum for kindergarten developed by the Department of Education.
- 3.9. **School Readiness Assessment (SReA)** is a tool to determine the level of progress of Grade One entrants across different developmental domains that are critical in tackling Grade 1 learning competencies.

**Section 4. Institutionalization of Kindergarten Education.** - Pursuant to Section 4 of the Act, kindergarten education is hereby institutionalized as part of basic education and for SY 2011-2012 shall be implemented partially, and thereafter, it shall be made mandatory and compulsory for entrance to Grade 1.

- 4.1. **General Kindergarten Program.** This shall refer to the ten-month program provided to children who are at least five years old in regular elementary schools using thematic and integrative curriculum to ensure the development of foundational skills among children to prepare them for Grade 1.
  - 4.1.1. **Inclusiveness of Kindergarten Education.** To cater to the needs of the learners with special needs: the gifted, those with disabilities, and other diverse learners, the following services in addition to the standards provided in the preceding section, shall be adopted:
    - 4.1.1.1. **Headstart Program for the Gifted.** This shall refer to a comprehensive program for the gifted and talented pupils in public elementary schools designed to address the educational, aesthetic, and social needs of children who manifest superior intelligence beyond their chronological age.
    - 4.1.1.2. **Early Intervention Program for Children with Disabilities.** This shall refer to the program designed for children who are identified with special educational needs. The program provides services that will arrest further handicapping conditions of



children with disabilities. This intervention could either be home-, school-, or community-based.

4.1.1.3. **Kindergarten Madrasah Program (KMP).** This shall refer to the program provided for Muslim pupils enrolled in the public schools with Arabic Language and Islamic Values Education (ALIVE) classes, as well as those in the private madaris using the Standard Madrasah Curriculum prescribed by the Department.

4.1.1.4. **Indigenous Peoples (IP) Education.** This shall refer to the program which ensures the preservation, recognition, promotion and protection of the rights of indigenous people, their ancestral domain, cultural identity and heritage. It incorporates special needs, histories, identities, languages, indigenous knowledge systems and practices, and other aspects of their culture, as well as their social, economic, and cultural priorities and aspirations.

**4.2. Catch-Up Program for Children under Especially Difficult Circumstances.**

The DepEd shall create a catch-up program for children six years old and above under especially difficult circumstances, such as, but not limited to, chronic illness, displaced children due to armed conflict, urban resettlement, disasters, and child labor practice, who are not able to finish the General Kindergarten Program.

**Section 5. Medium of Instruction.** – Pursuant to Section 5 of the Act, the Mother Tongue-Based Multilingual Education (MTB-MLE) method is hereby adopted. The mother tongue of the learners shall be the primary medium of instruction for teaching and learning in the kindergarten level in public schools. However, exceptions shall be made to the following cases:

- 5.1. When the pupils in the kindergarten classroom have a different mother tongue or when some of them speak another mother tongue;
- 5.2. When the teacher does not speak the mother tongue of the learners;
- 5.3. When resources, in line with the use of the mother tongue, are not yet available; and
- 5.4. When teachers are not yet trained on how to implement the MTB-MLE program.

In such exceptional cases, the primary medium of instruction shall be determined by the DepEd aligned with the framework being used in the elementary level including teacher training and production of local resources and materials under DepEd Order No. 74, series of 2009.

The DepEd, in coordination with the Commission on the Filipino Language (*Komisyon Sa Wikang Filipino*) and in close collaboration with academic and research institutions concerned with education, shall formulate a mother tongue-based multilingual framework for teaching and learning; *Provided, That* the DepEd shall include teaching strategies as defined in Section 7.3 of this IRR which aims to introduce and eventually strengthen the child's understanding of English, which is the official language.

## **RULE II. DUTIES, POWERS AND FUNCTIONS OF THE SECRETARY**

**Section 6. Kindergarten Division.** - For purposes of Section 6 of the Act, the Kindergarten Division, which shall be under the BEE, is hereby created. The Secretary of the DepEd shall have the authority to regulate the organization, operation and/or implementation of the kindergarten education program of both public and private schools.

**Section. 7. Duties, Powers and Functions.** – The Secretary of the DepEd, through the appropriate offices, shall exercise the following powers and functions:

- 7.1. Oversee and supervise the organization, operation and implementation of the kindergarten education program;
- 7.2. Develop and periodically review developmentally appropriate curriculum for kindergarten education consistent with the universally accepted norms and standards, including values formation, and use of Mother Tongue as a medium of instruction;
- 7.3. Develop teaching strategies using the unique features of the MTB-MLE which shall include, but shall not be limited to, the following:
  - 7.3.1. The two-track method (storytelling and reading, listening story, oral communication activities);
  - 7.3.2. Interactive strategies;
  - 7.3.3. Use of manipulative games; and
  - 7.3.4. Experiential, small group discussions and Total Physical Response (TPR) among others.

The learning development materials shall consist of the following at the minimum:

- a. Listening story. A story written by the teacher, in relation to the theme, that is read aloud for story appreciation and understanding;
- b. Small books. Story books which provide opportunities for an individual child to look at pictures, browse, and read independently, which are the crucial steps in a child's journey to early and lifelong literacy;
- c. Big books. Story books intended for group or shared reading with the teacher for teaching children to focus or pay attention and enhance their listening and comprehension skills while in a group;
- d. Experience story. A story written by the teacher based on the experiences of the children;

- e. Primer lessons. Structured and *frequency-based lessons* using the mother tongue's orthography; and
  - f. Lesson exemplars. Sample lessons in the mother tongue using the two-track method.
- 7.4. Conceive, develop and extend a continuing professional development program for kindergarten teachers to ensure constant updating of their knowledge in current trends, pedagogy, methodologies and concepts on kindergarten education;
  - 7.5. Prescribe the necessary qualifications for the hiring and accreditation of teachers who will handle the kindergarten classes;
  - 7.6. Exercise authority over the operation of private kindergarten institutions;
  - 7.7. Supervise the establishment of various venues for early childhood education specifically kindergarten which may be institution-based, home-based, hospital-based or community-based, and which shall be duly accredited by the DepEd; and
  - 7.8. Introduce innovative programs in kindergarten that shall include educational technologies, whenever applicable.

### RULE III. CURRICULUM

**Section 8. *Kindergarten Curriculum.*** - Pursuant to Section 7.2 of this IRR, the DepEd through the BEE, shall continue to develop a Kindergarten Education General Curriculum (KEGC). The curriculum shall include standards and competencies expected of five-year old children along developmental domains. It shall focus on the child's total development according to his/her individual needs and socio-cultural background. The curriculum shall likewise promote the delivery of complementary, integrative services for cognitive development, health and safety, care, nutrition, sanitation, psycho-socio-emotional, cultural and values formation activities; *Provided*, That it shall ensure to maximize at least three hours in managing the blocks of time with daily-planned activities; *Provided* further, That the curriculum shall be executed in a play-based manner through active learning experiences making children feel that learning can be enjoyable and meaningful.

The curriculum shall take into account the distinctive features of children's physical, social, emotional and cognitive functioning appropriate to their age, developmental stage and the culture and values of their environment: family, school and community.

In furtherance of Section 4.1.1 of this IRR, the curriculum shall be inclusive to address the unique needs of diverse learners, among them:

- 8.1. **Headstart Curriculum for the Gifted** which shall provide a variety of learning experiences that are over and above that of the general curriculum and shall be intellectually challenging, complex and abstract while developing self-confidence and the ability to get along with others;

- 8.2. **Early Intervention Curriculum** which shall be individualized and modified to suit the unique needs of children with disabilities. Options may range from the regular, modified and special curriculum with adaptations, alterations or augmentations in structures, content, approaches, strategies, and materials using augmentative and alternative communication system as well as behavior management techniques;
- 8.3. **Kindergarten Madrasah Curriculum** which shall provide Arabic Language and Islamic Values Education;
- 8.4. **Indigenous Peoples Education Curriculum** which shall provide an educational service acceptable to Indigenous Peoples in general and to specific communities in particular, and shall be localized to suit the unique needs of learners relevant to their worldviews, conditions, needs, indigenous knowledge systems and practices; and
- 8.5. **Catch-Up Kindergarten Curriculum** which shall consist of readiness skills and developmentally appropriate practices to develop the social, motor and other critical skills that the child would have learned or acquired from GKEP where if not for the especially difficult circumstances referred to in Section 4.2 of this IRR.

#### **RULE IV. INSTRUCTIONAL SUPPORT**

**Section 9. Instructional Support.** - Pursuant to Section 6 of the Act, the DepEd shall provide basic instructional support to kindergarten classes in public schools. For this purpose, the instructional support shall include, but shall not be limited to the following:

- 9.1. **Basic Instructional Materials for Kindergarten Education.** The Basic Instructional Materials for teachers and children shall complement the different features of the curriculum prescribed by the DepEd. It shall include, but shall not be limited to, the National Kindergarten Curriculum Guide for Teachers, Standards and Competencies for Five-Year Old, worksheets and supplementary reading materials, manipulative toys, learning games and multi-media materials.
- 9.2. **Physical Facilities.** The DepEd shall ensure the provision of the following:
  - 9.2.1. Classroom that shall allow the flexibility for group and individual activities. The recommended space requirement for a kindergarten classroom is 2.10 sq. meter per child.
  - 9.2.2. Furniture such as tables, chairs and shelves appropriate for kindergarten age children, including the table, chair and cabinet for the teacher.
  - 9.2.3. Multi-Media Equipment compatible with kindergarten multi-media materials and assistive technology.

9.2.4. Health Facilities such as toilet, bathroom and hand washing facilities suitable to the height of kindergarten children.

9.2.5. Play area appropriate for kindergarten children.

## **RULE V. TEACHER QUALIFICATIONS AND CONTINUING PROFESSIONAL DEVELOPMENT**

**Section 10. Hiring and Deployment.** - Pursuant to Section 7 (e) of the Act, in addition to the guidelines for hiring issued by the Secretary of the DepEd, a kindergarten teacher shall have at least 18 units of Early Childhood Education (ECE) or its equivalent units as determined by the appropriate agency.

**Section 11. Professional Development.** - The DepEd shall continue to develop a set of standards for Kindergarten teachers. The standards shall reflect performance expected of kindergarten teachers within varied environments which include classrooms, childcare settings, children's homes or any natural environment where individual child activities, parent-child activities and small or large group instruction take place.

To enable the public kindergarten teachers to meet the set of standards, a continuing teacher training shall be provided by the DepEd in partnership with the Teacher Education Institutions (TEIs) determined as Centers of Excellence (COE). Schools Division offices may initiate need-based trainings utilizing their core of trainers or in partnership with qualified service providers.

## **RULE VI. AUTHORITY OVER THE OPERATION OF PRIVATE KINDERGARTEN INSTITUTIONS**

**Section 12.** Pursuant to Section 6 and Section 7 (f) of the Act, the Secretary of the DepEd shall have the authority to regulate the organization, operation and /or implementation of the kindergarten education program of both public and private schools.

**Section 13.** Private institutions may offer kindergarten education only when so authorized by the DepEd.

**Section 14.** The Regional Director shall have the authority, responsibility and accountability in approving the establishment of private kindergarten institutions and ensuring compliance of the school to the national educational policies, plans and standards.

**Section 15.** The DepEd shall prescribe the guidelines on the issuance of permit to and/or recognition of kindergarten schools, and revocation thereof through the Revised Manual of Regulations for Private Schools in Basic Education.

## **RULE VII. TRANSITORY PROVISIONS**

**Section 16.** For SY 2012-2013 and 2013-2014, the following provisions are hereby adopted:

16.1. The completion of the Kindergarten Summer Program or the Early Childhood Experiences in Grade 1 Program shall be deemed sufficient compliance with the requirement of kindergarten education for entrance to Grade 1 as stipulated in the Act.

16.1.1. **Kindergarten Summer Program.** - This refers to the eight-week kindergarten program of the DepEd given during summer for prospective Grade 1 enrollees.

16.1.2. **Early Childhood Experiences in Grade 1 Program.** - Children who are six to eleven years old and have not undergone any kindergarten program may be admitted to Grade 1 provided they pass the School Readiness Assessment (SReA). In case the child fails the SReA, the child shall undergo the existing eight-week curriculum, otherwise known as, Early Childhood Experiences in Grade 1 Program, prescribed by the DepEd.

16.2. **Hiring of Volunteer Teachers.** - The DepEd shall engage the services of volunteer teachers to handle kindergarten classes.

16.2.1. Volunteer teachers refer to teachers who meet the qualifications mentioned in Section 10 of this IRR. In case there are no qualified volunteer teachers, those who are holders of an education degree or education-related courses shall be considered.

16.3. Elementary teachers with sufficient training on ECE as determined by the DepEd shall be assigned to kindergarten classes without jeopardizing their functions and shall be entitled to just compensation.

**Section 17.** Private entities offering free kindergarten education shall be allowed to operate for a period of two years from the date of effectivity of these Rules. Thereafter, said institutions shall cease to operate unless authorized by the Department of Education.

## **RULE VIII. MONITORING AND EVALUATION**

**Section 18.** The DepEd shall enhance the existing monitoring and evaluation (M & E) system for the kindergarten education program for both public and private schools. BEE shall collaborate with the Office of Planning Service (OPS) for the identification of common indicators to be monitored. The M & E system shall have the following objectives and scope:

18.1. Track progress of implementation of various kindergarten programs to identify best practices, issues and gaps;

18.2. Determine the relevance, efficiency and effectiveness of various kindergarten programs every three years;

18.3. Conduct various research studies for the development of innovative and cutting-edge kindergarten programs; and

18.4. Utilize the data collected through the existing information system of the DepEd for purposes of program enhancement and policy formulation.

The kindergarten performance shall be published annually for various education stakeholders to ensure transparency and accountability.

**Section 19.** Regional Directors and Schools Division Superintendent shall ensure that:

19.1. All schools offering kindergarten comply with the DepEd policies and guidelines in accordance with this IRR; and

19.2. Existing guidelines on the deployment of kindergarten teachers are strictly complied with.

**Section 20.** For purposes of tracking the progress of the learners, the Department of Education shall assign a Learner Reference Number (LRN) to each child in kindergarten.

## **RULE IX. FINAL PROVISIONS**

**Section 21. Appropriations.** - Pursuant to Section 8 of the Act, the initial funding for the operationalization of the free, mandatory and compulsory public kindergarten education shall be charged against the current appropriations for kindergarten education of the DepEd. Thereafter, such sums which shall be necessary for the continued implementation of the free public kindergarten education program shall be charged to the General Fund and included in the annual General Appropriations Act.

**Section 22. Separability Clause.** - Should any provision of this IRR be subsequently declared invalid or unconstitutional, the same shall not affect the validity and effectivity of the other provisions.

**Section. 23. Repealing Clause.** - Pursuant to Section 11 of the Act, pertinent provisions of all other laws, decrees, executive orders and rules and regulations, including the provisions of Republic Act No. 8980, contrary to or inconsistent with the provisions of the Act are deemed repealed or modified accordingly.

**Section. 24. Effectivity Clause.** - These Rules shall take effect fifteen (15) days after its publication in the *Official Gazette* or in two (2) newspapers of general circulation.

Approved:



**BR. ARMIN A. LUISTRO FSC**  
*Secretary*



Republic of the Philippines  
**Department of Education**

DepEd ORDER  
No. 81, s. 2012

OCT 29 2012

**ADDITIONAL POLICY GUIDELINES ON HIRING AND DEPLOYMENT  
OF KINDERGARTEN TEACHERS**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public Elementary Schools  
All Others Concerned

1. Pursuant to Republic Act No. 10157 otherwise known as the *Kindergarten Education Act*, and in support to DepEd Order No. 32, s. 2012, its implementing rules and regulations (IRR) specifically Rule V of Section 10 and Rule VII of Section 16.2, concerning the hiring and deployment of kindergarten teachers, the Department of Education (DepEd) in coordination with the Department of Budget and Management (DBM) issues this policy guidelines in addition to the specific criteria in DepEd Order No. 12, s. 2012, entitled *Revised Guidelines on the Hiring of Teacher I Positions Based on the Reform Actions in Basic Education Sector Reform Agenda (BESRA)*, which shall be implemented at all regional and division levels nationwide.

2. In order to standardize the evaluation and the selection of kindergarten teacher-applicants, the following educational qualifications in addition to the guidelines pursuant to DepEd Order No. 12, s. 2012 as stated in Paragraph Nos.: 5.3, 5.3.1 to 5.3.8 are set forth to be strictly adhered to by the Division Selection Committee.

2.1. Selection of kindergarten teachers shall adapt the same equivalent ratings in the abovementioned paragraphs and sections of the said DepEd Order.

2.1.a. Educational Qualification

- The kindergarten teacher-applicants must have obtained any of the following degrees:
  - Bachelor in Early Childhood Education
  - Bachelor of Science in Preschool Education
  - Bachelor of Science in Family Life and Child Development
  - Bachelor in Elementary Education with specialization in Preschool or Early Childhood Education (ECE)
  - Bachelor in Elementary Education major in Teaching Early Grades
- He/She must have obtained equivalent degrees such as:
  - Bachelor in Elementary Education, major in Special Education with 18 units in ECE



- Bachelor of Secondary Education with additional Diploma in ECE including Practice Teaching in Kindergarten Education
- Other related courses with at least 18 units in ECE/Child Development including that in Day Care Centers.

2.1.b. Teaching experience in kindergarten/preschool both in public and recognized private schools shall be considered and shall follow specific criteria specifically indicated in Section 5.3.2 of DepEd Order 12, s. 2012.

2.1.c. Eligibility (*refer to section 5.3.3*)

➤ He/She must be a holder of LET/PBET licensure.

2.1.d. Additional Requirement

➤ He/She must not be more than 45 years old.

### 2.1. Deployment of Kindergarten Teachers

2.2.a. The Teacher I plantilla positions for kindergarten teachers shall be deployed in public elementary schools where there are existing kindergarten classes with a large population of five-year old children. The equitable distribution of these items, shall be based on Paragraph No. 2.1.c of DepEd Order No. 77, s. 2010 entitled *Guidelines on the Allocation/Deployment of New Teaching-Related and Teaching Positions for FY 2012*.

2.2.b. The teacher to be deployed must be in the list of the Division's Registry of Qualified Applicants (*RQAs in Section 6.0 – 7.0*).

2.2.c. A kindergarten teacher shall handle two (2) classes per day one (1) in the morning and another one (1) in the afternoon. Each class shall have at least twenty five (25) children who are five years old for a period of at least three (3) hours per session. The ratio per session is 25:1. Thus, the kindergarten pupil-teacher ratio for two (2) sessions is 50:1.

2.2.d. In a school where there is only one (1) kindergarten class, teacher shall handle another class in a nearby school.

2.2.e. As part of the basic education system, kindergarten teacher shall be entitled to receive the same benefits and other continuing professional development as indicated in Rule V, Section 11 of the IRR of DepEd Order No. 32, s. 2012.

### 3. Contingency Measures

As provided in Rule VII of Section 16.3 of the IRR and as part of the transitory provisions of the IRR, excess regular teacher/s in any of the grade levels, may be assigned as full-time kindergarten teacher/s and will be provided with kindergarten training. Said teacher/s may be recommended for an institution-based training coordinated by the Bureau of Elementary Education (BEE) or any scholarship training initiated by the division offices (DOs) or local government units (LGUs) as long as he/she meets the required criteria.

In cases where there are limited eligible teachers with ECE units, the following measures may be adopted for those eligible teachers without ECE units:

- Upon appointment, the teacher shall be required by the DO to earn ECE units gradually;
- Nine (9) ECE units may be earned at the end of Year 1; 18 units, Year 2; and 21 units, Year 3; and
- In an instance that there is a shortage of teacher handling classes in any grade level, the school head may assign the kindergarten teacher to handle any grade level provided that it will not affect the prescribed contact time for kindergarten classes.

4. It is requested that all regions shall monitor in compliance with these guidelines, Profile of the newly hired kindergarten teachers with picture be submitted to the Research and Statistics Division-Office of the Planning Service (RSD-OPS), DepEd Central Office (CO), copy furnished the Bureau of Elementary Education (BEE).

5. These guidelines shall remain in force and in effect during the succeeding years until revised or repealed.

6. Immediate dissemination of and strict compliance with this Order is directed.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary

References:

DepEd Order: (Nos. 12 and 32, s. 2012, and 77, s. 2010)

To be indicated in the Perpetual Index  
under the following subjects:

APPOINTMENT, EMPLOYMENT, REAPPOINTMENT  
KINDERGARTEN EDUCATION  
POLICY  
TEACHERS