



Republic of the Philippines
Department of Education
Region VI – Western Visayas
SCHOOLS DIVISION OF CAPIZ

SCHOOLS DIVISION ADVISORY NO. 291, s. 2020
December 10, 2020

CORRIGENDUM TO SCHOOLS DIVISION ADVISORY NO. 278, s. 2020, TITLED “CONDUCT OF MID-YEAR INSET”

To: Assistant Schools Division Superintendent
Chief Education Supervisors, CID & SGOD
Education Program Supervisors
Public Schools District Supervisors
Public Elementary, Secondary and Integrated School Heads
All Others Concerned

Relative to the **Schools Division Advisory No. 278, s. 2020**, titled “**Conduct of Mid-Year InSet**”, please be informed that final schedule on the conduct of In-Service Training (InSeT) will be on December 14-19, 2020 as per **Memorandum OUCI-2020-307** from the Office of the Undersecretary for Curriculum and Instruction dated October 30, 2020.

The conduct of In-Service Training (InSeT) shall focus on the following areas:

- a. Mental Health and Wellbeing of School Personnel, Learners and Parents;
- b. Interim Assessment Guidelines;
- c. Preparation of Enrichment Activities and Distance Education Strategies;
- d. MELCS-based Quarter 2 Planning for Distance Learning Delivery Modality;
- e. Assessment, Evaluation and adjustments of Learning Continuity Plan (LCP); and
- f. Other topics relevant to teaching and learning amidst COVID-19 and improvement of Key Performance Indicators.

Attached is a copy of **Memorandum OUCI-2020-307**.

Immediate dissemination of this **ADVISORY** is desired.

SALVADOR O. OCHAVO, JR., EdD, CESO V
Schools Division Superintendent

DEC 10 2020





Republic of the Philippines
Department of Education
UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

October 30, 2020

MEMORANDUM
OUCI-2020-307

**SUGGESTED MEASURES TO FOSTER "ACADEMIC EASE" DURING THE
COVID-19 PANDEMIC**

To: MINISTER, METHE-BARMM
REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
ALL OTHERS CONCERNED

1. The provisions of DO 12, s. 2020 on the Basic Education Learning Continuity Plan (BE-LCP) recognize the value of flexibility in the teaching-learning process based on contextualization.

Flexible learning offers learners rich learning choices from multiple dimensions of study, applies learner-centered constructivist approach which is indicated by a shift from the teacher taking learning responsibilities to the learner taking these responsibilities, and requires learners to be more skilled at self-regulation in terms of goal setting, self-monitoring, self-instruction and self-reinforcement. In a flexible learning environment, teachers promote active learning by creating engaging and effective situations (UNESCO 2020).

2. The Secretary, in collaboration with the Executive and Management Committees, has been closely monitoring the delivery of basic education services in the public schools since the start of classes on October 5, 2020.

3. Because of some key challenges noted, there is a need to recalibrate the strategy of assigning teaching responsibilities of teachers and learning activities to the learners with the assistance of their parents.

The need to adjust the assigned tasks for the learners is anchored on the fact that learners have long been disengaged from academic learning since the onset of the pandemic last March 2020.

By ensuring flexibility in teaching and learning, stress and burden of learning through the multiple distance learning modalities offered by DepEd

will be reduced even as the learners are guided to focus on the **Most Essential Learning Competencies (MELCs)**.

4. To help reduce stress and anxiety, the following measures are highly recommended:

- a. Schools may determine activities contained in the Self Learning Modules (SLMs) or Learning Activity Sheets (LAS) for the first quarter which may be declared as optional so that learners are enabled to focus only on the most essential activities while allowing the fast learners to perform additional tasks;

Examples:

- (i) On pretest/post-test with 6 or more items. Learners may answer five (5) items only
- (ii) The additional enrichment activities in the SLM may be for the fast learners

For Key Stage 1

For a grade level with one teacher in a section handling all the subjects like in Grade 1, the teacher may consider interdisciplinary integration to moderate the activities to be accomplished. Such integration will be based on the development of reading and writing skills and numeracy.

For Key Stages 2, 3, 4

For a grade level with several teachers handling the subjects in a section like in Grade 7, the teachers may negotiate for interdisciplinary integration to moderate the activities to be accomplished across the SLM/LAS.

- b. Additional learning activity sheets may be made available for the fast learners who need enrichment activities;
- c. For the succeeding quarters, learning tasks in the SLMs or other learning materials may be streamlined to ensure that learning development is manifested and that activities or exercises sufficiently cover/ develop the learning competencies leading to mastery (e.g. not too many items of the same difficulty level to cover the same MELCs);
- d. Schools should put premium on the instructional management tasks of teachers in their work load or assignments (e.g. teachers should not be burdened on printing and distribution of modules);

e. Support to the mental-health/socio-emotional wellbeing of teachers, students and their parents or learning facilitators should be expanded by organizing group wellness sessions and the like;

f. Time allotment for the completion/submission of activities/task of learners may be reconsidered;

g. Learners and home learning facilitators found to be experiencing difficulties shall be provided additional support by the teachers/learning support aides;

For example, a household may have at least two (2) learners across the different grade levels from K to 12 who are academically challenged and may not be able to do the SLM/LAS activities independently. Such households may be prioritized for visits by Learning Support Aides.

h. Quarter 1 is extended until December 12, 2020. Quarter 2 shall be from January 4, 2021 to February 27, 2021, Quarter 3 shall be from March 1, 2021 to April 24, 2021, and Quarter 4 shall be from April 26, 2021 to June 11, 2021.

i. The week of December 14-19, 2020 will be devoted to In-Service Training (INSET) which may include MELCs-based Quarter 2 planning for Distance Learning Delivery Modalities (DLDM). Based on the retrieved modules in

5. The Regional Offices (ROs), Schools Division Offices (SDOs), and public schools are fully authorized to implement other measures deemed appropriate for their respective contexts.

6. The measures suggested are expected to enable the learners and learning facilitators to navigate through the challenges of the new normal in the teaching and learning process and make necessary adjustment throughout the school year.

7. Immediate dissemination of this Memorandum is desired.


DIOSDADO M. SAN ANTONIO
Undersecretary

OUCI/UsecDMSA