



Republic of the Philippines
Department of Education
 NATIONAL CAPITAL REGION

June 23, 2025

REGIONAL MEMORANDUM
 No. 562, s. 2025

To: Schools Division Superintendents
 All Others Concerned

CONDUCT OF MONITORING AND EVALUATION OF SCHOOL-BASED TRAINING FOR THE REVISED K TO 10 CURRICULUM FOR GRADES 2,3,5 AND 8 TEACHERS (PHASE 2)

1. In reference to Regional Memorandum No. 524 s. 2025 “*Conduct of School-Based Training for the Revised K To 10 Curriculum for Grades 2,3,5 And 8*” and Advisory from Dr. Carmela C. Oracion, Assistant Secretary, Human Resource and Organizational Development (National Educators Academy of the Philippines), the field is hereby informed of the above-captioned Activity.

2. To ensure that the major objectives of the teachers training for the implementation of the Revised K to 10 Curriculum for Grades 2, 3, 5 and 8 teachers (Phase 2) are met, the Human Resource Development Division – National Educators Academy of the Philippines in the Region (HRDD NEAP R), Curriculum and Learning Management Division (CLMD), and Quality Assurance Division (QAD) shall conduct monitoring and evaluation activities such as:

- a. Review and checking of session guides, lesson exemplars, slide decks, etc.;
- b. Process observation of PMT planning and implementation; and
- c. Facilitate clearing house as needed of if necessary.

3. The details of the monitoring activity are as follows:

No	SDO	RO Monitors
1	Caloocan	HRDD NEAP <ul style="list-style-type: none"> • Hajji R. Palmero, <i>CES</i> • Rhea B. Eden, <i>EPS</i> • Rodolfo J. Colocar, <i>EPS</i> • Arren V. Aduan, <i>EPS</i> • Leah Ailah C. Vicencio, <i>SEPS</i>
2.	Manila	
3.	Muntinlupa	
4.	Pasay	
5.	Quezon City	
6.	Valenzuela	



Address: 6 Misamis St., Bago Bantay, Quezon City
 Email Address: ncr@deped.gov.ph
 Website: <http://www.depedncr.com.ph>



Certificate No. PMP QMS 24 93 0193



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

		CLMD <ul style="list-style-type: none">• Marita D. Aquino, <i>EPS</i>• Andrew E. Tan, <i>EPS</i>• Roland D. Montes, <i>EPS</i> QAD <ul style="list-style-type: none">• Rowena S. Ontangco, <i>EPS</i>
--	--	---

7. All the Core Trainers (Core and Expansion of Core Trainers), Program Management Team, and participants are advised to answer the CO link provided below for accurate tracking of data as to the implementation of the said activities:

<https://tinyurl.com/SBTT-NCR>



8. Additionally, scanned copies of attendance sheets of the Teacher Training are requested to be uploaded to the CO link: <https://bit.ly/4mIVggR>.

9. Meals and transportation expenses of the Regional Monitoring Team shall be charged to OSEC-NCR-25-02701, subject to the usual accounting and auditing rules and regulations.

10. This Memorandum shall likewise serve as the official travel authority document of the identified Regional Office personnel.

11. For questions or clarifications regarding the activity, please contact **Mr. Hajji Relano Palmero**, Chief, HRDD NEAP-R, at 0998-4766528 or via email at hajji.palmero@deped.gov.ph.

12. Immediate dissemination and strict compliance with this Memorandum is desired.

JOCELYN DR ANDAYA
Regional Director, NCR
concurrent Officer-In-Charge, Office of the
Assistant Secretary for Operations



Address: 6 Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: <http://www.depedncr.com.ph>



Certificate No. PHP QMS
24 93 0193



Republika ng Pilipinas

Department of Education

OFFICE OF THE ASSISTANT SECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

ADVISORY

05 June 2025

CONDUCT OF THE REVISED K TO 12 MATATAG CURRICULUM IMPLEMENTATION TRAINING FOR GRADES 2, 3, 5 & 8 TEACHERS

In support of the ongoing efforts to ensure a smooth and effective implementation of the Revised K to 12 MATATAG Curriculum, Regional Offices (ROs) and Schools Division Offices (SDOs) are authorized to conduct teacher training activities beyond the official opening of classes for School Year 2025–2026.

Recognizing the need for continued teacher support and capacity building, the National Educators Academy of the Philippines (NEAP) is providing flexibility in the scheduling and selection of training topics, allowing ROs and SDOs to utilize the provided Training Resource Packages (TRPs) to respond to the specific learning and implementation needs of teachers.

Leveraging on the expertise of the Core Faculty and the Expanded Training Faculty, and ensuring impactful knowledge sharing and capacity-building to teachers, ROs and SDOs are enjoined to:

1. Design and implement localized in-service training programs guided by the Revised K to 12 MATATAG Curriculum;
2. Maximize the use of available TRPs as core reference materials in planning and delivering training sessions;
3. Ensure alignment of training objectives with the curriculum implementation standards and classroom realities;
4. Provide technical and instructional support to teachers, especially those handling new or revised learning areas; and
5. Coordinate with NEAP and appropriate Central Office units for guidance, monitoring, and reporting purposes.

All training activities should observe applicable DepEd policies on instructional time, workload, and teacher welfare. ROs and SDOs shall likewise ensure proper documentation and post-training evaluation to inform further improvements.

To ensure accurate tracking of participant numbers and profiles, all regions are requested to share the corresponding attendance links for their training participants from the Training and Expansion of Core Faculty to the Teacher Training. The

collected data will be used for the consolidation and reporting of actual training attendees.

Region	Attendance Link
I	https://tinyurl.com/SBTT-RegionI
II	https://tinyurl.com/SBTT-RegionII
III	https://tinyurl.com/SBTT-RegionIII
IV-A	https://tinyurl.com/SBTT-RegionIV-A
IV-B	https://tinyurl.com/SBTT-RegionIV-B
V	https://tinyurl.com/SBTT-RegionV
VI	https://tinyurl.com/SBTT-RegionVI
VII	https://tinyurl.com/SBTT-RegionVII
VIII	https://tinyurl.com/SBTT-RegionVIII
IX	https://tinyurl.com/SBTT-RegionIX
X	https://tinyurl.com/SBTT-RegionX
XI	https://tinyurl.com/SBTT-RegionXI
XII	https://tinyurl.com/SBTT-RegionXII
Caraga	https://tinyurl.com/SBTT-CARAGA
Cordillera Administrative Region	https://tinyurl.com/SBTT-CAR
National Capital Region	https://tinyurl.com/SBTT-NCR
Negros Islands Region	https://tinyurl.com/SBTT-NIR

Additionally, for SDOs, scanned copies of the attendance sheets of the Teacher Training are requested to be uploaded to the following link: <https://bit.ly/4mIVggR>

Trainers, members of the management team, and participants are entitled to service credit or Compensatory Time-Off (CTO) in accordance with DO No. 53, s. 2003 titled *Updated Guidelines on Grant of Vacation Service Credits to Teachers*, in case activities fall on suspensions, cancellations, weekends or holidays.

For questions and clarifications, please contact **Mr. Alexander Simagala** of NEAP-PDD through email alexander.simagala@deped.gov.ph / matatag.phase2@gmail.com or landline (02) 8638-8638.

For your information and appropriate action.


DR. CARMELA C. ORACION
Assistant Secretary
Human Resource and Organizational Development
(National Educators Academy of the Philippines)



JUN 19 2025

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

June 13, 2025

REGIONAL MEMORANDUM

No. 524, s. 2025

To: Schools Division Superintendents
All Others Concerned

**CONDUCT OF SCHOOL-BASED TRAINING FOR THE REVISED K TO 10
CURRICULUM FOR GRADES 2,3,5 AND 8**

1. In reference to Memorandum DM-OUHRD-2025-1100 titled *Implementation of the Phase 2 – Revised K to 12 Curriculum Capacity Building Activities for Grades 2,3,5 and 8 Teachers and School Leaders*, this Office, through the collaboration of Human Resource Development Division – National Educators Academy of the Philippines in the Region (HRDD NEAP R) and Curriculum and Learning Management Division (CLMD), announces the detailed Implementation Guidelines on the conduct of the above-mentioned Activity.
2. A comprehensive detail on the conduct of the Teacher Training on the **Revised K to 10 Curriculum for Grades 2, 3, 5, and 8** are provided in the attached guidelines, for your reference and guidance.
3. Meals and materials of the participants and transportation expenses of the Resource Person shall be charged to OSEC-NCR-25-02718 which will be downloaded to respective SDOs. In case the downloaded funds are insufficient, local funds of the SDO/school may be utilized, subject to the usual accounting and auditing rules and regulations.
4. The participants are entitled to Service Credits or Compensatory Time-Off per DepEd Order No.13, S. 2004, titled *Revised Guidelines on Grant of Vacation Service Credits for Teachers*, DepEd Order No. 009, s. 2025 "Amendment to DepEd Order No. 009, s. 2024 (Implementing Guidelines on the School Calendar and Activities for the School Year 2024-2025)," and CSC-DBM Joint Circular No. 2, s. 2004 "Non-Monetary Remuneration for Overtime Services Rendered," in case the activities will fall on weekends, holidays, and work suspension.



Address: 6 Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: <http://www.depedncr.com.ph>




Certificate No. 24P-GIS
24 53 0191



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

5. For questions or clarifications regarding the activity, please contact **Mr. Hajji Relano Palmero**, Chief, HRDD NEAP-R, at 0998-4766528 or via email at hajji.palmero@deped.gov.ph, and **Micah G. Pacheco**, EPS -OIC Curriculum and Learning Management Division (CLMD) at micah.pacheco@deped.gov.ph.

6. Immediate dissemination and strict compliance with this Memorandum is desired.


JOCELYN DR ANDAYA
Regional Director, NCR
concurrent Officer-In-Charge, Office of the
Assistant Secretary for Operations



Address: 6 Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: <http://www.depedncr.com.ph>





Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

A. GUIDING PRINCIPLES

1. Alignment with DM-OUHRD-2025-1100

Core Expansion Training and School-Based Teacher Training must follow the directives in DM-OUHRD-2025-1100, which outlines the content, target participants, and implementation guidelines for Phase 2 of the Revised K to 10 Curriculum rollout.

2. Advisory dated June 5, 2027, support to ongoing effort to ensure a smooth and effective implementation of the Revised K to 12 MATATAG Curriculum, where Regional Offices (ROs) and Schools Division Offices (SDOs) are authorized to conduct teacher training activities beyond the official opening of classes for the School Year 2025 – 2026.

3. Contextualized Planning Based on SDO Needs and Teacher Availability

Consistent with the Advisory released on May 20, 2025, regions have been granted flexibility in determining training schedules and groupings, whether school-based, cluster-based, or district-based. This flexibility is to be exercised with consideration of the following key factors:

- a) number of teachers who have yet to be trained,
- b) proximity of schools,
- c) availability of appropriate training venues,
- d) presence and readiness of resource persons, and
- e) availability and proper use of standardized Training Resource Packages (TRPs)

In line with this directive, Schools Division Offices (SDOs) are expected to adopt and implement similar adaptive strategies in the localized delivery and scheduling of training programs. The goal is to ensure efficiency, responsiveness to contextual realities, and full compliance with DepEd's quality standards while maintaining inclusive and equitable access to all intended teacher-participants.

4. Staggered Implementation to Prevent Class Disruption

Training must be delivered with minimal disruption to teaching and learning by utilizing weekends, in-service training (INSET) days, after-class hours, or asynchronous delivery options, in line with DepEd Order No. 15, s. 2018, which promotes continuity of school operations while pursuing professional development.



Address: 6 Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: <http://www.depedncr.com.ph>



Certificate No. DPO QMS
24-03-0793



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

5. Cascading Model for Professional Development

Trained core and expansion teams shall lead School-Based Training (SBT) within their divisions. This peer-led capacity-building model is aligned with DepEd Order No. 42, s. 2017 on the Philippine Professional Standards for Teachers and DepEd Order No. 15, s. 2018, which both emphasize school-level professional learning communities.

B. IMPLEMENTATION PHASES

Phase 1: Immediate Planning and Coordination
(June 1-5, 2025)

1. SDO-Level Orientation and Planning for Core and Expansion Faculty

Immediately after the Grade-Level Training, each SDO shall conduct an orientation to clarify expectations, tasks, cascading plans, and delivery mechanisms. This aligns with DM-OUHRD-2025-1100 and DepEd Order No. 30, s. 2021, which advocates for School-Based Management and collective accountability.

2. Localized Delivery Design

Recognizing that all Schools Division Offices (SDOs) in the National Capital Region (NCR) are city-based and vary in size, school population, and logistical capacities, the implementation of School-Based Training (SBT) must be adaptive and responsive to local conditions. The following delivery models are recommended, with corresponding explanations to support SDOs in selecting the most suitable modality:

a) School-Based Delivery

This approach is ideal for large schools with enough trained core or expansion faculty who can serve as internal facilitators. School-based delivery promotes immediate application of learning, allows for greater contextualization of content, and minimizes the need for teachers to travel. It also supports stronger collaboration among grade-level teams and helps sustain a professional learning culture within the school.



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

b) District-Based Delivery

In smaller SDOs or districts where schools may not have enough trained personnel or facilities, district-wide training can be organized. This allows for centralized coordination of logistics, resource persons, and materials. District-based delivery ensures consistency in training implementation while optimizing the use of available resources across multiple schools within a manageable geographic area.

c) Clustered Delivery

This model is recommended when the pooling of trainers, venues, and learning resources is necessary. Schools nearby—especially those with limited staff or facilities—can be grouped into clusters to conduct joint training sessions. Clustered delivery encourages inter-school collaboration, efficient use of personnel, and shared accountability for professional development outcomes. It is particularly effective in densely populated urban centers where school locations are accessible within a short travel time.

SDOs are encouraged to assess their local context, considering the number of untrained teachers, availability of trainers and venues, and proximity of schools, when selecting the most appropriate delivery model. This is consistent with DepEd Order No. 35, s. 2016, which promotes decentralized and context-based approaches to professional development, particularly through localized Learning Action Cell (LAC) structures. This flexible approach is supported by DepEd Order No. 35, s. 2016, which promotes localized and context-responsive Learning Action Cells (LACs).



Address: 6 Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: <http://www.depedncr.com.ph>



Certificate No. 100-005
24-01-2013



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Phase 2: School-Based Training Rollout
(Starting June 20, 2025 until June 30, 2025)

Recognizing the importance of sustained teacher support and capacity building, the National Educators Academy of the Philippines (NEAP) in the Regional Office (RO) shall provide flexibility in the scheduling of teacher training at the Schools Division Office (SDO) level. This flexibility shall extend beyond the official opening of classes on **June 16, 2025**, provided that appropriate arrangements are made to ensure that the opening week of classes will not be compromised.

It is noted that **Grade 2, 3, 5, and 8 teachers** have not yet undergone the required training due to the ongoing DepEd NCR Expansion Training, which is expected to conclude only on **June 12, 2025**. Considering this, and as part of a proactive and learner-centered strategy, the following measures are advised:

1. **Alternative Delivery Modes (ADM):** Teachers of Grades 2, 3, 5, and 8 may implement ADM, as stipulated in **DepEd Order No. 21, s. 2019**, during the first week of classes, to ensure the continuity of learning. This includes modular, print-based instruction, and other flexible learning options appropriate to the learners' contexts.
2. **Provision of Learning Activity Sheets (LAS):** In lieu of regular classroom instruction, teachers may prepare and distribute Learning Activity Sheets or other independent learning materials to learners. These materials will enable learners to engage in self-directed learning during the training period.
3. **Post-Training Processing:** Teachers shall facilitate the processing and discussion of the learning activities once the training has been completed, to ensure that learning objectives are achieved and misconceptions are addressed.

These temporary instructional measures are by the **DepEd Advisory dated June 5, 2025**, and reaffirm the Department's commitment to uphold the delivery of quality education while ensuring that teachers are adequately equipped through targeted professional development interventions.

1. Use of Training Resource Package (TRPs)

All School-Based Training (SBT) sessions must strictly utilize the standardized Session Guides (SGs), official slide decks, and Training Resource Packages (TRPs) that have been collaboratively developed and enhanced by the Core Trainers and DepEd NCR writers. Any modification to the content is not allowed unless contextualization is explicitly



Address: 6 Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: <http://www.depedncr.com.ph>



CERTIFICATE NO. PH/005
24933123



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

authorized, ensuring fidelity to the revised curriculum and consistency in delivery. This directive is per DepEd Memorandum DM-OUHRD-2025-1100 and the NEAP Quality Standards for Training Resources. Furthermore, per NEAP Advisory No. 3, s. 2025 dated May 20, 2025, regional offices are granted flexibility in designing and implementing their training activity plans, if these remain aligned with the national standards, uphold training integrity, and respond to local needs and conditions.

2. Suggested Delivery Options

Training modalities may include the following, based on context and capacity:

a) In-Person INSET or Weekend Sessions

To ensure effective knowledge and skills transfer among teachers, training sessions shall be conducted through face-to-face delivery during In-Service Training (INSET) periods, weekends, or other non-class days, in strict compliance with DepEd Order No. 21, s. 2021, which outlines the official school calendar and activities. This approach promotes active participation, immediate feedback, and richer collaborative learning experiences, particularly for hands-on topics and workshops that require guided facilitation.

- **Conducted During INSET Periods:** Utilizes scheduled training days within the academic calendar to avoid disrupting instructional time.
- **Scheduled on Weekends or Non-Class Days:** Ensures flexibility while maintaining learner contact time; teacher participation must be voluntary or covered by appropriate work arrangements.
- **Interactive and Practice-Oriented:** Facilitates modeling, simulation, and demonstration of teaching strategies and instructional tools.
- **Supports Peer Learning and Collegiality:** Encourages professional discourse, mentoring, and collaborative reflection among teachers.
- **Aligned with the School Calendar:** Any adjustments or additional schedules must be approved by the Schools Division Superintendent, ensuring alignment with DepEd Order No. 21, s. 2021.

SDOs and school heads must ensure that schedules are well-communicated, training venues are conducive, and all logistical needs are met to uphold the quality and efficiency of face-to-face training delivery.



Address: 6 Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: <http://www.depedncr.com.ph>



Certificate No. PMP 0485
22.01.0193



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

b) Learning Action Cell (LAC) Integration

Integrate updates from the Revised K to 10 Curriculum—including content standards, pedagogical approaches, assessment strategies, and learning materials—into existing Learning Action Cell (LAC) sessions and Collaborative Expertise Sessions. These platforms serve as strategic opportunities to incorporate discussions on pedagogical shifts, essential learning competencies, and Instructional Design Frameworks (IDF). Additionally, other critical topics that support quality teaching and learning, such as differentiated instruction, inclusive education, and the use of technology in the classroom, may also be covered through these collaborative sessions. This initiative aligns with DepEd Order No. 35, s. 2016, which highlights the importance of sustained, school-based, and collaborative professional development for building instructional capacity among teachers.

c) Blended or Online Delivery Modes

To address varying contextual and logistical constraints across Schools Division Offices (SDOs), Blended or Online Delivery Modes may be adopted, particularly in areas where face-to-face sessions are limited due to space, schedule, or resource availability. This approach aligns with the principles of flexible learning and responsive resource provision outlined in DepEd Order No. 18, s. 2020.

This mode integrates asynchronous and synchronous learning strategies to ensure continuity and accessibility of training regardless of time and location:

- a. **Asynchronous Components:** Teachers may access self-learning modules, pre-recorded lectures, and interactive e-resources at their own pace. This fosters self-directed learning and accommodates varying schedules, connectivity, and learning styles.
- b. **Synchronous Sessions:** Scheduled online discussions via Zoom, MS Teams, or other platforms enable real-time engagement, clarification of concepts, and collaborative reflection with facilitators and peers.
- c. **Optimized Use of ICT:** Makes use of Learning Management Systems (LMS) such as DepEd Commons, Google Classroom, or SDO-managed platforms to distribute materials and monitor teacher progress.
- d. **Localized Content Hosting:** Where possible, SDOs and schools may house localized materials or pre-developed digital packages that respond to teacher training needs in specific contexts.



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

- e. Resource-Efficient and Inclusive: Reduces travel and logistical costs while promoting inclusive access to learning—especially for teachers in hard-to-reach schools or those with caregiving responsibilities.
- f. Aligned with NEAP and Flexible Learning Standards: This delivery option meets NEAP's Quality Standards and supports teacher development through modular and time-flexible engagements, with proper tracking of outputs and participation.

School Heads and Learning and Development (L&D) teams must ensure digital literacy support is available to maximize engagement and that training content is appropriately chunked, scaffolded, and monitored.



Address: 6 Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: <http://www.depedncr.com.ph>



Certificate No. PMP/CM5
24320191