



Republic of the Philippines
Department of Education
REGION XIII – CARAGA
SCHOOLS DIVISION OFFICE OF SURIGAO CITY



November 05, 2020

DIVISION MEMORANDUM

No. 140, s. 2020

TO: **Assistant Schools Division Superintendent**
Chiefs, SGOD and CID
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Principals/School Heads
This Division

**DISSEMINATION OF MEMORANDUM OUCI-2020-307 RE:
SUGGESTED MEASURES TO FOSTER “ACADEMIC EASE” DURING THE
COVID-19 PANDEMIC**

1. Attached herewith is the Memorandum ouci-2020-307 entitled Suggested Measures to Foster “Academic Ease” during the COVID-19 Pandemic.
2. Immediate and wide dissemination of this Division Memorandum to all concerned is highly desired.

[Signature]
KAREN L. GALANIDA, PhD, CESO V
Schools Division Superintendent

Reference: Memorandum OUCI-2020-307

To be indicated in the PERPETUAL INDEX under the following subjects:

ACTIVITY SHEETS MEASURES SCHOOLS SLMs

KLG/cpt2020



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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, MBTHE-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 Quarter 1, the MELCs actually covered relative to their targeted weeks of implementation may be studied. The results of the study shall be the bases in programming the MELCs and their corresponding modules for Quarter 2 implementation starting on January 4, 2021.

In addition, the week may also be used for other activities at the Regional Office (RO), Schools Division Office (SDO), and school levels to assess the implementation of the contextualized Learning Continuity Plan (LCP) and gather evidence as basis for plan adjustments.

- j. Based on the assessment, external stakeholders and partners (LGUs, CSOs, private organizations and individuals) may be tapped to provide much needed support like materials, equipment, and mechanisms, among others to help teachers, learners and parents in addressing the challenges in distance and home-based learning (e. g., provision of solar lamps to unenergized homes, study tables, electronic gadgets, prepaid internet cards, school supplies, other logistical support, etc).

Coordination with barangay/purok officials on matters related to child safeguarding and child protection shall be strengthened.

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

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