



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

30 June 2026

DIVISION MEMORANDUM

No. 309, s. 2026

**PROVISION OF SUPPORT TO KEY STAGE 1 TEACHERS
(KINDERGARTEN TO GRADE 3)**

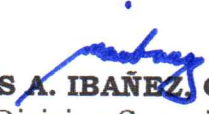
To: Assistant Schools Division Superintendents
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
All Elementary School Heads
All Key Stage 1 Teachers
All Others Concerned

1. In compliance with the National Memorandum DM – OUHRODI-2026-2055 titled, “Additional Guidance on the Provision of Support to Key Stage 1 Teachers (Kindergarten to Grade 3); the personnel of the Curriculum Implementation Division shall implement Monitoring of Key Stage 1 Teachers to ensure the delivery of quality basic education.
2. Its main goal is to recognize the need to strengthen interventions to address learning gaps, particularly in foundational areas such as literacy and numeracy, and to improve learner outcomes as learners progress through subsequent grade levels.
3. Likewise, the school heads shall be monitored using the support mechanisms reflected in the attached National Memorandum with the following indicators: needs assessment; instructional supervision and support; collaborative professional learning; and provision of reports to SDO on the needed support to strengthen KS1.
4. The mentioned monitoring mechanisms are expected to be delivered within the early parts of the School Year under Term 1 to provide support to Key Stage 1 Teachers. The public-school district supervisors and the education program supervisors shall serve as monitors on this activity.
5. Attached is Annex A for the assignment of monitors who are the education program supervisors with the corresponding public-school district supervisors, and Annex B for the monitoring tool to be used.
6. It is expected that all elementary schools of the division shall be monitored and shall be given support.
7. The link for data capturing of the district’s summary will be provided later to be filled by the PSDS.



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8. Immediate dissemination of and compliance with this Memorandum is earnestly desired.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent

Encl.: As stated

Reference: National Memorandum DM – OUHRODI-2026-2055

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

Issuance Division Memorandum

DMN/ PROVISION OF SUPPORT TO KEY STAGE 1 TEACHERS (KINDERGARTEN TO GRADE 3)/R3-116637/06/30/2026



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REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

**Schedule of the Monitoring of the Provision of Support to
Key Stage-1 Teachers (Kindergarten to Grade 3 Teachers)
(July 1-15)**

Team #	Names of Monitors	Date	Assigned Districts	Counterparts
1	Jimmy J. Morillo Alfred James A. Ellar	July 1-13, 2026	Lemery Mabini Nasugbu West Rosario West Talisay Calatagan Sta. Teresita San Juan East	Corresponding PSDS
2	Macaria Carina C. Carandang Loreta V. Ilao	July 1-13, 2026	Balayan West Taysan Lian San Luis San Nicolas Nasugbu East Malvar Agoncillo Lobo	Corresponding PSDS
3	Rosalinda A. Mendoza Mercy R. Villanueva Elizabeth R. Tolentino	July 1-13, 2026	Bauan East Taal Tuy Cuenca San Pascual San Juan West Laurel San Jose Balete	Corresponding PSDS
4	David M. Nuay Ma. Leticia Jose C. Basilan Emerson B. Dalangin	July 1-13, 2026	Alitagtag Rosario East Balayan East Bauan West Padre Garcia Mataasnakahoy Tingloy Ibaan	Corresponding PSDS
NOTE: The EPS shall monitor at least 2 schools per district with the PSDS, while the remaining schools shall be monitored alone by the PSDS.				



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**DIVISION MONITORING TOOL IN THE PROVISION OF SUPPORT
 TO KEY STAGE 1 TEACHERS (KINDERGARTEN TO GRADE 3)**

School: _____ District: _____
 School Head: _____ PSDS: _____
 Number of Key Stage 1 Teachers: _____ Date Monitored: _____
 Name of Monitor: _____ Position Title: _____

#	Support Mechanisms	Evident	Not Evident	Remarks for Not Evident
1	Needs Assessment			
	Identified the profile of teachers assigned to KS1: specialization, relevant training, competencies, and teaching experience to serve as bases for the provision of appropriate support interventions			
	Determined and provided appropriate support interventions for teachers assigned to KS1 to strengthen instructional delivery, giving priority to the following teachers: a. Career Stage 1 (beginning Teachers) b. Teachers whose qualifications do not fully align with the prescribed requirements.			
	The school head utilized existing performance management and evaluation tools including the Self-Assessment Tool (SAT) and the Individual Development Plan (IDP)			
2	Instructional Supervision and Support			
	The school head provided structured monitoring, coaching and instructional supervision to KS1 teachers in accordance with their instructional supervisory plan.			
3	Collaborative Professional Learning			
	The school head maximized the existing school-based professional development mechanisms including learning action cells, in-service training and other collaborative learning activities to strengthen support for Key Stage 1 Teachers			
4	Provide Reports to SDO on the Needed Support to Strengthen KS1 instruction, including but not limited to			



Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUCTURE

JUN 23 2026
52-114721

MEMORANDUM DM-OUHRODI-2026-2055

FOR : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : **Atty. FATIMA LIPP D. PANONTONGAN**
Undersecretary and Chief of Staff
Office of the Secretary



DR. CARMELA C. ORACION
Undersecretary for Learning Systems

WILFREDO E. CABRAL
*Undersecretary for Human Resource and
Organizational Development and Infrastructure*

SUBJECT : **ADDITIONAL GUIDANCE ON THE PROVISION OF SUPPORT TO
KEY STAGE 1 TEACHERS (KINDERGARTEN TO GRADE 3)**

DATE : June 10, 2026

The Department of Education (DepEd), under its Five-Point Agenda, reaffirms its commitment to ensuring the well-being of learners and the delivery of quality basic education. In line with this commitment, there is a recognized need to strengthen interventions in Key Stage 1 (Kindergarten to Grade 3) to address learning gaps, particularly in foundational areas such as literacy and numeracy, and to improve learner outcomes as learners progress through subsequent grade levels.

Recognizing that teachers play a critical role in the development of foundational literacy and numeracy skills, the Department likewise seeks to ensure that teachers assigned to Key Stage 1 (KS1) are provided with the necessary instructional, professional, and developmental support to effectively respond to the learning needs of early-grade learners.

Accordingly, this Memorandum provides guidance on the support mechanisms that shall be implemented by School Heads and concerned field offices to strengthen support for KS1 teachers and improve the delivery of early-grade instruction.

A. School Heads

1. Needs Assessment

- i. Based on eSF7/teachers' programs, identify the profile of teachers assigned to KS1, including their specialization, relevant training, competencies, and teaching experience, to serve as basis for the provision of appropriate support interventions;
- ii. Determine and provide appropriate support interventions for teachers assigned to KS1 to strengthen instructional delivery, giving priority to the following teachers:
 - a. Career Stage I (Beginning Teachers); and
 - b. Teachers whose qualifications do not fully align with the prescribed requirements.

School Heads and Master Teachers may utilize existing performance management and evaluation tools, including the Self-Assessment Tool (SAT) and the Individual Development Plan (IDP), to identify teachers' learning and development needs. Other needs assessment activities and tools may likewise be utilized, as necessary, to address emerging priorities and contextual requirements.

2. Instructional Supervision and Support

School Heads and Master Teachers shall provide structured mentoring, coaching, and instructional supervision to KS1 teachers in accordance with their Instructional Supervisory Plan.

3. Collaborative Professional Learning

Schools shall maximize existing school-based professional development (PD) mechanisms, including Learning Action Cell (LAC) sessions, In-Service Training (INSET), and other collaborative learning activities, to strengthen support for KS1 teachers.

4. Provide report to SDOs on the needed support to strengthen KS1

Submit to the Schools Division Office (SDO) the identified support to strengthen KS1 instruction, including but not limited to:

- i. Additional teachers with relevant specialization or qualifications; and
- ii. Professional development support

B. Schools Division Offices

1. Curriculum Implementation Division (CID)

Establish monitoring mechanisms to ensure that support is provided to KS1 teachers.

2. School Governance and Operations Division (SGOD)

- i. Localize and operationalize KS1-focused PD programs in alignment with NEAP and regional guidance.
- ii. Ensure that division-level training plans reflect identified KS1 competency needs, particularly in early literacy and numeracy.
- iii. Monitor participation, completion, and outcomes of KS1 PD interventions and provide necessary technical support to schools.

C. Regional Offices

- i. Contextualize and coordinate the implementation of NEAP-led PD programs for KS1 teachers within the region.
- ii. Provide technical assistance to SDOs in planning, monitoring, and evaluating KS1-focused interventions.
- iii. Consolidate reports submitted by the SDOs and report regional data on the implementation of KS1 support interventions to the Central Office to inform policy decisions and support continuous improvement.

Should there be further concerns/questions, please coordinate with the BHROD-SED via email at bhrod.sed@deped.gov.ph or through landline number: (02) 8633-5397.

For your appropriate action.