



Republic of the Philippines
Department of Education
MIMAROPA REGION
SCHOOLS DIVISION OF MARINDUQUE



Office of the Schools Division Superintendent

DIVISION OF MEMORANDUM

TO: Assistant Schools Division Superintendent
Chief Education Supervisors, CID
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

FROM:  **LYNN G. MENDOZA, EdD**
OIC, Schools Division Superintendent

SUBJECT: **GUIDELINES FOR DESIGNING CLASS PROGRAMS AND TEACHER'S WORKLOADS IN COMPLIANCE WITH DEPED ORDER NO. 12, S. 2024 FOR THE EFFECTIVE IMPLEMENTATION OF THE MATATAG CURRICULUM**

DATE: October 8, 2024

1. Attached is Regional Memorandum No. 145, s. 2024 from Nicolas T. Capulong, PhD, CESO III, Director IV, Regional Director on the above cited subject for information, reference, and guidance of all concerned.
2. This Office reiterates that school heads, along with teachers, carefully study the guidelines and arrive at a consensus which considers both teachers' and learners' welfare in the crafting of the class and teacher programs. Please see Enclosures 1 and 2 for the samples.
3. Schools are to submit the finalized class and teacher programs on Monday, October 14, 2024 at the Office of the Curriculum Implementation Division (CID) through their respective Public Schools District Supervisors. Meanwhile, the CID is tasked to submit the Division Data (Enclosure 3) on or before October 15, 2024 to the Regional Office.
4. For immediate dissemination and strict compliance.

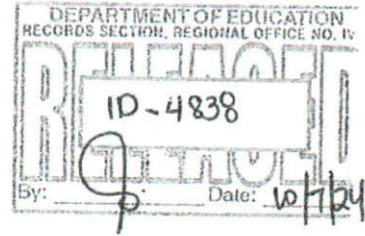
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Republic of the Philippines
Department of Education
 MIMAROPA REGION



Office of the Regional Director

October 3, 2024

REGIONAL MEMORANDUM

No. 145, s. 2024

GUIDELINES FOR DESIGNING CLASS PROGRAMS AND TEACHERS' WORKLOADS IN COMPLIANCE WITH DEPED ORDER NO. 12, S. 2024, FOR THE EFFECTIVE IMPLEMENTATION OF THE MATATAG CURRICULUM

To: **SCHOOLS DIVISION SUPERINTENDENTS**

1. In pursuit of Department of Education's vision to provide learners with quality education that is adaptive to the changing needs, the Department issued DepEd Order No. 12, s. 2024, which amends the Policy Guidelines on the Implementation of the MATATAG Curriculum. This amendment responds to challenges and feedback from the field to ensure that the curriculum implementation remains responsive to diverse school contexts and learner needs.
2. The flexibility provided by the Department allows schools to design their class programs and teachers' workloads based on available resources, such as teacher availability and classroom capacity, ensuring that educational outcomes are optimized while maintaining manageable schedules for both learners and teachers.
3. This memorandum aims to guide schools in designing class programs and teachers' workloads that align with the MATATAG Curriculum while accommodating the specific contexts of schools. It also ensures that schools develop class programs that optimize the learning experience, support efficient resource management, and adhere to the minimum learning time requirements
4. As stated in Paragraph 2 of DepEd Order No. 12, s. 2024:

*To accommodate the different contexts of schools, specifically for **Grades 3 to 10**, the following are additional provisions to Part V. (The MATATAG Curriculum), paragraph 35:*

a. Schools are given the flexibility in the implementation of the MATATAG Curriculum in consideration of their specific context, such as, but not limited to, typology (the type and size of the school), curricular program offerings, and the availability of teachers, and classrooms.

i. All learning areas for 45 minutes a day each for five days, and the Homeroom Guidance Program for 45 minutes once a week or:

CLMD/JSE/GSR



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ii. Learning areas may be given uniform time allotments of 50, 55, or 60 per learning area based on the following:

- Five times a week (English, Mathematics, Science, and Good Manners and Right Conduct/ Values Education)
- Four times a week (Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education, and Music, Arts, Physical Education and Health, Araling Panlipunan, and Filipino; and
- Once a week Homeroom Guidance Program

b. In circumstance where any of the given options is not applicable, schools may propose other combinations, provided that:

- The learning contact time is at least five hours and 30 minutes a day,
- The time allotment for English, Mathematics, Science, and Good Manners and Right Conduct/ Values Education shall not be less than 225 minutes per week,
- The time allotment for Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education, and Music, Arts, Physical Education and Health, Araling Panlipunan, and Filipino shall not be less than 200 minutes per week; and
- The allotment of Homeroom guidance program shall not be less than 45 minutes per week.

The proposed combination shall be subjected to the approval of the Schools Division Superintendent (SDS) or authorized representative.

5. To ensure the efficient and effective design and implementation of class program, the following additional guidelines are provided:

- a. To prevent the loss of substantial contact time due to the transfer of regular holidays on Mondays or Fridays, it is advisable to refrain from scheduling subjects with double periods on these days. This ensures compliance with the critical contact time essential for effective teaching and learning.
- b. Schools with adequate resources are encouraged to adopt a uniform 60-minute time allotment. Schools with fewer resources may explore 55-minute or 50-minute periods. As a last resort, schools may adopt 45 minutes per day for five days for all learning areas, with 45 minutes once a week for the Homeroom Guidance Program.
- c. To mitigate academic fatigue among learners, schools are encouraged to organize subjects strategically. One approach is to schedule core subjects, such as English, Mathematics, Science, and GMRC/Values Education, in the morning, when students are generally more alert and focused, while assigning lighter subjects, such as EPP/TLE, MAPEH, Araling Panlipunan, and Filipino in the afternoon. Alternatively, schools may consider an alternating schedule where core subjects are interspersed with MAKABANSA subjects, promoting a balanced cognitive load throughout the day.

- d. The Homeroom Guidance period shall be scheduled as part of the regular class program and should not be placed during lunch breaks. In compliance to DO 12 s. 2024: Amendment to DepEd Order No. 010, s. 2024, **the time allotment for the Homeroom Guidance Program is 40 minutes once a week for Grades 1-2, and 45 minutes once a week for Grades 3-10.**

As stipulated in DepEd Order No. 5, s. 2024, **Class advising duties**, as part of the ancillary tasks of teachers, shall be treated as a teaching load equivalent to one (1) hour per day or five (5) hours a week. **Included in the five (5) hours is the prescribed time for the Homeroom Guidance Program (HGP).**

- e. Schools may explore scheduling subjects on Monday, Wednesday, and Friday (M-W-F) or Tuesday and Thursday (T-Th), as long as the required minimum number of minutes per week for each learning area is met. This scheme may provide both learners and teachers with better management of workload and learning experiences.
- f. For schools implementing shifting of classes, it is essential to ensure that the daily learning contact time is no less than 5 hours and 30 minutes. Schools are advised to critically assess which grade levels are appropriate for shifting, except for Grades 1-3 (Key Stage 1), Grades 6, 7, 10, 11, and 12. These specific grade levels should not adopt shifting due to their pivotal role in the development of foundational skills and alignment with key national and international assessments, where uninterrupted contact time is essential for preparing students for standardized evaluations and ensuring mastery of core competencies.
- g. Schools are prohibited from holding classes and make-up classes on weekends to promote the well-being of both learners and teachers.
- h. Schools are encouraged to implement structured **enhancement programs for literacy and numeracy**, as part of our learning recovery efforts, that do not cut into regular contact time. These programs can be scheduled before or after regular school hours, or during designated study periods to assist students who need additional support. This allows regular class time to focus on the core curriculum without interruptions for extra help.
- i. School Heads should strategically optimize classroom assignments to minimize the time spent by teachers in transitioning between classes. By carefully considering the proximity of classrooms where teachers conduct their lessons, contact time can be preserved, and unnecessary delays will be avoided. If the current arrangement results in significant time lost due to walking between distant classrooms, a reassessment of classroom assignment should be undertaken, ensuring that both teachers and learners benefit from the maximum possible contact time. Such considerations are essential for enhancing overall teaching efficiency and promoting a focused learning environment.
- j. Attached as **Enclosure 1** are prototype class programs provided as reference materials for school heads in designing their class programs. These prototypes are intended as **flexible** examples and should not be

regarded as mandatory templates. School heads are encouraged to customize their class programs based on the specific context and needs of their schools, considering factors such as available resources, teacher workloads, and student demographics.

6. The well-being of teachers is crucial for creating an effective educational environment. To enhance instructional quality while safeguarding teacher welfare, class programs shall be designed with manageable teaching loads. DepEd Order No. 5, s. 2024, titled "Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload," provides guidelines for equitable workload distribution. This memorandum outlines measures that the school heads shall implement to align class program designs with these directives, promoting teacher welfare and improving educational outcomes.
7. To comply with DepEd Order No. 5, s. 2024, school heads shall consider the following measures when designing class program:
 - a. Ensure that the teacher's workload does not exceed the maximum number of teaching hours and classes as stipulated in DepEd Order No. 5, s. 2024. **Teacher shall render eight (8) hours of service per day, of which six hours shall be devoted to actual classroom teaching and the two (2) hours shall be allotted to teacher ancillary tasks incidental to teacher's normal duties.**
 - b. **Compensate teachers** appropriately for any additional workload beyond the minimum teaching load, in accordance with the above stated DepEd order.
 - c. Assign teachers to subjects that align with their qualifications and areas of expertise, thereby enhancing teaching efficacy and job satisfaction.
 - d. Provide teachers with opportunities to handle specific subjects or areas, aligned with their expertise and specialization.
 - e. Distribute teaching loads fairly, considering factors such as subject expertise, experience, and current workload. Avoid assigning disproportionately high numbers of classes to any single teacher, ensuring a balanced allocation that supports both instructional quality and teacher well-being.
 - f. Design class schedules that include sufficient periods for lesson planning, grading, and other activities. Avoid back-to-back classes without adequate breaks.
 - g. Teachers shall be allotted appropriate time within their non-teaching hours for checking student outputs, such as assignments, quizzes, projects, and exams. This time should be scheduled during the remaining two hours of their workday, outside of their six-hour teaching load. School heads shall ensure that teachers are not overburdened with additional non-teaching tasks during this period, so they can focus on evaluating learner outputs thoroughly and providing timely feedback.

- h. To allow teachers adequate time for grading and evaluating learning outputs, ancillary tasks assigned to teachers should be minimized. School heads should limit teachers' engagement in non-instructional related activities, allowing them to prioritize instructional-related tasks, including assessment and feedback, within their allocated time.
 - i. **Master Teachers should have a full teaching load** while also being provided time for mentoring duties, such as lesson observations and instructional coaching. School heads shall balance these roles, ensuring Master Teachers remain active in the classroom while leading professional development efforts.
 - j. **Head Teachers shall have teaching loads** that balances classroom teaching with their administrative and supervisory duties. While they manage department operations and supervise teachers, they should continue to model effective instruction through classroom engagement. School heads shall ensure that Head Teachers have adequate time for leadership responsibilities without compromising instructional quality.
 - k. Collaborative Expertise Sessions should be regularly scheduled as part of teachers' professional duties to foster the sharing of best practices and collaborative problem-solving. These sessions shall not be reflected in the class program but should instead be incorporated into the teachers' program during non-teaching hours or designated professional development days.
 - l. Attached as **Enclosure 2** are prototype teacher programs, intended to serve as a guide for school heads in organizing teacher workloads. These will help ensure that teachers are assigned a balanced workload, allowing them to effectively manage their teaching responsibilities while maintaining quality instruction. These prototypes are not mandatory and can be adapted to the specific needs of each school, ensuring flexibility while adhering to DepEd's guidelines and policies
8. The SDO shall monitor schools' compliance with the above cited DepEd Orders to ensure that class programs and teacher workloads are aligned with the prescribed guidelines. In cases where underloaded or overloaded teachers are identified, the SDO shall provide technical assistance to school heads in addressing these imbalances. Additionally, the SDO shall ensure the equitable distribution of teaching assignments across all schools within the division ensuring that instructional resources are maximized, teacher workloads are managed, and all schools are sufficiently staffed to meet the demands of the curriculum.
9. To support informed decision-making and policy adjustments, the SDO is required to track schools adopting specific time allotments in their class programs, as outlined in DepEd Order No. 12, s. 2024. The data must be collected, validated, and submitted to the Regional Office, Attention: CLMD by **October 15, 2024**, via mimaropa.region@deped.gov.ph, for regional monitoring and evaluation of the policy's implementation and its effects on learning outcomes. A report template is attached (**Enclosure 3**) for your reference.

10. Should there be clarifications, all concerned may contact Wendell I. Formalejo, Chief-CLMD, John S. Eviota and Gerald S. Rizada, EPSs-CLMD, through clmd.mimaroparegion@deped.gov.ph.

11. Immediate dissemination of and compliance with this Memorandum are desired.



NICOLAS T. CAPULONG, PhD, CESO III
Director IV
Regional Director

Encl.: As stated

Reference: DO 12, s. 2024

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

CLASS	PROGRAM
AMENDMENTS	MATATAG
CURRICULUM	TIME ALLOTMENT

Enlosure 1: Prototype Class Program

Table 1: **Sample Blocks of Time for Kindergarten**

Suggested Daily Activities	Description	Suggested Time Allotment Per Class/Session (No. of Minutes)
Arrival Time / Free Play	Arrival of the learners in the classroom, playing with educational toys, manipulatives, etc.	
Meeting Time	Checking of attendance, days of the week, checking of the weather	15
Circle Time 1	Story read-aloud / picture reading, valuing, and processing (springboard to Circle Time 1 activities)	45
	Engaging activities relevant to the springboard with integration (activities related to Language, Literacy, and Communication, Mathematics, Physical and Natural Science, Music and Movement, and Arts and Crafts) of the contents of interrelated themes	
Supervised Recess	Integrate hands-on activities to develop desirable table manners/etiquette, values of being independent, disciplined and conscious about healthy and nutritious food etc.	15
Quiet / Nap Time	Engage in mindfulness and relaxing activities	10
Circle Time 2	Engaging activities relevant to the springboard with integration (activities related to Language, Literacy, and Communication, Mathematics, Physical and Natural Science, Music and Movement, and Arts and Crafts) of the contents of interrelated themes	40
Indoor / Outdoor Play	Activities such as art, music, science, language, math etc., to be explored inside or outside the classroom. This includes locomotor and non-locomotor movements	35
Wrap-Up Time	Recall the activity of the day through simple story, poem, or saying, etc., and / or process learning insights or more lessons from the activities on how to apply the learnings at home	20
Dismissal Time	Packing away, goodbye, going home etc.	
Total Number of Minutes		180
Total Number in Hours		3 hours

Suggested Time Allotment per Grade Level and Learning Area

Table 2: **Grade 1**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Language	40	40	40	40	40	5
Reading and Literacy	40	40	40	40	40	5
Mathematics	40	40	40	40	40	5
Makabansa	40	40	40	40	40	5
GMRC	40	40	40	40	40	5
Numeracy Enhancement Activity	30	30	30	30		4
Literacy Enhancement Activity	30	30	30	30		4
HGP					40	1
Minutes per Day	260	260	260	260	240	

Table 3: **Grade 2**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino	40	40	40	40	40	5
English	40	40	40	40	40	5
Mathematics	40	40	40	40	40	5
Makabansa	40	40	40	40	40	5
GMRC	40	40	40	40	40	5
Numeracy Enhancement Activity	30	30	30	30		4
Literacy Enhancement Activity	30	30	30	30		4
HGP					40	1
Minutes per Day	260	260	260	260	240	

Suggested Time Allotment for 45 Minutes per Grade Level and Learning Area

Table 4: **Grade 3**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino	45	45	45	45	45	5
Science	45	45	45	45	45	5
GMRC	45	45	45	45	45	5
English	45	45	45	45	45	5
Makabansa	45	45	45	45	45	5
Mathematics	45	45	45	45	45	5
HGP		45				1
Minutes per Day	270	315	270	270	270	

Table 5: **Grades 4-6**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino	45	45	45	45	45	5
GMRC	45	45	45	45	45	5
English	45	45	45	45	45	5
MAPEH	45	45	45	45	45	5
Science	45	45	45	45	45	5
Araling Panlipunan	45	45	45	45	45	5
Mathematics	45	45	45	45	45	5
EPP/TLE	45	45	45	45	45	5
HGP		45				1
Minutes per Day	360	405	360	360	360	

Table 6: **Grades 7-10**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino	45	45	45	45	45	5
Values Education	45	45	45	45	45	5
English	45	45	45	45	45	5
MAPEH	45	45	45	45	45	5
Science	45	45	45	45	45	5
Araling Panlipunan	45	45	45	45	45	5
Mathematics	45	45	45	45	45	5
TLE	45	45	45	45	45	5
HGP		45				1
Minutes per Day	360	405	360	360	360	

Note: Schools are encouraged to implement structured enhancement programs for literacy and numeracy outside of regular contact time, such as before or after school hours or during designated study periods, as part of our learning recovery efforts, to ensure the development of these essential skills while maintaining uninterrupted focus on the core curriculum.

Suggested Time Allotment for 50 Minutes per Grade Level and Learning Area

Table 7: **Grade 3**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino		50	50	50	50	4
Science	50	50	50	50	50	5
GMRC	50	50	50	50	50	5
English	50	50	50	50	50	5
Makabansa	50	50	50	50		4
Mathematics	50	50	50	50	50	5
HGP		45				1
Minutes per Day	250	345	300	300	250	

Table 8: **Grades 4-6**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino		50	50	50	50	4
GMRC	50	50	50	50	50	5
English	50	50	50	50	50	5
MAPEH	50	50	50	50		4
Science	50	50	50	50	50	5
Araling Panlipunan		50	50	50	50	4
Mathematics	50	50	50	50	50	5
EPP/TLE	50	50	50	50		4
HGP		45				1
Minutes per Day	300	445	400	400	300	

Table 9: **Grades 7-10**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino		50	50	50	50	4
Values Education	50	50	50	50	50	5
English	50	50	50	50	50	5
MAPEH	50	50	50	50		4
Science	50	50	50	50	50	5
Araling Panlipunan		50	50	50	50	4
Mathematics	50	50	50	50	50	5
TLE	50	50	50	50		4
HGP		45				1
Minutes per Day	300	445	400	400	300	

Note: Schools are encouraged to implement structured enhancement programs for literacy and numeracy outside of regular contact time, such as before or after school hours or during designated study periods, as part of our learning recovery efforts, to ensure the development of these essential skills while maintaining uninterrupted focus on the core curriculum.

Suggested Time Allotment for 55 Minutes per Grade Level and Learning Area

Table 10: **Grade 3**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino		55	55	55	55	4
Science	55	55	55	55	55	5
GMRC	55	55	55	55	55	5
English	55	55	55	55	55	5
Makabansa	55	55	55	55		4
Mathematics	55	55	55	55	55	5
HGP		45				1
Minutes per Day	275	375	330	330	275	

Table 11: **Grades 4-6**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino		55	55	55	55	4
GMRC	55	55	55	55	55	5
English	55	55	55	55	55	5
MAPEH	55	55	55	55		4
Science	55	55	55	55	55	5
Araling Panlipunan		55	55	55	55	4
Mathematics	55	55	55	55	55	5
EPP/TLE	55	55	55	55		4
HGP		45				1
Minutes per Day	330	485	440	440	330	

Table 12: **Grades 7-10**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino		55	55	55	55	4
Values Education	55	55	55	55	55	5
English	55	55	55	55	55	5
MAPEH	55	55	55	55		4
Science	55	55	55	55	55	5
Araling Panlipunan		55	55	55	55	4
Mathematics	55	55	55	55	55	5
TLE	55	55	55	55		4
HGP		45				1
Minutes per Day	330	485	440	440	330	

Note: Schools are encouraged to implement structured enhancement programs for literacy and numeracy outside of regular contact time, such as before or after school hours or during designated study periods, as part of our learning recovery efforts, to ensure the development of these essential skills while maintaining uninterrupted focus on the core curriculum.

Suggested Time Allotment for 60 Minutes per Grade Level and Learning Area

Table 13: **Grade 3**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino		60	60	60	60	4
Science	60	60	60	60	60	5
GMRC	60	60	60	60	60	5
English	60	60	60	60	60	5
Makabansa	60	60	60	60		4
Mathematics	60	60	60	60	60	5
HGP		45				1
Minutes per Day	300	405	360	360	300	

Table 14: **Grades 4-6**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino		60	60	60	60	4
GMRC	60	60	60	60	60	5
English	60	60	60	60	60	5
MAPEH	60	60	60	60		4
Science	60	60	60	60	60	5
Araling Panlipunan		60	60	60	60	4
Mathematics	60	60	60	60	60	5
EPP/TLE	60	60	60	60		4
HGP		45				1
Minutes per Day	360	525	480	480	360	

Table 15: **Grades 7-10**

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday	Days per Week
Filipino		60	60	60	60	4
Values Education	60	60	60	60	60	5
English	60	60	60	60	60	5
MAPEH	60	60	60	60		4
Science	60	60	60	60	60	5
Araling Panlipunan		60	60	60	60	4
Mathematics	60	60	60	60	60	5
TLE	60	60	60	60		4
HGP		45				1
Minutes per Day	360	525	480	480	360	

Note: Schools are encouraged to implement structured enhancement programs for literacy and numeracy outside of regular contact time, such as before or after school hours or during designated study periods, as part of our learning recovery efforts, to ensure the development of these essential skills while maintaining uninterrupted focus on the core curriculum.

Enclosure 2: Prototype Teacher Programs

The following prototype teacher programs are provided as a reference for school heads to guide the plotting of teacher workloads. These programs are designed to ensure that schools meet the minimum required teaching load while maintaining a balanced distribution of subjects and enhancement activities. The prototypes are flexible and can be adapted to the specific needs of each school, taking into account available resources, teacher availability, and student needs. These prototype programs are not mandatory templates but serve as flexible guides that can be adjusted by school heads to meet their school's unique requirements while adhering to DepEd policies.

Below are prototype teacher programs for Grade 3 teachers handling subjects taught five (5) times a week, such as English, Mathematics, Science, and Good Manners and Right Conduct/Values Education, with time allotment options of 50, 55, or 60 minutes per session.

Grade 3 - 50 Minutes

Time		Minutes	Learning Area / Grade Level and Section/ Activity					
			Monday	Tuesday	Wednesday	Thursday	Friday	
6:30	7:00		Flag Raising	Preliminary Activities				
7:00	7:50	50	GMRC (Room 4)	GMRC (Room 4)	GMRC (Room 4)	GMRC (Room 4)	GMRC (Room 4)	
7:50	8:40	50	GMRC (Room 5)	GMRC (Room 5)	GMRC (Room 5)	GMRC (Room 5)	GMRC (Room 5)	
8:40	9:30	50	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)	
9:30	9:50							
9:50	10:40	50	GMRC (Room 1)	GMRC (Room 1)	GMRC (Room 1)	GMRC (Room 1)	GMRC (Room 1)	
10:40	11:30	50	GMRC (Room 3)	GMRC (Room 3)	GMRC (Room 3)	GMRC (Room 3)	GMRC (Room 3)	
11:30	12:30		Lunch					
12:30	1:20		Performing Other Activities					
1:20	2:10	50	GMRC (Room 2)	GMRC (Room 2)	GMRC (Room 2)	GMRC (Room 2)	GMRC (Room 2)	
HGP		45		HGP (2:10 - 2:55)				
Number of Classroom Teaching Load per Day			6	6	6	6	6	
Total Classroom Teaching load Per Day (min)			300	300	300	300	300	
Class Advising Duties (min)			60	60	60	60	60	
Total Actual Classroom Teaching load per Day			360	360	360	360	360	
Total Actual Classroom Teaching load per Week			1800					

Grade 3 - 55 Minutes

Time		Minutes	Learning Area / Grade Level and Section/ Activity				
			Monday	Tuesday	Wednesday	Thursday	Friday
6:30	7:00		Flag Raising	Preliminary Activities			
7:00	7:55	55	English (Room 5)	English (Room 5)	English (Room 5)	English (Room 5)	English (Room 5)
7:55	8:50	55	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)
8:50	9:45	55	English (Room 1)	English (Room 1)	English (Room 1)	English (Room 1)	English (Room 1)
9:45	10:05						
10:05	11:00	55	English (Room 2)	English (Room 2)	English (Room 2)	English (Room 2)	English (Room 2)
11:00	11:55	55	English (Room 4)	English (Room 4)	English (Room 4)	English (Room 4)	English (Room 4)
11:55	1:00		Lunch				
1:00	1:55	55	English (Room 3)	English (Room 3)	English (Room 3)	English (Room 3)	English (Room 3)
1:55	2:50		Performing Other Activities				
HGP		45		HGP (2:50 - 3:35)			
Number of Classroom Teaching Load per Day			6	6	6	6	6
Total Classroom Teaching load Per Day (min)			330	330	330	330	330
Class Advising Duties (min)			60	60	60	60	60
Total Actual Classroom Teaching load per Day			390	390	390	390	390
Total Actual Classroom Teaching load per Week			1950				

Grade 3 - 60 Minutes

Time		Minutes	Learning Area / Grade Level and Section/ Activity				
			Monday	Tuesday	Wednesday	Thursday	Friday
6:30	7:00		Flag Raising		Preliminary Activities		
7:00	8:00	60	Mathematics (Room 1)	Mathematics (Room 1)	Mathematics (Room 1)	Mathematics (Room 1)	Mathematics (Room 1)
8:00	9:00	60	Mathematics (Room 2)	Mathematics (Room 2)	Mathematics (Room 2)	Mathematics (Room 2)	Mathematics (Room 2)
9:00	9:20		Performing Other Activities				
9:20	10:20	60	Mathematics (Room 3)	Mathematics (Room 3)	Mathematics (Room 3)	Mathematics (Room 3)	Mathematics (Room 3)
10:20	11:20	60	Mathematics (Room 4)	Mathematics (Room 4)	Mathematics (Room 4)	Mathematics (Room 4)	Mathematics (Room 4)
11:20	12:20		Lunch				
12:20	1:20		Performing Other Activities				
1:20	2:20		Performing Other Activities				
2:20	3:20	60	Mathematics (Room 5)	Mathematics (Room 5)	Mathematics (Room 5)	Mathematics (Room 5)	Mathematics (Room 5)
HGP		45		HGP (3:20 - 4:05)			
Number of Classroom Teaching Load per Day			5	5	5	5	5
Total Classroom Teaching load Per Day (min)			300	300	300	300	300
Class Advising Duties (min)			60	60	60	60	60
Total Actual Classroom Teaching load per Day			360	360	360	360	360
Total Actual Classroom Teaching load per Week			1800				

Below are prototype teacher programs for Grade 3 teachers handling subjects taught four (4) times a week, such as Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education, and Music, Arts, Physical Education and Health, Araling Panlipunan, and Filipino, with time allotment options of 50, 55, or 60 minutes per session.

Grade 3 - 50 Minutes

Time		Minutes	Learning Area / Grade Level and Section/ Activity				
			Monday	Tuesday	Wednesday	Thursday	Friday
6:30	7:00		Flag Raising	Preliminary Activities			
7:00	7:50	50	Filipino 3 (Room 2)	Filipino 3 (Room 2)	Filipino 3 (Room 2)	Filipino 3 (Room 2)	(Any learning area)
7:50	8:40	50	(Any learning area)	Filipino 3 (Room 3)	Filipino 3 (Room 3)	Filipino 3 (Room 3)	Filipino 3 (Room 3)
8:40	9:30	50	Filipino 3 (Room 4)	Filipino 3 (Room 4)	(Any learning area)	Filipino 3 (Room 4)	Filipino 3 (Room 4)
9:30	9:50		Performing Other Activities				
9:50	10:40	50	Filipino 3 (Room 5)	Filipino 3 (Room 5)	Filipino 3 (Room 5)	Filipino 3 (Room 5)	(Any learning area)
10:40	11:30	50	(Any learning area)	Filipino 3 (Room 1)	Filipino 3 (Room 1)	Filipino 3 (Room 1)	Filipino 3 (Room 1)
11:30	12:30		Lunch				
12:30	1:20		Performing Other Activities				
1:20	2:10	50	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)
HGP		45		HGP (2:10 - 2:55)			
Number of Classroom Teaching Load per Day			6	6	6	6	6
Total Classroom Teaching load Per Day (min)			300	300	300	300	300
Class Advising Duties (min)			60	60	60	60	60
Total Actual Classroom Teaching load per Day			360	360	360	360	360
Total Actual Classroom Teaching load per Week			1800				

Grade 3 - 55 Minutes

Time		Minutes	Learning Area / Grade Level and Section/ Activity					
			Monday	Tuesday	Wednesday	Thursday	Friday	
6:30	7:00		Flag Raising	Preliminary Activities				
7:00	7:55	55	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)	
7:55	8:50	55	(Any learning area)	Makabansa (Room 1)	Makabansa (Room 1)	Makabansa (Room 1)	Makabansa (Room 1)	
8:50	9:45	55	Makabansa (Room 2)	Makabansa (Room 2)	Makabansa (Room 2)	Makabansa (Room 2)	(Any learning area)	
9:45	10:05		Performing Other Activities					
10:05	11:00	55	Makabansa (Room 3)	Makabansa (Room 3)	(Any learning area)	Makabansa (Room 3)	Makabansa (Room 3)	
11:00	11:55	55	Makabansa (Room 5)	(Any learning area)	Makabansa (Room 5)	Makabansa (Room 5)	Makabansa (Room 5)	
11:55	1:00							
1:00	1:55	55	Makabansa (Room 4)	Makabansa (Room 4)	Makabansa (Room 4)	Makabansa (Room 4)	Makabansa (Room 4)	
1:55	2:50		Performing Other Activities					
HGP		45		HGP (2:50 - 3:35)				
Number of Classroom Teaching Load per Day			6	6	6	6	6	
Total Classroom Teaching load Per Day (min)			330	330	330	330	330	
Class Advising Duties (min)			60	60	60	60	60	
Total Actual Classroom Teaching load per Day			390	390	390	390	390	
Total Actual Classroom Teaching load per Week			1950					

Grade 3 - 60 Minutes

Time		Learning Area / Grade Level and Section/ Activity					
		Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
6:30	7:00		Flag Raising	Preliminary Activities			
7:00	8:00	60	Filipino 3 (Room 2)	Filipino 3 (Room 2)	Filipino 3 (Room 2)	Filipino 3 (Room 2)	(Any learning area)
8:00	9:00	60	(Any learning area)	Filipino 3 (Room 3)	Filipino 3 (Room 3)	Filipino 3 (Room 3)	Filipino 3 (Room 3)
9:00	9:20	60	Filipino 3 (Room 4)	Filipino 3 (Room 4)	(Any learning area)	Filipino 3 (Room 4)	Filipino 3 (Room 4)
9:20	10:20		Performing Other Activities				
10:20	11:20	60	Filipino 3 (Room 5)	Filipino 3 (Room 5)	Filipino 3 (Room 5)	Filipino 3 (Room 5)	(Any learning area)
11:20	12:20	60	(Any learning area)	Filipino 3 (Room 1)	Filipino 3 (Room 1)	Filipino 3 (Room 1)	Filipino 3 (Room 1)
12:20	1:20		Lunch				
1:20	2:20		(Any learning area)				
2:20	3:20						
HGP		45		HGP (2:10 - 2:55)			
Number of Classroom Teaching Load per Day			5	5	5	5	5
Total Classroom Teaching load Per Day (min)			300	300	300	300	300
Class Advising Duties (min)			60	60	60	60	60
Total Actual Classroom Teaching load per Day			360	360	360	360	360
Total Actual Classroom Teaching load per Week			1800				

Below are prototype teacher programs for Grades 4 to 10 teachers handling subjects taught five (5) times a week, such as English, Mathematics, Science, and Good Manners and Right Conduct/Values Education, with time allotment options of 50, 55, or 60 minutes per session.

Grade 4-10 - 50 Minutes

Time		Minutes	Learning Area / Grade Level and Section/ Activity				
			Monday	Tuesday	Wednesday	Thursday	Friday
6:30	7:00		Flag Raising	Preliminary Activities			
7:00	7:50	50	English (Room 5)	English (Room 5)	English (Room 5)	English (Room 5)	English (Room 5)
7:50	8:40	50	English (Room 3)	English (Room 3)	English (Room 3)	English (Room 3)	English (Room 3)
8:40	9:30		Performing Other Activities				
9:30	9:50		Performing Other Activities				
9:50	10:40	50	English (Room 4)	English (Room 4)	English (Room 4)	English (Room 4)	English (Room 4)
10:40	11:30	50	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)
11:30	12:30		Lunch				
12:30	1:20	50	English (Room 1)	English (Room 1)	English (Room 1)	English (Room 1)	English (Room 1)
1:20	2:10		Performing Other Activities				
2:10	3:00	50	English (Room 2)	English (Room 2)	English (Room 2)	English (Room 2)	English (Room 2)
HGP		45		HGP (3:00 3:45)			
Number of Classroom Teaching Load per Day			6	6	6	6	6
Total Classroom Teaching load Per Day (min)			300	300	300	300	300
Class Advising Duties (min)			60	60	60	60	60
Total Actual Classroom Teaching load per Day			360	360	360	360	360
Total Actual Classroom Teaching load per Week							1800

Grade 4-10 - 55 Minutes

Time		Minutes	Learning Area / Grade Level and Section/ Activity				
			Monday	Tuesday	Wednesday	Thursday	Friday
			Flag Raising	Preliminary Activities			
6:30	7:00	55	Science (Room 3)	Science (Room 3)	Science (Room 3)	Science (Room 3)	Science (Room 3)
7:00	7:55	55	Science (Room 4)	Science (Room 4)	Science (Room 4)	Science (Room 4)	Science (Room 4)
7:55	8:50	55	Science (Room 1)	Science (Room 1)	Science (Room 1)	Science (Room 1)	Science (Room 1)
8:50	9:45		Performing Other Activities				
9:45	10:05	55	Science (Room 1)	Science (Room 1)	Science (Room 1)	Science (Room 1)	Science (Room 1)
10:05	11:00	55	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)
11:00	11:55		Lunch				
11:55	1:00	55	Science (Room 5)	Science (Room 5)	Science (Room 5)	Science (Room 5)	Science (Room 5)
1:00	1:55		Performing Other Activities				
1:55	2:50						
HGP		45		HGP (3:45 - 4:30)			
Number of Classroom Teaching Load per Day			6	6	6	6	6
Total Classroom Teaching load Per Day (min)			330	330	330	330	330
Class Advising Duties (min)			60	60	60	60	60
Total Actual Classroom Teaching load per Day			390	390	390	390	390
Total Actual Classroom Teaching load per Week			1950				

Grade 4-10 - 60 Minutes

			Learning Area / Grade Level and Section/ Activity				
Time		Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
6:30	7:00		Flag Raising	Preliminary Activities			
7:00	8:00		Performing Other Activities				
8:00	9:00	60	GMRC (2)	GMRC (2)	GMRC (2)	GMRC (2)	GMRC (2)
9:00	9:20		Performing Other Activities				
9:20	10:20						
10:20	11:20	60	GMRC (1)	GMRC (1)	GMRC (1)	GMRC (1)	GMRC (1)
11:20	12:20		Lunch				
12:20	1:20	60	GMRC (5)	GMRC (5)	GMRC (5)	GMRC (5)	GMRC (5)
1:20	2:20		Performing Other Activities				
2:20	3:20	60	GMRC (4)	GMRC (4)	GMRC (4)	GMRC (4)	GMRC (4)
3:20	4:20	60	GMRC (3)	GMRC (3)	GMRC (3)	GMRC (3)	GMRC (3)
HGP		45		HGP (4:20 - 5:05)			
Number of Classroom Teaching Load per Day			5	5	5	5	5
Total Classroom Teaching load Per Day (min)			300	300	300	300	300
Class Advising Duties (min)			60	60	60	60	60
Total Actual Classroom Teaching load per Day			360	360	360	360	360
Total Actual Classroom Teaching load per Week			1800				

Below are prototype teacher programs for Grades 4 to 10 teachers handling subjects taught four (4) times a week, such as Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education, and Music, Arts, Physical Education and Health, Araling Panlipunan, and Filipino, with time allotment options of 50, 55, or 60 minutes per session.

Grade 4-10 - 50 Minutes

Time		Minutes	Learning Area / Grade Level and Section/ Activity				
			Monday	Tuesday	Wednesday	Thursday	Friday
6:30	7:00		Flag Raising	Preliminary Activities			
7:00	7:50	50	AP (Room 4)	AP (Room 4)	AP (Room 4)	AP (Room 4)	(Any learning area)
7:50	8:40		Performing Other Activities				
8:40	9:30	50	(Any learning area)	AP (Room 5)	AP (Room 5)	AP (Room 5)	AP (Room 5)
9:30	9:50		Performing Other Activities				
9:50	10:40	50	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)
10:40	11:30	50	AP (Room 1)	AP (Room 1)	(Any learning area)	AP (Room 1)	AP (Room 1)
11:30	12:30		Lunch				
12:30	1:20	50	(Any learning area)	AP (Room 2)	AP (Room 2)	AP (Room 2)	AP (Room 2)
1:20	2:10		Performing Other Activities				
2:10	3:00	50	AP (Room 3)	AP (Room 3)	AP (Room 3)	AP (Room 3)	(Any learning area)
HGP		45		HGP (3:00 3:45)			
Number of Classroom Teaching Load per Day			6	6	6	6	6
Total Classroom Teaching load Per Day (min)			345	300	300	300	300
Class Advising Duties (min)			60	60	60	60	60
Total Actual Classroom Teaching load per Day			405	360	360	360	360
Total Actual Classroom Teaching load per Week			1845				

Grade 4-10 - 55 Minutes

Time		Minutes	Learning Area / Grade Level and Section/ Activity				
			Monday	Tuesday	Wednesday	Thursday	Friday
6:30	7:00		Flag Raising	Preliminary Activities			
7:00	7:55		Performing Other Activities				
7:55	8:50	55	TLE (Room 5)	TLE (Room 5)	TLE (Room 5)	TLE (Room 5)	(Any learning area)
8:50	9:45		Performing Other Activities				
9:45	10:05						
10:05	11:00	55	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)	(Any learning area)
11:00	11:55		Lunch				
11:55	1:00	55	(Any learning area)	TLE (Room 3)	TLE (Room 3)	TLE (Room 3)	TLE (Room 3)
1:00	1:55	55	TLE (Room 4)	TLE (Room 4)	(Any learning area)	TLE (Room 4)	TLE (Room 4)
1:55	2:50	55	(Any learning area)	TLE (Room 2)	TLE (Room 2)	TLE (Room 2)	TLE (Room 2)
2:50	3:45	55	TLE (Room 1)	TLE (Room 1)	TLE (Room 1)	TLE (Room 1)	(Any learning area)
HGP		45		HGP (3:45 - 4:30)			
Number of Classroom Teaching Load per Day			6	6	6	6	6
Total Classroom Teaching load Per Day (min)			330	330	330	330	330
Class Advising Duties (min)			60	60	60	60	60
Total Actual Classroom Teaching load per Day			390	390	390	390	390
Total Actual Classroom Teaching load per Week			1950				

Grade 4-10 - 60 Minutes

Time		Minutes	Learning Area / Grade Level and Section/ Activity				
			Monday	Tuesday	Wednesday	Thursday	Friday
6:30	7:00		Flag Raising	Preliminary Activities			
7:00	8:00		Performing Other Activities				
8:00	9:00						
9:00	9:20						
9:20	10:20	60	MAPEH (Room 4)	MAPEH (Room 4)	MAPEH (Room 4)	MAPEH (Room 4)	(Any learning area)
10:20	11:20	60	(Any learning area)	MAPEH (Room 5)	MAPEH (Room 5)	MAPEH (Room 5)	MAPEH (Room 5)
11:20	12:20		Lunch				
12:20	1:20	60	MAPEH (Room 2)	MAPEH (Room 2)	(Any learning area)	MAPEH (Room 2)	MAPEH (Room 2)
1:20	2:20	60	(Any learning area)	MAPEH (Room 3)	MAPEH (Room 3)	MAPEH (Room 3)	MAPEH (Room 3)
2:20	3:20	60	MAPEH (Room 1)	MAPEH (Room 1)	MAPEH (Room 1)	MAPEH (Room 1)	(Any learning area)
3:20	4:20						
HGP		45		HGP (4:20 - 5:05)			
Number of Classroom Teaching Load per Day			5	5	5	5	5
Total Classroom Teaching load Per Day (min)			300	300	300	300	300
Class Advising Duties (min)			60	60	60	60	60
Total Actual Classroom Teaching load per Day			360	360	360	360	360
Total Actual Classroom Teaching load per Week			1800				



Republic of the Philippines
Department of Education
 MIMAROPA REGION

Enclosure 3

Division Data on Schools' Adoption of Time Allotments in Class Programs in Compliance with DepEd Order No. 12, s. 2024

Division: _____

Course Level	Total Number of Schools in the SDO	Number of Schools Implementing Each Time Allotment (in minutes)				Start of Implementation (Date)
		45	50	55	60	
Elementary School						
Junior High School						
TOTAL						

What factors influenced schools' decisions to adopt 45, 50, or 55-minute time allotments for their class programs? Please specify any challenges related to resources, teacher availability, class size, or other contextual factors that led to these choices.

Time Allotment (minutes)	Challenges of Schools	SDO Plan of Action to Address the Challenges
45		
50		
55		
60		

Prepared by:

 Chief Education Supervisor, CID

Noted by:

 Schools Division Superintendent

CLMD/GSR



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