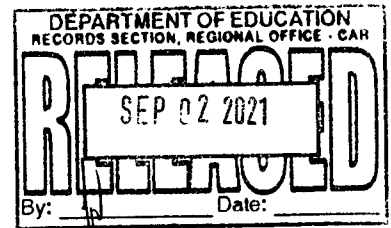Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION

August 4, 2021

REGIONAL MEMORANDUM
NO._____ 380 . 2021

GUIDELINES IN IMPLEMENTING EARLY LANGUAGE LITERACY AND NUMERACY (ELLN) PROGRAM IN DEPED CAR

To: Assistant Regional Director
Schools Division Superintendents
All Others Concerned
All Divisions

1.   DepEd CAR issues the enclosed policy on the **Guidelines in Implementing Early Language Literacy and Numeracy (ELLN) Program in DepEd CAR** to provide guidance to each governance level on its implementation.

2.   This policy is a result of a research conducted at the regional level on the effect and best practices as regards ELLN implementation for kindergarten to grade 3. It aims to present various course of actions to be implemented at each governance level to enhance the implementation of Early Language, Literacy, and Numeracy Program; and to guide each governance level to effectively organize and manage related programs to develop the literacy and numeracy skills of K to 3 learners and enhance the content and pedagogical knowledge of K to 3 teachers on ELLN.

3.   These guidelines will remain in force and in effect for the duration of the program, unless sooner repealed, amended, or rescinded. All existing regional memoranda that are inconsistent with this Memorandum are rescinded.

3.   Immediate dissemination of and strict compliance with this Memorandum is directed.

ESTELA LEON-CARIÑO EdD, CESO III
Director IV/Regional Director

CLMD/CFM/bah

GUIDELINES IN IMPLEMENTING EARLY LANGUAGE, LITERACY, AND NUMERACY (ELLN) PROGRAM IN DEPED CAR

I.   Rationale

1. The Department of Education (DepEd) has been consistently faithful to its commitment of developing Filipino children who are literate and numerate and who possess the right attitude to become lifelong learners. In support to the "Every Child A Reader Program (ECARP)," DepEd has continued strengthening its reading program by implementing the Early Language, Literacy, and Numeracy (ELLN) Program. It is the goal of this program to improve the literacy and numeracy skills of K to 3 learners following the K to 3 Basic Education Curriculum.

2. The ELLN program has four components that are necessary to effectively implement the program in all schools. These components include the establishment of baseline data, development of learning materials, development of classroom-based assessment protocol for literacy and numeracy skills, and professional development of teachers and school heads.

3. To strengthen the implementation of ELLN Program, DepEd Cordillera Administrative Region (DepEd CAR) has initiated and conducted regional training-workshops among teachers, school heads, and supervisors. The various training-workshops aim to support Kinder to Grade 3 teachers' capacity to teach and to assess early reading and numeracy skills; to strengthen the skills of school heads and instructional managers and supervisors; and to improve management and administration of the program. All these efforts are expected to raise the K to 3 learners' performance in language, literacy, and numeracy subjects, especially efforts focused on schools that require immediate technical assistance in early literacy and numeracy instruction.

4. To monitor and evaluate the implementation of ELLN program in all schools, a yearly ELLN Assessment (ELLNA) is being administered to Grade 3 learners. The results of the assessment shall be utilized to determine if learners are meeting Grade 3 learning standards; analyze patterns in language development together with other language, literacy, and numeracy assessments to develop appropriate intervention programs; formulate evidence-based policies and plans for Mother Tongue Based – Multilingual Education (MTB-MLE) instructional practices and learning environment provisions that impact learning outcomes; improve MTB-MLE instruction; identify teacher training needs; and initiate and conduct research on MTB-MLE instructional practices and learning environment provisions that impact student learning outcomes.

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5. As an initiative, DepEd CAR issued Regional Memorandum No. 355, s. 2020 for the conduct of content and pedagogical knowledge (CPK) test on ELLN for K to 3 teachers to identify potential areas for teachers professional development.

6. The DepEd CAR issues this policy to present various course of actions to be implemented at each governance level to enhance the implementation of Early Language, Literacy, and Numeracy Program; and to guide each governance level to effectively organize and manage related programs to develop the literacy and numeracy skills of K to 3 learners and enhance the content and pedagogical knowledge of K to 3 teachers on ELLN.

II. Scope

8. This policy shall guide all public schools, schools division offices, and the regional office of DepEd CAR in effectively implementing the ELLN Program by adopting the strategies and processes recommended herein. It provides concrete basis for the development of programs, policies and issuances relative to the implementation of the said program.

III. Definition of Terms

9. For the purposes of this policy, the following terms are defined/understood as follows:

a. **Content Knowledge** – It refers to a teacher's understanding of the concepts and skills to be taught. It is focused on what teachers know about what they teach.

b. **Early Language, Literacy, and Numeracy (ELLN) Program** – It is an early grade program that focuses on literacy and numeracy.

c. **Learning Materials** – These refer to learning resources that a teacher may use in teaching or learning situations to attain the desired learning objectives.

d. **Literacy** – This refers to the acquisition of language skills by K to 3 learners along alphabet knowledge, phonics and word reading, spelling, book and print knowledge, vocabulary, grammar, reading comprehension, listening comprehension, and study skills.

e. **Mother Tongue** – This refers to the first language that K to 3 learners use to communicate at home.

f. **Numeracy** – It is concerned with the development of mathematical skills that include counting, estimating, calculating, measuring, and problem solving among K to 3 learners.

g. **Pedagogical Knowledge** – It refers to the knowledge of teachers in creating an ideal learning environment so that learning will take place. It is focused on what teachers know about teaching.

h. **Professional Development Program** – It is a mentoring or learning partnership program for K to 3 teachers and instructional leaders. It aims

to strengthen the teachers' capacity to teach and assess early language and numeracy skills and the skills of school heads as instructional managers and supervisors.

IV. Policy Statement

10. DepEd CAR shall adhere to the following principles in pursuit of the Early Language, Literacy, and Numeracy Program:

a. Learning to read, write, and count is critical to a child's success in school and later in life. One of the best predictors of school success is the level of the child's progress in these foundational skills.

b. The early childhood years, from birth to age eight, comprise the most important period for language, literacy, and numeracy development.

c. The ability to read, write, and count does not develop naturally, or without careful planning and instruction.

d. The availability of age-appropriate and culturally-sensitive materials for children are extremely important to encourage the regular practice of reading and counting.

e. The role of teachers in early childhood education is critical. K to 3 teachers should adopt pedagogical practices that motivate learners and they should undertake ongoing teacher professional development programs to ensure that they have the knowledge, skills and confidence to teach.

f. Professional development program can help new and experienced teachers develop the skills they need to feel confident in the classroom. Effective professional development program helps teachers shape career-long learning.

g. By continuously gathering relevant data through various forms of assessments, areas of concern in the implementation of ELLN are identified and addressed through adoption of various strategies and processes.

V. Various Strategies and Processes to Effectively Implement Early Language, Literacy, and Numeracy (ELLN) Program

A. Establishment of Baseline Data

11. The Regional Office

a. The Curriculum and Learning Management Division with the assistance of the Information and Communication Technology Unit (ICTU) shall create and manage a regional training and development information system (RTDIS) to establish data on the following:
   i. Number of schools trained on ELLN,
   ii. Number of teachers with trainings on ELLN,
   iii. Number of K to 3 teachers trained as ELLN facilitators,
   iv. Number of K to 3 teachers with or without trainings on ELLN,

v. Number of K to 3 teachers with trainings on ELLN at the school, district, division, or regional level,

vi. Number of K to 3 teachers with bachelor or graduate degree related to early childhood education,

vii. Mother tongue of K to 3 teachers,

viii. Mother tongue being used by the locality where the school is situated,

ix. Training needs of K to 3 teachers in facilitating ELLN classes,

x. Professional development programs on ELLN participated,

xi. Number of ELLN learning resources available in the division,

xii. Number of school heads and supervisors with training on ELLN at the district, division or regional level, and

xiii. Other relevant data

The RTDIS shall provide relevant data to the regional office in identifying teachers who shall undergo trainings on ELLN, the training needs of K to 3 teachers, and teachers or school heads who could be tapped as trainers for ELLN at the regional level. In addition, data that will be consolidated from the RTDIS shall provide inputs in the planning and crafting of program and project proposals with the intention of improving the capacity of teachers and school heads to implement ELLN programs in their respective schools and intensifying the capability of supervisors to monitor the implementation of ELLN in the division or region.

12. The Schools Division Office

a. The Schools Division Office, through the Curriculum Implementation Division (CID) shall assist the Regional Office in the creation and management of a centralized training and development information system to establish data on ELLN.

In the same manner, the RTDIS shall guide the division office in identifying teachers who shall undergo trainings on ELLN, the training needs of K to 3 teachers, and teachers or principals who could be tapped as trainers for ELLN at the division or district level.

13. The School

a. The school head shall be given access of the RTDIS.

b. The school head shall ensure that all K-to-3 teachers in his or her school are enrolled in the RTDIS.

c. The school head shall use the RTDIS as basis in recommending K to 3 teachers who shall undergo trainings or teacher professional development on ELLN at the division, regional, or national level and in tapping trainers or facilitators for school-based trainings on ELLN.

B. Professional Development of Teachers and School Heads

14. The Regional Office

a. The CLMD, in collaboration with the National Educators Academy of the Philippines in the Region (NEAP-R), shall conduct trainings on ELLN

targeting the training needs of teachers and school heads based on the RTDIS and the results of the ELLN Assessment and Content and Pedagogical Knowledge (CPK) test.

b. In terms of the qualification of ELLN trainer and facilitator, he or she must be an able or expert in ELLN. Able or expert trainer means that he or she is a teacher of ELLN, is well-equipped and knowledgeable of ELLN content and pedagogies, has a good grasp of K to 3 learners in terms of backgrounds, developments, learning needs and preferences, is able to connect ELLN lessons to the lives of his or her learners, is open to new learnings and able to apply these learnings into his teaching, is connected and supportive of other teachers, is committed to his or her teaching, and one who seeks new opportunities for professional development.

c. In the selection of participants, teachers who have no trainings shall be prioritized. The RTDIS shall be used in the determination of participants.

15. The Schools Division Office

a. The CID, in collaboration with the School Governance and Operations Division (SGOD), shall conduct trainings on ELLN targeting the training needs of teachers and school heads based on the RTDIS and the results of the ELLN Assessment (ELLNA) and Content and Pedagogical Knowledge (CPK) test.

b. The qualifications of a trainer or facilitator stated in 14.b shall be considered in determining the ELLN trainer or facilitator.

d. In the selection of participants, teachers who have no trainings shall be prioritized. The RTDIS shall be used in the determination of participants.

16. The School

a. The school shall conduct the monthly ELLN TPD program. The following shall be considered:
    i. The school head shall ensure that the schedule of the conduct of ELLN TPD program is strictly followed. Other school activities must be scheduled such that they are not in conflict with the conduct of ELLN TPD program.
    ii. Time of conduct of the ELLN TPD program shall be adjusted when necessary to ensure that all sessions as reflected in the training design are implemented.
    iii. Development and quality assurance of appropriate learning materials shall be integrated in each session.
    iv. Session outputs shall be collected at the end of each session.
    v. The school head shall strictly monitor and evaluate the monthly implementation of the ELLN TPD program.
    vi. Monthly accomplishment report on the different activities conducted in relation to the implementation of ELLN TPD program shall be submitted to the division office.

b. The qualifications of a trainer or facilitator stated in 14.b shall be considered in determining the ELLN trainer or facilitator.

c. The school head shall ensure full and active participation of all K to 3 teachers in all school- based ELLN trainings and workshops.

C. Assignment of K-to-3 Teachers

17. To ensure that the right teachers are assigned to K to 3 grade levels, the following shall be considered:

a. The school head shall ensure that teachers who will be assigned in K to 3 grade levels have good backgrounds on ELLN teaching, that is, they have trainings on ELLN or have a bachelor or graduate degree in early childhood education.

b. Teachers with good backgrounds on ELLN teaching shall be prioritized to be assigned in K to 3 grade levels.

c. A teacher who will be assigned as a school ELLN coordinator shall have a good background on ELLN teaching.

d. The school head together with the school ELLN coordinator shall assist and provide technical assistance to K to 3 teachers in the implementation of ELLN program.

D. Organization of School ELLN Learning Resource Corner

18. The following shall be considered in organizing the School ELLN Learning Resource Corner

a. To ensure that there are readily available learning materials for ELLN teaching and learning, all schools are mandated to organize ELLN learning resource corner, which is a sub-unit of the school's learning resource center. The school shall ensure that there are available learning resources for each grade level and are labeled by grade level.

b. The ELLN learning resource center shall be managed by the assigned school ELLN coordinator.

c. To ensure that schools are guided on how to organize ELLN learning resource centers, the regional and division Learning Resource Management and Development System (LRMDS), in collaboration with the regional and division ELLN focal persons, shall conduct orientations to school heads and school ELLN coordinators.

E. ELLN Assessment (ELLNA) and Content and Pedagogical Knowledge (CPK) Test

19. The Quality Assurance Division (QAD), in coordination with the regional focal for ELLN, shall help the schools and division offices in the annual conduct of the ELLN Assessment (ELLNA) among grade-3 learners and once

every 3-year test on Content and Pedagogical Knowledge (CPK) among K to 3 teachers.

The CLMD, in collaboration with the QAD, shall lead in the analysis of the results of the ELLNA and CPK test and provide technical assistance to schools and division offices on how the results could be used to plan and implement intervention programs, projects, and activities to improve the implementation of ELLN in the region.

The CLMD shall issue a memorandum to communicate the results and analysis of the ELLNA and CPK test to schools, SDOs, and functional divisions of the region.

F. Intervention and Enrichment Programs

20. The regional office shall issue a memorandum that presents the ELLN targets for teachers' professional development and learners' intervention or enrichment programs based on the CPK Test and ELLNA. See **Annex 1** for the ELLN targets for K to 3 teachers' professional development and K to 3 learners' intervention and enrichment programs for the next three years, starting school year 2021-2022.

From the results of the ELLNA and CPK Test, the school, division office, and regional office shall implement continuous teacher professional development (TPD) programs and learners' intervention or enrichment programs that are aligned with the regional office ELLN targets.

From the TPD programs participated in, teachers shall develop an action plan for implementation. The implementation of the teacher's action plan shall be closely monitored by the school head and school ELLN coordinator.

Each school shall have a separate intervention or enrichment program for literacy and numeracy to ensure that identified areas of weaknesses are addressed and areas of strengths are sustained.

G. Conditions and Strategies that Support Effective ELLN Teaching and Learning

The conditions and the strategies that support effective ELLN teaching and learning shall be considered by the school in implementing ELLN programs. These conditions and strategies were based on the result of the ELLN Program Implementation Survey.

21. The following are the seven conditions that support effective ELLN Teaching.

    a. Able or expert teacher

       Able or expert teacher means that he or she is a teacher of ELLN, is well-equipped and knowledgeable of ELLN content and pedagogies, has a good grasp of K to 3 learners in terms of backgrounds, developments, learning needs and preferences, is able to connect ELLN lessons to the life of his or her learners, is open to new learnings and able to apply these

learnings into his teaching, is connected and supportive of other teachers, is committed to his or her teaching, and one who seeks new opportunities for professional development.

b. Use of developmentally appropriate teaching practices

Having a collection of varied and appropriate teaching strategies provides assurance to K to 3 teachers to effectively and efficiently teach ELLN. This wide range of teaching strategies offers options for flexibility in teaching lessons that can be demonstrated in multiple ways to cater the different learning styles and needs of K to 3 learners. Giving encouragement to learners, providing opportunities to be curious and enthusiastic about the lesson, using developmentally appropriate practices, using interactive activity sheets, allowing children to do things on their own, teaching from simple to complex, using manipulatives or concrete materials and visuals or images that promote exploration and discovery, being able to apply their learning to real-life situations, use of explicit teaching, and offering engaging learning activities are perceived to be appropriate teaching strategies in early language literacy and numeracy.

c. Mastery of foundational knowledge and skills

These foundational knowledge and skills are referred to as pre-requisite knowledge or skills. For example, having mastered the sounds of letters would allow learners to easily learn the skill of reading or having understood well the concepts of numbers would permit learners to do number operations competently. Learners who did not master foundational knowledge and skills usually struggle in higher grades. To ensure that K to 3 learners have acquired the foundational knowledge and skills, teachers should be committed in developing the literacy and numeracy skills among their students by strictly following the curriculum.

d. Readiness of children

Readiness is directly related to having mastery of foundational knowledge and skills. For children to be ready they need to have mastery of pre-requisite skills, but this is only one of the aspects of readiness. Readiness will also mean children are ready emotionally, physically, and socially. Also, readiness would mean children are motivated to learn and participative in all learning activities. By coming up with captivating, interactive and engaging activities, using manipulatives and visuals or images, and integrating play in the lessons, children become active learners.

e. Availability of appropriate learning materials

The success of teaching and learning ELLN depends greatly on the availability of appropriate learning materials. Considering the nature of K to 3 learners, learning materials that activate the children's sensory are important because children at these grades or levels need sensory experiences. Thus, multi-sensory learning materials such as realia, manipulatives, interactive activity sheets and reading materials, audio

materials, moving visuals and images shall be used. Learning becomes meaningful and retention of learning is better when children can manipulate the materials.

f. Supportive school and family

The right support given by the school and family to children contributes to effective literacy and numeracy teaching. School support may refer to school services or resources provided to learners to help them succeed in ELLN. School support will also include the instructional support being given by teachers to their learners, the relationship that they establish with children, and the learning environment that they create for the children to learn safely, efficiently, and effectively. Moreover, school support will also refer to the different help being given by the school to teachers so that they can facilitate ELLN well. This support includes the training-workshops and scholarships that they provide for teachers to become adept at teaching ELLN.

On the other hand, family support may refer to any help being given by the family to the child in learning ELLN. Willingness of the parents to assist their child in accomplishing literacy or numeracy learning activities, active participation in the parent-teacher partnership to guide children in their education and providing conducive learning environment for ELLN at home are some family supports that may be offered to the learner.

g. Well-established Routinary Activities

Routinary activities refer to daily activities being conducted with the goal of improving ELLN skills of children. "I do, we do, you do" routine and "Drop Everything And Read" are some examples of routinary activities that are found to be effective in enhancing the literacy and numeracy skills of learners.

22. There are 11 effective teaching practices that are found to be helpful in improving K to 3 learners' ELLN Skills.

These teaching practices are (a) relating lessons to real-life situations, (b) collaborative and interactive learning, (c) use of developmentally appropriate learning activities, (d) differentiated teaching, (e) explicit teaching, (f) learning through play, (g) learning from simple to complex skills, (h) use of learner-centered activities, (i) use of appropriate learning materials (realia, manipulatives, visuals, images, etc.), (j) use of mother tongue as medium of instruction, and (k) establishing ELLN programs.

These teaching practices shall be integrated when teaching ELLN. School heads and school ELLN coordinator shall provide technical assistance to K to 3 teachers on how these teaching strategies can be used in ELLN teaching and learning.

During LAC sessions, teaching simulations to demonstrate these teaching practices are encouraged for K to 3 teachers to learn from and imitate.

H. Funds for the Adoption of Strategies and Processes to Effectively Implement Early Language, Literacy, and Numeracy (ELLN) Program

23. To meet the objectives of this policy, each governance level shall make the necessary adjustments in its existing Work and Financial Plan (WFP) and Annual Implementation Plan (AIP) or shall include in its annual planning the accommodation and implementation of the different programs, projects, and activities that are stated in this guide.

VI. Monitoring and Evaluation

24. At the regional level, the CLMD, in coordination with the Policy, Planning, and Research Development Division (PPRD), shall develop a monitoring and evaluation tool to assess the implementation of this policy at the division and school levels. Monitoring shall be done once every semester and shall include an evaluation of the challenges and issues encountered throughout policy implementation. The CLMD shall likewise prepare an annual report summarizing all reports of SDOs regarding the implementation of this policy. Results of the analysis of implementation of this policy at the school, division, and regional levels shall be presented at the end of the school year to the Regional Executive Committee and Management Committee for appropriate action and for evaluating the policy for continuous improvement of its implementation.

At the division level, the Curriculum Implementation Division (CID) shall monitor and evaluate the implementation of this policy in all schools once every quarter and prepare a report every semester that includes challenges and issues encountered throughout the policy implementation. The said report shall be submitted to the regional office through the CLMD for collation and analysis.

At the school level, the school head shall monitor and evaluate the implementation of this policy monthly and prepare a report every quarter that includes challenges and issues encountered throughout the policy implementation. The said report shall be submitted to the division office for collation and analysis.

25. References

DepEd Order No. 12, s. 2015, "Guidelines on Early Language, Literacy, and Numeracy Program: Professional Development Component."

DepEd Order No. 33, s. 2016, "Guidelines on the Utilization of the 2016 Every Child a Reader Program Funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component."

DepEd Order No. 55, s. 2016, "Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program."

DepEd CAR Regional Memorandum No. 355, s. 2020, "Conduct of Content and Pedagogical Knowledge Test on Early Language Literacy and Numeracy for K-To-3 Teachers."

DepEd CAR Regional Memorandum No. 365, s. 2019, "Result of the Early Language Literacy and Numeracy Assessment (ELLNA) for School Year 2016-2017; 2017-2018 and Basic Education Exit Assessment (BEEA) for School Year 2018-2019."

Hidalgo, B. (2021). *Impact of Early Language Literacy and Numeracy (ELLN) Teacher Professional Development Program.* La Trinidad, Benguet: DepEd CAR Regional Office.

26. Effectivity

This policy shall take effect immediately upon its approval.

Annex A

Three-Year Early Language Literacy and Numeracy (ELLN) Targets
For Teachers Professional Development and Learners' Intervention Programs

SY 2021 – 2022	SY 2022 – 2023	SY 2023 – 2024
Literacy		
Phase 1 (First Quarter)	Monitoring and Evaluation of the Implementation of Teachers' Action Plan	Monitoring and Evaluation of the Implementation of Teachers' Action Plan
Spelling		
Phonemic Awareness		
Print Awareness	Continuous Teachers' Professional Development based on Teachers' Training Needs on Content and Pedagogical Knowledge	Continuous Teachers' Professional Development based on Teachers' Training Needs on Content and Pedagogical Knowledge
Reading Fluency		
Phase 2 (Second Quarter)		
Writing/Composition		
Alphabet Knowledge		
Oddity Task		Conduct of CPK Test on Literacy
Oral Blending		
Vocabulary Development		
Phase 3 (Third Quarter)		
Phonemic Manipulation		
Reading Comprehension		
Grammar Awareness		
Rhyme		
Oral Segmentation		
Numeracy		
Phase 1 (First Quarter)	Monitoring and Evaluation of the Implementation of Teachers' Action Plan	Monitoring and Evaluation of the Implementation of Teachers' Action Plan
Numbers and Number Sense		
Seriation		
Phase 2 (Second Quarter)	Continuous Teachers' Professional Development based on Teachers' Training Needs on Content and Pedagogical Knowledge	Continuous Teachers' Professional Development based on Teachers' Training Needs on Content and Pedagogical Knowledge
Operations on Whole Numbers		
Classification		
Phase 3 (Third Quarter)		
Matching		Conduct of CPK Test on Numeracy
Conservation		