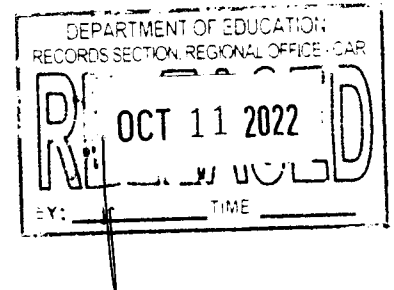




Republic of the Philippines
Department of Education
 Cordillera Administrative Region
 Wangal, La Trinidad, Benguet



October 8, 2022

REGIONAL MEMORANDUM
 No. 495-2022

**GUIDANCE ON THE IMPLEMENTATION OF KINDERGARTEN
 EDUCATION PROGRAM**

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

1. Pursuant to DepEd Order No. 7 and 22, s. 2015 entitled Hiring Guidelines for Teacher I Position effective School year (SY) 2015-2016 and Hiring Guidelines of the Remaining Teaching Positions Effective School Year (SY) 2015-2016, DepEd Order No. 47, s. 2016 on Omnibus Policy on Kindergarten Education and with reference to the issues/concerns raised by the implementers and Schools Division Kindergarten Focal Persons, this Office hereby issues this Memorandum to reiterate essential guidelines for an efficient and effective Kindergarten Education Program implementation in the region.

2. For easy reference, the following shall provide guidance:

Description	Particulars
A. Additional Requirements and/or Educational Qualifications	<p>1. He/She must have obtained any of the following degrees or its equivalent:</p> <p>Degrees:</p> <ul style="list-style-type: none"> • Bachelor in Early Childhood Education • Bachelor of Science in Preschool Education • Bachelor of Science in Family Life and Child Development • Bachelor in Elementary Education, with specialization in Kindergarten, Preschool or Early Childhood Education (ECE) • Bachelor in Elementary Education, Major in Teaching Early Grades • Bachelor of Arts/Science Degree in discipline allied to Education, such as Psychology, Nursing, Music and Arts, etc. with at least 18 units in content courses or subjects in ECE <p>Equivalent:</p> <ul style="list-style-type: none"> • Bachelor in Elementary Education, Major in Special Education (SPED) with 18 units in ECE • Bachelor in Secondary Education with





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Description	Particulars
	<p>additional Diploma in ECE including Practice Teaching in Kindergarten Education</p> <ul style="list-style-type: none"> • Other degree courses and/with at least 18 units in Early Childhood Education <p>The Division Selection Committee may consider any other similar Bachelor's Degree in Early Education.</p> <p>2. In cases where there are limited eligible teachers with ECE units, the following measures maybe adopted:</p> <ul style="list-style-type: none"> • Upon appointment, the teacher shall be required by the Schools Division Office (SDO) to earn ECE units gradually. Nine (9) ECE units may be earned at the end of Year 1; eighteen units (18), Year 2; and twenty-one (21) units, Year 3.
B. Teacher Induction program	Kindergarten teachers must attend the K to 3 Teacher Induction Program organized by the School Head and/or Schools Division Superintendent (SDS).
C. Continuous Professional Development Trainings/ Programs	<p>1. School Heads shall organize and monitor Learning Action Cells for all K to 3 teachers as a venue for continuous and cost-effective in-service training and teacher development. Trained Kindergarten teachers are encouraged to initiate and facilitate these collaborative learning sessions with other Kindergarten teachers especially the newly hired teachers.</p> <p>2. Kindergarten teachers are encouraged to pursue continuous professional development by attending teacher-training programs, seminars, and/or conferences on areas such as but not limited to: developmentally appropriate practices, and Early Language Literacy and Numeracy (ELLN).</p>
D. Teacher-student Ratio	The organization of Kindergarten class in public schools is prescribed to be 1:25 teacher-pupil ratio and classroom-pupil ratio. In Multigrade schools where the number of enrolment is less, classes should still be organized (Kindergarten class should be conducted separately).

3. Schools Division Offices (SDOs) through the Curriculum and Implementation Division (CID) Kindergarten Focal Person shall monitor and evaluate the implementation of Kindergarten Education Program. The focal person prepare a report quarterly that includes the best practices or initiatives of the school/teachers, challenges, issues, and concerns met, intervention/s,



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effect/impact of the intervention/s and needs. The said report shall be submitted one week before the scheduled quarterly meeting, through the Regional Focal Person's email address, for analysis.

4. Attached is the Template for the Report of the SDOs.
5. For any inquiry or concern you may contact Rosita C. Agnasi, OIC of CLMD or Denia O. Tarnate, Regional Focal Person through their e-mail addresses at rosita.agnasi@deped.gov.ph or denia.tarnate@deped.gov.ph.
6. Immediate dissemination of and compliance with this Memorandum is directed.


ESTELA P. LEON-CARIÑO EdD, CESO III

 Director IV/ Regional Director 



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Enclosure 1 to RM No. _____

Template: M&E on the Implementation of Kindergarten Education Program

SDO: _____

Best Practice/s or Initiatives in Kindergarten Implementation	Challenges/ Issues/ Concerns	Intervention/s	Effect/Impact of the Intervention/s	Needs
A. Learning Delivery				
B. Continuous Professional Development				
C. Learning Resources				
D. Teacher-Pupil Ratio				
E. Parent's Involvement in the Education of their child				
F. Others				