



2606-2404

Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF VIGAN CITY

DIVISION MEMORANDUMNo. 486, s.2026

29 JUN 2026

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

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Elementary and Integrated Schools
All Others Concerned

1. In reference to **Regional Memorandum No. 796, s. 2026** titled, "*Additional Guidance on the Provision of Support to Key Stage 1 Teachers (Kindergarten to Grade 3)*", the Department of Education, through the Curriculum and Learning Management Division, provides additional guidance on the provision of support to Key Stage 1 teachers.
2. Please refer to the attached Memorandum 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 instruction.
3. Should there be further concerns or questions, please coordinate with the BHROD-SED via email at bhrod.sed@deped.gov.ph or through landline number: (02) 8633-5397.
4. For information and guidance.

VILMA D. EDA, CESO V
Schools Division Superintendent

SGOD/aff/DM_AdditionalGuidanceK-3
June 25, 2026





Republic of the Philippines
Department of Education
 REGION I



JUN 25 2026

2026-2404 E1098

REGIONAL MEMORANDUM

No. 796, s. 2026

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

To: Schools Division Superintendents

1. Pursuant to the attached DM-OUHRODI_2026 -2055 from the Office of the Undersecretary for Human Resource and Organizational Development and Infrastructure dated June 10, 2026, this Office, through the Curriculum and Learning Management Division, provides additional guidance on the provision of support to Key Stage 1 teachers.
2. Please refer to the attached Memorandum 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 instruction.
3. Should there be further concerns or questions, please coordinate with the BHROD-SED via email at bhrod.sed.deped.gov.ph or through landline number: (02) 8633-5397.
4. For information and guidance.

Estela P. Leon-Carino
ESTELA P. LEON-CARINO, EdD, CESO III
 Director IV / Regional Director

Incl: DM-OUHRODI-2026 -2055
 Reference: DM- OUHRODI-2026 -2055
 To be indicated in the Perpetual Index
 Under the subject

TRAINING

CLMD/eac/jdd/Memo_AdditionalGuidanceOnTheProvisionOfSupportToKS1
 June 23, 2026



Flores St., Catbangen, City of San Fernando, La Union
 Telephone Nos.: (072) 607-8137/682-2324
 DepEd Region I region1@deped.gov.ph
 www.depedregion1.com

Doc. Ref. Code	RM-ORD	Rev	00
Effectivity	11.18.2024	Page	1 of 1



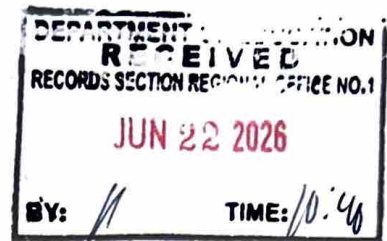


Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUCTURE



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 (KSI) 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 KSI 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 KSI, 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 KSI 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 KSI 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 KSI teachers.

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

Submit to the Schools Division Office (SDO) the identified support to strengthen KSI 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 KSI 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 BHIROD-SED via email at bhirod.sed@deped.gov.ph or through landline number: (02) 8633-5397.

For your appropriate action.