

2025

Human Resource and Organizational Development Strand
BHRD-School Effectiveness Division

TEACHER WORKLOAD POLICY TOOLKIT

Photo by DepEd Public Affairs Service

MESSAGE FROM THE SECRETARY

"Sa DepEd, ang ating pundasyon ay ang ating mga kawani."

This is a line I shared during the 2025 HROD Convention last February—words that continue to guide our work as we build a Department that places the highest value on the people who serve at its very core: our teachers, school heads, and non-teaching personnel.

In 2024, we issued **DepEd Orders No. 002 and 005, s. 2024** as our landmark policies that aim to **rationalize the workload of teachers** and **remove administrative tasks** from their responsibilities. But we recognize that any meaningful reform requires careful and consistent implementation. This is where your leadership matters most.

This **Policy Toolkit** spearheaded by the HROD Strand as a practical resource material can help our **School Heads** become champions of these reforms at the school level. It offers clear guidance on how to follow the standards, parameters, and procedures set in the policies, so that implementation is not just compliant, but impactful.

To our **School Heads**, we hope this toolkit equips and empowers you to lead these changes with clarity, and to create a more supportive and enabling environment for all school personnel.

To our **Teachers**, we deeply recognize the vital role you play in shaping the future of our learners. These reforms reflect our commitment to honor your time, energy, and dedication, so you can focus on what truly matters: teaching and inspiring our learners.

To our **Non-Teaching Personnel**, this is our unwavering commitment to you as well. As we continue to roll out reforms, we are equally focused on strengthening your roles and protecting your workload. Your contribution is just as critical in ensuring our schools run effectively.

"Dahil sa huli, ang tahanang ating binubuo ay hindi para sa atin—kundi para sa mga kabataang magmamana nito."

Every policy we implement is a building block toward a better future for our Filipino learners. And I am at peace knowing that you—our school leaders—are with us in this journey: **rationalizing workload**, **streamlining school processes**, and creating an environment where **quality basic education** can truly thrive.

Maraming salamat sa inyong dedikasyon at walang sawang suporta. Padayon!



SONNY ANGARA

Secretary

Department of Education



MESSAGE

Dear School Heads,

We all share the same goal—to provide our learners with the best possible education. And we know that to make this happen, **we must take care of our teachers.** Over the years, teaching has become more demanding—not just inside the classroom, but beyond it. That's why the Department is taking a firm stand to cultivate a working environment that promotes teacher welfare. One way we've done this is through the issuance of **DepEd Orders Nos. 002 and 005, s. 2024**, our key policies on rationalizing teacher workload and removing administrative tasks from their responsibilities.

We understand that you need support in implementing these policies. This **Teacher Workload Policy Toolkit** is part of that effort. It serves as your companion in understanding and putting into action DO Nos. 002 and 005, s. 2024.



We designed this toolkit to be **practical, easy to follow, and grounded in the everyday realities** of school. Whether you're a school head managing teaching load or a teacher seeking clarity on how these policies apply, this guide walks you through the essential steps—assessing, planning, and assigning work more fairly and strategically.

At the core of all this is a simple but powerful idea: **teachers should be able to focus on teaching.** And to make that possible, they need our full support—through clear policies, intentional planning, and strong collaboration across the school community.

Let's work together to make this a reality in every school. Thank you for your continued dedication and leadership.

Mabuhay po kayo, at mabuhay ang ating mga guro!


WILFREDO E. CABRAL
Undersecretary
Human Resource and Organizational Development

Introduction

Hello, Dear **School Heads!** Welcome to the **Teacher Workload Policy Toolkit!**

This resource material is specially designed to help you better understand and effectively implement the recently issued DepEd Orders governing Teacher Workload.

With the release of DepEd Order No. 002, s. 2024 and DepEd Order No. 005, s. 2024, we recognize that these policies require significant changes and adjustments in how things have previously been.

As school heads, we believe that you are in the best position to positively influence the workload of teachers and non-teaching personnel in your respective schools. While the responsibility is great, we don't want you to feel lost or overwhelmed. This Policy Toolkit is designed to be your reliable partner as you navigate and implement these policy changes.

Inside, you'll find practical strategies, step-by-step guides, and helpful resources that we hope will empower you to lead the way in rationalizing and improving teacher workload in your school.

Let's embark on this journey together—your leadership makes the difference!

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MISSION BRIEFING:

About This Policy Toolkit

Mission Briefing: About this Policy Toolkit

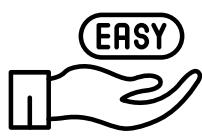
Hello, Dear School Heads! Just like in any journey, it helps to begin with a clear sense of purpose. With this, allow us to walk you through what this Policy Toolkit is about.

In 2024, the Department issued **DepEd Order No. 002, s. 2024** and **DepEd Order No. 005, s. 2024**, which we will refer to as the **Teacher Workload Policies**. When these policies were released, they introduced key changes in how we manage the workload of our teachers. As school heads, you are at the forefront of leading these changes within your schools.

Change can feel overwhelming at times, yet it's an important step toward something better. To help you out, we developed this Policy Toolkit—to support you in understanding and applying these policies in ways that are clear, practical, and rooted in your day-to-day realities.

This policy toolkit is not just a summary. It aspires to help you understand the "what," "why," and "how" of these new directives.

Here's what you will find inside:



Easy to follow discussion of the policy



Step-by-step implementation guide



Ready-to-use tools and templates



Common questions with practical answers

Our goal is to make things easier to understand and implement. So go ahead, explore the toolkit at your own pace. Use what's helpful, share what you learn, and let's continue working together to make teacher workload more manageable in your school, one step at a time.

Let's get started!

Mission Briefing: About this Policy Toolkit

The main **OBJECTIVES** of this policy toolkit is to:



01

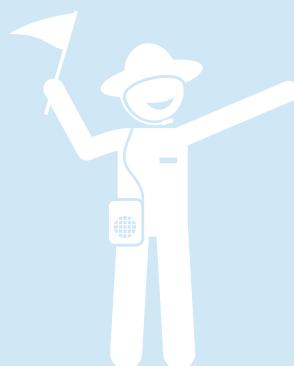
INFORM

the school community of the salient features of Teacher Workload Policies.

GUIDE

every school personnel with practical steps for the effective implementation of Teacher Workload Policies

02



03

SUPPORT

the school community by providing additional resources that will help in the continuous implementation of the policies

IMPORTANT NOTE

This toolkit serves as a **supplementary resource material** rather than a prescriptive set of instructions, complementing your existing strategies and plans.



Mission Briefing: About this Policy Toolkit

This policy toolkit is also **INTENDED** for the **FOLLOWING USERS**, such as:



TEACHERS

provides clarity on which tasks should and should not fall within their mandate.

NON-TEACHING PERSONNEL

outlines how they are expected to support the school head in performing the administrative tasks.

OTHER SCHOOL STAKEHOLDERS

informs how to contribute to policy implementation efforts.

Mission Briefing: About this Policy Toolkit

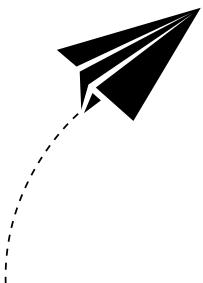
HOW TO USE THIS TOOLKIT:

This toolkit is organized into **four sections** – each with a clear purpose, and practical tools. Let's take a quick peek at what's inside!



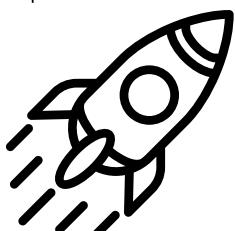
PRE-LAUNCH CHECKLIST: UNDERSTANDING TEACHER WORKLOAD POLICIES

Familiarize yourself with the standards, parameters, and procedures of Teacher Workload Policies to establish a solid foundation for implementation.



LEADING THE LAUNCH: THE PIVOTAL ROLE OF SCHOOL HEADS

Understand the critical roles that school heads and other school personnel perform in ensuring the smooth rollout of the teacher workload policies.



LIT-OFF!: UNDERTAKING TEACHER WORKLOAD POLICIES

Navigate the step-by-step process of implementing the teacher workload policies at the school level.



POWERED ASCENT: SUSTAINING IMPLEMENTATION OF TEACHER WORKLOAD

Equip yourselves with mechanisms to sustain implementation and ensure long-term impact of the policies.

Mission Briefing: About this Policy Toolkit

HOW TO USE THIS TOOLKIT:

To make things easier (and more fun), we've added helpful icons and prompts throughout the toolkit. These are your visual cues to help you quickly spot what's important, what needs action, and where to pause and reflect. Here's what to look out for:

GEAR UP



Access downloadable files, templates, and relevant resources.

TIP



Explore practical advice and useful strategies.

IMPORTANT NOTE

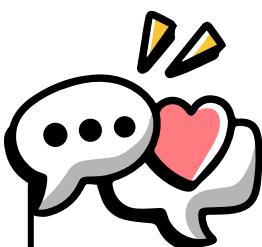


Capture crucial information and essential policy reminders.

CHECK-UP QUIZ



Test yourself with short quizzes to check how well you understand the concepts.



MISSION BRIEFING COMPLETE, DEAR SCHOOLHEAD!

Now that you are familiar with how to use this toolkit, turn the next page and get ready for your Pre-Launch Checklist!



PRE-LAUNCH CHECKLIST:

Understanding Teacher Workload

Pre-Launch Checklist: Understanding Teacher Workload

Before we launch this journey, it is important that we tick off a few essential items on our pre-launch checklist – these are the salient features of the policy:

- Teacher Workload
- Teaching Load
- Teaching Overload
- Teacher Ancillary Tasks
- Teaching-Related Assignments
- Administrative Tasks

These are **key principles, standards, parameters, and procedures** that every member of the school community should understand.

Familiarizing yourself with the **salient features of the policy** is not just helpful; it's a **prerequisite** for effective implementation. This understanding will serve as your compass, guiding you back on track whenever challenges arise along the way.

To help you better understand these policies, you will be guided by the following in this section:



Let's Define It: provides the definition of the salient features of the teacher workload



Let's Add It Up: presents the process flow for additional compensation granted to teachers



Let's Map It Out: expands the definition of the salient features by outlining their composition



Let's Get It Done: features the templates and forms you and the other school personnel need to get everything done right.



Let's Get Organized: provides pertinent procedures to be followed

Teacher Workload Policy Toolkit

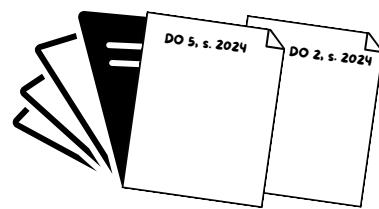
Pre-Launch Checklist:

Understanding Teacher Workload Policies

TEACHER WORKLOAD POLICIES

TEACHER WORKLOAD POLICIES

As a head start, it's important to understand why the Department issued the **Teacher Workload Policies**:



- To **refocus teachers on teaching**. These policies allow teachers to maximize their time for classroom instruction and related duties.
- To **promote teacher welfare**. They safeguard teachers' working hours and clearly define their workload.
- To **ensure fair compensation**. Teachers who go beyond the allowed teaching and working hours are entitled to additional compensation.

These policies reflect our deep commitment to creating a work environment where both teaching and learning can truly thrive. We recognize, however, that achieving these goals is not without challenges, as meaningful change often comes with growing pains. That's why we hope this policy toolkit will serve as a reliable tool as you implement these policies in your school. This is our way of making sure that you, too, are supported as you lead the way in championing these reforms.

With your **leadership, guidance, and support**, we believe we can turn these **aspirations into reality for our teachers**—knowing that by advancing their welfare, we are ultimately improving learning outcomes for our learners



IS THIS A MISSION YOU FEEL READY TO TAKE ON?

If **YES**, feel free to use the space below to reflect on specific changes you'd like to see in your school that align with the goals of the Teacher Workload Policies.

Teacher Workload Policy Toolkit

Pre-Launch Checklist:

Understanding Teacher Workload Policies

ADMINISTRATIVE TASKS

ADMINISTRATIVE TASKS (DO 2, s. 2024)

It has been observed that **teachers are given responsibilities beyond their core mandate** that results in their actual classroom instruction being increasingly sidelined. As we hope to bridge this gap, **DO 2, s. 2024 removed Administrative Tasks from their workload**, ensuring that they can maximize their time for teaching. As we do this, we cultivate a work environment that protects and upholds their welfare.



Let's Define It!

Administrative Tasks support the effective and efficient day-to-day operations of schools.



These include processes, services, and even programs or projects implemented at the school level that are **not directly related to teaching and academic learning, but are essential in supporting learners, teachers, and overall school operations**. These tasks do not involve direct instruction, lesson preparation, or learner engagement.

ADMINISTRATIVE TASKS (DO 2, s. 2024)



Let's Map It Out!

Which administrative tasks are removed from teachers' workload under DO 2, s. 2024?

ADMINISTRATIVE TASKS	SCOPE
Personnel Administration	<ul style="list-style-type: none">• Human resource management• Recruitment and selection• Records• Compensation benefits• General HR functions for school personnel
Property/Physical Facilities Custodianship	<ul style="list-style-type: none">• Acquisition and issuance of supplies• Storage• Inventory• Report preparation
General Administrative Support	<ul style="list-style-type: none">• General administrative assistance to school head• Clerical tasks• Report preparation
Financial Management	<ul style="list-style-type: none">• Financial document preparation• Report submission• Other financial-related tasks
Program Management	<ul style="list-style-type: none">• Facilitate the overall preparation and conduct of programs, projects, and activities <p>Example: Feeding Program, DRRM, other school-level programs</p>

ADMINISTRATIVE TASKS (DO 2, s. 2024)



Let's Get Organized!

Who will be responsible for the administrative tasks if these were removed from the teachers?

With the removal of administrative tasks from teachers, School Heads now take a more active role in ensuring that these responsibilities are properly managed. We understand that while this may feel like an added challenge, it's also an opportunity to maximize the role of available non-teaching personnel, streamline school processes, and advocate for the support your school truly needs.

In managing the administrative tasks, you need clear planning to facilitate delegation of tasks and identify needed support. These are essential to help you lead effectively without bearing the load alone.

We know the lack of non-teaching personnel in some schools is a challenge. That's why we're committed to continually creating and deploying these non-teaching items. And guess what? **We've got exciting news!** By FY 2026, we plan to achieve a **1:1 ratio of Administrative Officer II (AO II) for every school!** This means that all school heads will have dedicated help in managing daily operations.

GEAR UP



If you want to explore the detailed job description of AO II and PDO I, you can download the file through this link: <https://tinyurl.com/Administrative-Task-Tools>.



HELLO, SCHOOL HEADS!

At this point, we hope we've helped in clarifying the role of our teachers. Now that we understand that there are tasks that should not be part of their workload, let's move forward. In the next section, we will take a closer look at what truly comprises a teacher's workload.

Teacher Workload Policy Toolkit

Pre-Launch Checklist:

Understanding Teacher Workload Policies

A TEACHER'S WORK HOURS

Teacher Workload Policy Toolkit

Pre-Launch Checklist:

Understanding Teacher Workload Policies

TEACHING LOAD

TEACHING LOAD

Now that we understand how a teacher's day is structured, let's take a closer look at what makes up their **six (6) hours of work**—commonly referred to as their teaching load.



Let's Define It!

Teaching Load refers to the **actual classroom teaching hours or minutes rendered by a teacher**. Contrary to previous misconceptions, it is not equivalent to the number of sessions or learning areas handled.

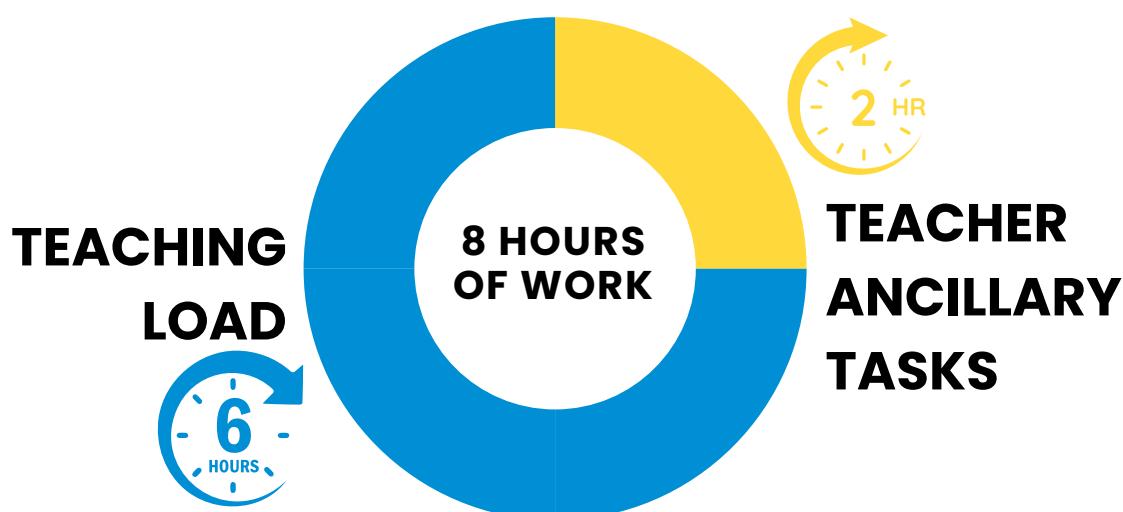
This is the core of a teachers' day—delivering lessons, managing the class, and at times, providing additional sessions to support both advanced and struggling learners. Whether it's a science experiment, a math drill, or a deep dive into Filipino literature, these six hours make up what we call the "**actual classroom teaching**" part of the job.



Let's Map It Out!

What are considered part of Teaching Load?

- **Actual Classroom Teaching** rendered per learning area,
- **Class Advising** duty, which is equivalent to five (5) hours per week, and
- **Remediation or Enhancement Classes**.



TEACHING LOAD

Let's consider an example:

Teacher Juan Dela Cruz teaches Grade 2, which is a self-contained class. He handles all the learning areas, and each learning area is scheduled for thirty (30) or forty (40) minutes. To calculate his total teaching load, we add the time spent on each learning area plus sixty (60) minutes for class advisory. Altogether, Teacher Dela Cruz has a total teaching load of 320 minutes, or five (5) hours and twenty (20) minutes per day.

Name of Teacher: JUAN DELA CRUZ			
Learning Area	Grade/Level	Time and Day	Time Allotment
GMRC	Grade 2	7:00 – 7:40; Monday–Friday	40 minutes
English	Grade 2	7:40 – 8:20; Monday–Friday	40 minutes
Mathematics	Grade 2	8:20 – 9:00; Monday–Friday	40 minutes
NRP	Grade 2	9:30 – 10:10; Monday–Friday	30 minutes
NMP	Grade 2	10:10 – 10:50; Monday–Friday	30 minutes
Filipino	Grade 2	10:50 – 11:20; Monday–Friday	40 minutes
Makabansa	Grade 2	11:50 – 12:30; Monday–Friday	40 minutes
HGP/Class Advisory	Grade 2		60 minutes
Total TEACHING LOAD			320 minutes (5 Hours & 20 minutes)

Please take note:

1. **Recess or break time** is from 9:00 to 9:30 AM.
2. For Grades 1 and 2, the **Homeroom Guidance Program (HGP)** is held once a week for 40 minutes.
3. The time for HGP is already included in the Class Advisory period, so no additional time is needed.

TEACHING LOAD



Let's Get Organized!

As the school head, **you are primarily responsible in ensuring that the teaching load of our teachers is equitably and fairly distributed** – *more on this in the next sections.* But, for now, here is your simple guide on the required teaching load of your teachers:

TEACHER	TEACHING LOAD
Regular Teachers	At most six (6) hours/day (30 hours/week)
Master Teachers	At most six (6) hours/day (30 hours/week)
Teacher-in-Charge	<ul style="list-style-type: none">Usually exempt from teaching. May be given teaching load if all teachers have maximum of 2-hour overloadAny work performed beyond regular work hours should be compensated
ALS/SNED Teachers	At most six (6) hours/day

IMPORTANT NOTE

The **six (6) hours** of teaching load is the **maximum, not a required minimum.** This means that teachers are not obligated to complete 6 hours of teaching load daily if the school does not require it.



TEACHING LOAD



Let's Get It Done!

Ready to finalize the **distribution of teaching load?**

Here's what you need to accomplish:



TEACHER'S PROGRAM



CLASS SCHEDULE



SCHOOL FORM 7:

School Personnel Assignment
List and Basic Profile
(SF7/eSF7)

GEAR UP



Download eSF7 and its user manual through this link: bit.ly/esf7

TEACHING LOAD

CHECK-UP QUIZ



Below you will find a sample teacher's program. Based on the concepts provided, **what is the total teaching load of Teacher Maria Santos?**

Name of Teacher: MARIA SANTOS

Learning Area	Grade/Level	Time and Day	Time Allotment
Values Ed	Grade 6A	7:30 AM – 8:15 AM	45 minutes
Values Ed	Grade 6B	8:15 AM – 9:00 AM	45 minutes
Values Ed	Grade 6C	9:00 AM – 9:45 AM	45 minutes
Values Ed	Grade 6D	9:45 AM – 10:30 AM	45 minutes
Values Ed	Grade 6E	10:30 AM – 11:15 AM	45 minutes
Values Ed	Grade 6F	11:15 AM – 12:00 PM	45 minutes
Values Ed	Grade 6G	1:00 PM – 1:45 PM	45 minutes
Values Ed	Grade 6H	1:45 PM – 2:30 PM	45 minutes

Total TEACHING LOAD

Answer: 360 minutes / 6 hours.

**write your
answer.**

Teacher Workload Policy Toolkit

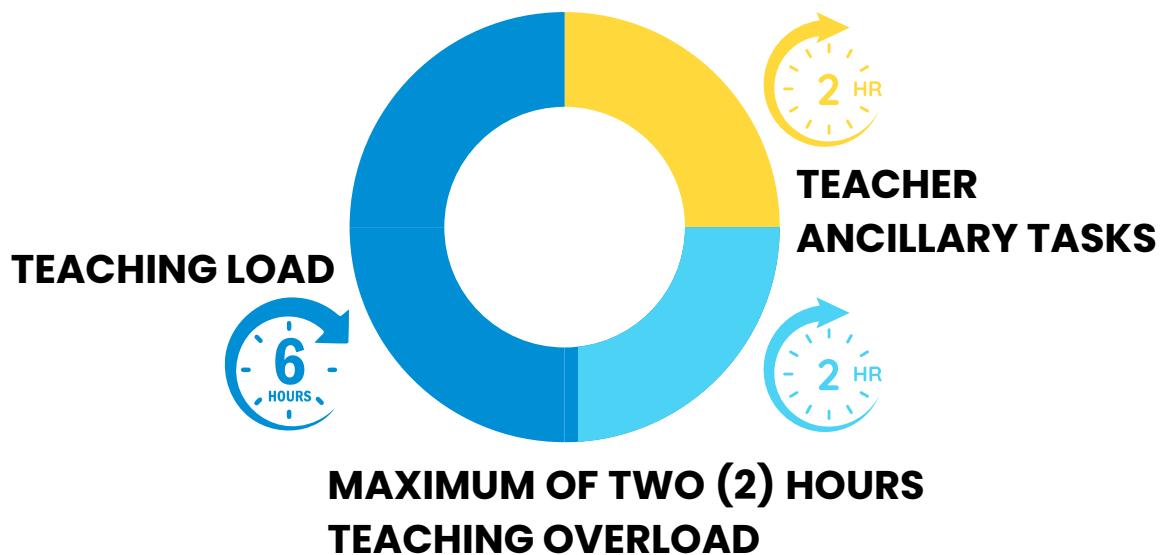
Pre-Launch Checklist:

Understanding Teacher Workload Policies

TEACHING OVERLOAD

TEACHING OVERLOAD

When a school experiences a **teacher shortage**, existing teachers commonly assume additional teaching load. This often translates to an increased workload, **exceeding six (6) hours of teaching load**. However, this can happen even if the school doesn't really show a record of teacher shortage – like when a teacher goes on a leave, or other valid reasons. In these situations, a teacher renders what we call **Teaching Overload**.



So, with that in mind, let's dive deeper into what **Teaching Overload** really means.



Let's Define It!

Teaching Overload happens when a teacher **renders more than six (6) hours of teaching load in a day**. But don't worry—it's not like we're going to let them teach non-stop: teachers can render only a maximum of **two (2) hours of teaching overload per day**.

IMPORTANT NOTE

Teachers who are hired through the Local School Board (LSB) will not get compensated for the Teaching Overload hours they render.



TEACHING OVERLOAD



Let's Map It Out!

What can be compensated by Teaching Overload Pay?

- Actual classroom teaching duties;
- Class advising duties;
- Remediation and/or enhancement classes; and
- Relieving duties (or the assumption of teaching load for teachers who are on leave, training, etc.).

IMPORTANT NOTE



Any other actual classroom teaching duties whether in-person, distance, or blended, which are beyond the normal teaching hours and affecting vacant periods shall also be considered as teaching overload.

To illustrate, let's take a look at this Teacher's Program of Teacher Ana Reyes:

Name of Teacher: ANA REYES			
Learning Area	Grade/Level	Time and Day	Time Allotment
Math	Grade 7-Rizal	7:00 AM – 8:00 AM	60 minutes
Math	Grade 7-Mabini	8:00 AM – 9:00 AM	60 minutes
Math	Grade 7-Bonifacio	9:15 AM – 10:15 AM	60 minutes
Math	Grade 7-Alonzo	10:15 AM – 11:15 AM	60 minutes
Math	Grade 7-Aguinaldo	1:00 PM – 2:00PM	60 minutes
Math	Grade 7-Silang	2:00 PM – 3:00 PM	60 minutes
Total TEACHING LOAD			360 minutes (6 Hours)

TEACHING OVERLOAD

This schedule follows the 60-minute time allotment per learning area as specified in **DepEd Order No. 12, s. 2024**. Teacher Ana is assigned to teach **all Grade 7 Math classes**, which gives her a teaching load of **six (6) hours** per day—the maximum allowable under the policies.

Now let's see what happens when she takes on an additional class.

Suppose a fellow teacher in Grade 8 goes on sick leave, and **Teacher Ana is temporarily assigned to teach an additional Math class**:

Name of Teacher: ANA REYES			
Learning Area	Grade/Level	Time and Day	Time Allotment
Math	Grade 7-Rizal	7:00 AM – 8:00 AM	60 minutes
Math	Grade 7-Mabini	8:00 AM – 9:00 AM	60 minutes
Math	Grade 7-Bonifacio	9:15 AM – 10:15 AM	60 minutes
Math	Grade 7-Alonzo	10:15 AM – 11:15 AM	60 minutes
Math	Grade 7-Aguinaldo	1:00 PM – 2:00PM	60 minutes
Math	Grade 7-Silang	2:00 PM – 3:00 PM	60 minutes
Math	Grade 8-Del Pilar	3:00 PM – 4:00 PM	60 minutes
Total TEACHING LOAD			420 minutes (7 Hours)

In this updated schedule, Teacher Ana is now teaching for **seven (7) hours or 420 minutes**. This means she has rendered **one (1) hour of teaching overload**, which qualifies her for a **teaching overload pay**.

TEACHING OVERLOAD



Let's Get Organized!

As previously mentioned, **Teaching Overload** happens when a teacher renders more than six (6) hours of teaching load per day, and these teachers are eligible for an additional compensation granted to teachers in the form of **Teaching Overload Pay**.

Here are the things you need to know about **Teaching Overload Pay**:

25%

It's considered additional compensation and should be **at least 25%** of the teacher's regular remuneration.



A teacher can be paid for a **maximum of two (2) hours** of teaching overload per day.



Payment for teaching overload is **processed quarterly**.



In cases where the budget isn't enough, **teachers won't go empty-handed**—they'll receive **Vacation Service Credits (VSC)** instead, which they can use later to offset approved leaves or absences.

IMPORTANT NOTE



Remember that **teaching overload may not occur on a daily basis** and teachers might even have less than six (6) hours in some days. For example, a teacher has eight (8) hours of teaching load every Monday but only renders four (4) hours every Wednesday. The two (2) hours of Teaching Overload during Monday shall still be compensated.

TEACHING OVERLOAD

So, for teachers with Teaching Overload here is the process on how to avail their additional compensation:

SUBMISSION OF OVERLOAD REQUIREMENTS – SCHOOL LEVEL		
I. TEACHERS	II. SCHOOL HEADS	III. SCHOOL HEADS/ NON-TEACHING PERSONNEL
Immediately after end of the month	3–4 working days	1–2 working days
1. Submission of DTR and other supplementary requirements such as: <ul style="list-style-type: none">• Locator Slip• Certificate of Undertaking	<ol style="list-style-type: none">1. Identification, preparation, and certification of List of Teachers with Teaching Overload Pay, citing the following:<ul style="list-style-type: none">• Teacher Shortage• Relieving Duties• Remediation/ Enhancement classes• Class Advising Duties2. Preparation of Endorsement Memorandum addressed to SDS, through SDO-Admin Unit3. Packaging of the List, Certification, and Endorsement with teachers' DTR and Locator Slip, Certificate of Undertaking, and eSF7 if necessary	<ol style="list-style-type: none">1. Submission of all documentary requirements to SDO-Admin Unit2. Posting of the List of Teachers with Teaching Overload Pay at the school transparency boards

Based on the table above, the schools are responsible only for **the submission of documentary requirements**. While the SDOs handle the processing of payment. This means that **schools should be diligent** in observing the processes and timelines provided, in order for teachers to be paid on time.

TIP

If you want to know the complete process flow of the SDO and RO in the payment of Teaching Overload you may refer to **DM 53, s. 2024**.



TEACHING OVERLOAD



Let's Add It Up!

How do we compute for Teaching Overload Pay?

The formula to determine the Teaching Overload Pay is:

Teaching Overload Pay =	Teaching Overload Hours x Prime Hourly Teaching Rate
--------------------------------	--

An example is ready for you to make things simpler.

Given:

- Monthly Basic Salary = Php 30,024
- Teaching Overload Hours:

Week	Teaching Overload	
	In Minutes	In Hours
Week 1	420 Minutes	7 Hours
Week 2	600 Minutes	10 Hours
Week 3	300 Minutes	5 Hours
Week 4	45 Minutes	0.75 Hours

TEACHING OVERLOAD

To determine the **Total Teaching Overload Hour/s for the Month**, the teaching overload hour/s per week shall be **added**. See example below:

Week	Teaching Overload	
	In Minutes	In Hours
Week 1	420 Minutes	7 Hours
Week 2	600 Minutes	10 Hours
Week 3	300 Minutes	5 Hours
Week 4	45 Minutes	0.75 Hours
TOTAL	1,365 Minutes	22.75 Hours

To determine the **PHTR**, the formula below shall be applied:

$$\text{PHTR} = \frac{\text{Annual Salary (AR)}}{\text{Total Teaching Hours (W)}} \times 1.25 \text{ or } 125\% \text{ of the Teachers Remuneration (T)}$$

The AR of the teacher shall first be computed as follows:

$$\begin{aligned} \text{AR} &= \text{Monthly Basic Salary} \times 12 \text{ months} \\ &= \text{Php } 30,024 \times 12 \text{ months} \\ &= \text{Php } 360,288.00 \end{aligned}$$

The PHTR shall be computed as follows:

$$\begin{aligned} \text{PHTR} &= 0.000781 \times \text{AR} \\ &= 0.000781 \times \text{Php } 360,288.00 \\ &= \text{Php } 281.384 \end{aligned}$$

TEACHING OVERLOAD

Finally, for the amount that shall be paid to the teacher, the formula shall be applied:

Teaching Overload Pay =	22.75 Hours Teaching Overload Hours X 281.384 Prime Hourly Teaching Rate (PHTR) <hr/> PhP 6,401.50
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IMPORTANT NOTE



A teacher's total teaching overload pay **cannot exceed 50% of their basic annual salary** and is considered **part of their taxable income**. The **SDO Admin Unit (Personnel)** is responsible to apply all required deductions during payroll preparation.

TEACHING OVERLOAD



CHECK-UP QUIZ

Answer the following questions to **check your understanding of teaching overload:**

1. Based on the sample teacher's program, Teacher Juan's total teaching load is **seven (7) hours and thirty (30) minutes (450 minutes)**, exceeding 6 hours. Will the **one (1) hour and thirty (30) minutes** of teaching overload be compensated?

Answer:

Name of Teacher: JUAN DELA CRUZ

Learning Area	Grade/Level	Time and Day	Time Allotment
English	Grade 4A	7:15 AM – 8:00 AM	45 minutes
English	Grade 4B	8:00 AM – 8:45 AM	45 minutes
English	Grade 4C	8:45 AM – 9:30 AM	45 minutes
English	Grade 4D	9:45 AM – 10:30 AM	45 minutes
English	Grade 4E	10:30 AM – 11:15 AM	45 minutes
English	Grade 4F	11:15 AM – 12:00 NN	45 minutes
NRP	Grade 2A	1:00 PM – 1:30 PM	30 minutes
English	Grade 5G	2:00 PM – 2:45 PM	45 minutes
English	Grade 5H	3:00 PM – 3:45 PM	45 minutes
HGP/Class Advisory	Grade 4A	3:45 PM – 4:45 PM	60 minutes
Total TEACHING LOAD		7 hours 30 minutes (450 mins)	

Answer: Yes.

TEACHING OVERLOAD

2. Based on the sample teacher's program, Teacher Maria's total teaching load is **eight (8) hours and thirty (30) minutes (510 minutes)**. Will the two (2) hours and thirty (30) minutes of teaching overload be compensated?

Answer:

Name of Teacher: MARIA CRUZ			
Learning Area	Grade/Level	Time and Day	Time Allotment
English	Grade 4A	7:15 AM – 8:00 AM	45 minutes
English	Grade 4B	8:00 AM – 8:45 AM	45 minutes
English	Grade 4C	8:45 AM – 9:30 AM	45 minutes
English	Grade 4D	9:45 AM – 10:30 AM	45 minutes
English	Grade 4E	10:30 AM – 11:15 AM	45 minutes
English	Grade 4F	11:15 AM – 12:00 NN	45 minutes
NRP	Grade 2A	1:00 PM – 1:30 PM	30 minutes
NRP	Grade 2B	1:30 PM – 2:00 PM	30 minutes
NRP	Grade 2C	2:00 PM – 2:30 PM	30 minutes
English	Grade 4G	2:30 PM – 3:20 PM	45 minutes
English	Grade 4H	3:20 PM – 4:05 PM	45 minutes
HGP/Class Advisory	Grade 4B	4:05 PM – 5:05 PM	60 minutes
Total TEACHING LOAD		8 hours 30 minutes (510 mins)	

Answer: The 2 hours of teaching overload will be compensated, but the remaining 30 minutes will not.

3. Why is there a **limit of two (2) hours** of teaching overload per day?

Answer:

Teacher Workload Policy Toolkit

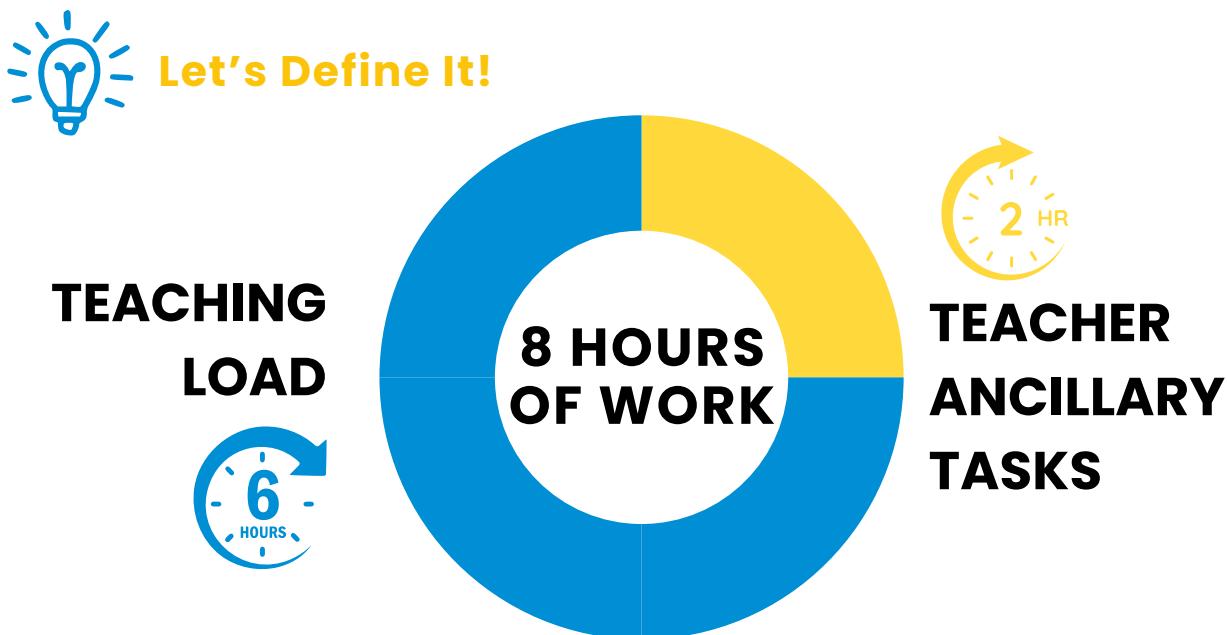
Pre-Launch Checklist:

Understanding Teacher Workload Policies

TEACHER ANCILLARY TASKS

TEACHER ANCILLARY TASKS

With the six (6) hours of teaching load clearly defined, let's now turn our attention to the **two (2) hours that complete the 8-hour workday** of teachers.



Teacher Ancillary Tasks refer to work **incidental** to a teacher's normal teaching duties – meaning, these tasks come as part of the teaching process. They naturally go hand-in-hand with actual classroom instruction and are essential to ensure that teaching runs smoothly.

Furthermore, these tasks are done in the **remaining two (2) hours of the required eight-hour workday** and are not considered as teaching load.



TEACHER ANCILLARY TASKS



Let's Map It Out!

What are considered as Teacher Ancillary Tasks?

TEACHER ANCILLARY TASKS	SCOPE
Curriculum Planning	<ul style="list-style-type: none">Preparation of lesson plans/daily lesson logsAction researchAttendance to Learning Action Cells (LAC) Sessions
Curriculum Delivery and Pedagogy	<ul style="list-style-type: none">Preparation of instructional aids and materialsChecking and recording learners' attendance and participationClassroom management
Assessment of Learner's Progress	<ul style="list-style-type: none">Checking of exercises and summative testRecording of academic performance resultGrading learners' performance or achievement
Homeroom Guidance and Management	<ul style="list-style-type: none">Class advising dutiesPeriodic reporting of attendancePreparation and submission of report card and other school formsConference with parents and home visits when necessary

IMPORTANT NOTE



Wondering if **coaching, mentoring, and giving technical assistance** count as teacher ancillary tasks? **Yes, they do!** For **Master Teachers**, these activities are officially considered part of their ancillary tasks.

TEACHER ANCILLARY TASKS



Let's Get Organized!

How are Teacher Ancillary Tasks scheduled?

The **general principle** is that Teacher Ancillary Tasks **complete the required 8-hour workday**. Since teachers have varying class schedules, it is natural for these tasks to be done before, after, or even in between classes.

As school heads, it's important to design teacher schedules in a way that intentionally allows time for these tasks. This means ensuring that teachers can prioritize actual classroom instruction while still having enough time for preparation of lesson plan, checking learners' outputs, and performing other teacher ancillary tasks.

IMPORTANT NOTE



Some teacher ancillary tasks may go beyond the allotted 2 hours, resulting in workdays that exceed 8 hours. In such cases, teachers may be granted Vacation Service Credits (VSC) — but only for specific teacher ancillary tasks, such as:

- Parent conferences or home visitations
- Coaching and mentoring by Master Teachers

Why only these tasks?

These tasks can't be done during class hours or regular working hours so they're typically done beyond regular working hours—making them eligible for VSC. *The process of the grant of VSC will be discussed in detail in the next section.*

Can teachers perform their teacher ancillary tasks outside school premises?

Yes, recognizing the unique context of public school teachers, the Civil Service Commission (CSC) has ruled that the remaining 2 hours of work allotted for teacher ancillary tasks may be **performed either within or outside the school premises, on the condition that their DTR reflects six (6) hours of teaching load**.

TEACHER ANCILLARY TASKS

Here's how it works in each case:

1

The teacher decided not to leave the school premises

No problem—just record it like usual. At the minimum the teachers' **Daily Time Record (DTR)** should reflect an 8-hour workday.

2

The teacher opts to leave the school premises during vacant periods

They should **record it in the School Logbook** and fill out a **Locator Slip** as attachment to their DTR.

3

The teacher chooses to leave the school premises before or after all their classes

They need to fill out a **Certificate of Undertaking** instead as attachment to their DTR.

IMPORTANT NOTE



A teacher with less than six (6) hours of teaching load cannot opt to leave the school premises for their teacher ancillary tasks since their DTR does not reflect a six-hour teaching load.

GEAR UP



Download the Locator Slip and Certificate of Undertaking here:
<https://tinyurl.com/Ancillary-Forms>.

TEACHER ANCILLARY TASKS

To make things clearer, let's use an example:

Name of Teacher: ANA REYES			
Learning Area	Grade/Level	Time and Day	Time Allotment
Math	Grade 7-Rizal	7:00 AM – 8:00 AM	60 minutes
Math	Grade 7-Mabini	8:00 AM – 9:00 AM	60 minutes
Math	Grade 7-Bonifacio	9:15 AM – 10:15 AM	60 minutes
Math	Grade 7-Alonzo	10:15 AM – 11:15 AM	60 minutes
Math	Grade 7-Aguinaldo	1:00 PM – 2:00PM	60 minutes
Math	Grade 7-Silang	2:00 PM – 3:00 PM	60 minutes
Total TEACHING LOAD			360 minutes (6 Hours)

In this schedule, Teacher Ana's **last class ends at 3:00 PM**. How will the options provided above will look like:

- If she **stays in school** to complete her teacher ancillary tasks, she can **log out at 4:00 PM to reflect a full 8-hour workday**.
- If she chooses to continue her teacher ancillary tasks **outside school**, she can **log out at 3:00 PM** since her 6-hour teaching load is already met. In this case, she just needs to attach a **Certificate of Undertaking** to her DTR to confirm she'll be completing her tasks outside school premises.

IMPORTANT NOTE



Aside from Locator Slip and Certificate of Undertaking, **no other documentary requirements or accomplishment reports** will be required from our teachers when they perform their teacher ancillary tasks outside school premises.

TEACHER ANCILLARY TASKS

How can School Heads monitor the performance of teachers?

We understand that this setup might be new for your school, and as a school head, it's completely natural to feel a bit concerned about how you'll track and monitor your teachers' outputs. But don't worry—there are established mechanisms that you can use to ensure that your teachers are fulfilling their teacher ancillary tasks, whether they're working inside or outside school premises.

Here are some options you can observe:

- Conduct class observations
- Check their Lesson Plans or Daily Lesson Logs
- Other established monitoring mechanisms in your school



Let's Get It Done!

Ready to implement the above procedures? Here's what you need to remind your teachers to accomplish:



CSC FORM NO. 48 (DTR)



LOCATOR SLIP



CERTIFICATE OF UNDERTAKING

GEAR UP

Download the templates using this link: <https://tinyurl.com/Ancillary-Forms>.



TEACHER ANCILLARY TASKS

CHECK-UP QUIZ



Can ancillary tasks be delegated to other school personnel aside from teachers? Why or why not?

Teacher Workload Policy Toolkit

Pre-Launch Checklist:

Understanding Teacher Workload Policies

TEACHING-RELATED ASSIGNMENT

TEACHING-RELATED ASSIGNMENTS

We all recognize that there are activities and mechanisms that can support teaching process and academic learning outside classroom instruction. In these cases, we need the services of our teachers through designation to teaching-related assignments.

So, with that in mind, let's take a closer look at what **Teaching-Related Assignments** really means.



Let's Define It!

Teaching-Related Assignments (TRAs) are additional responsibilities assigned to teachers in view of their expertise and competencies.

These assignments are meant to **strengthen the teaching process or support learner's development**, such as coordinating a reading program, managing a learning area, or advising the student government. They don't happen inside the classroom, but they **support and complement what happens in the classroom**.



Let's Map It Out!

What are Teaching-Related Assignments?

The following is a list of teaching-related assignments that may be designated to teachers:

TRAs

BRIEF INTERPRETATION

A. SCHOOL COORDINATOR

Reading/ Literacy & Numeracy

Leads programs aimed at improving students' reading and numeracy skills

TEACHING-RELATED ASSIGNMENTS

TRAs	BRIEF INTERPRETATION
Research	Conducts and coordinates action research to improve teaching strategies
Special Needs Education (SNED)	Supports the inclusion and learning of students with special needs
Information, Communication, & Technology (ICT)	Serves as the focal for integrating technology to enhance teaching and learning capacities in schools
Guidance & Advocacy	Promotes student well-being through creation and sustenance of programs related to school discipline, safe spaces, referrals, career guidance, and the likes
Inclusive Education (as may be applicable)	Promotes encompassing learning and social environment for all students, regardless of religion, gender, disability, and many more

B. TRAINER/ ADVISER

School Paper	Advises students in journalism-related activities in and out of schools
Sports Development Programs	<p>Trains and coaches student athletes in both school-level and inter-school sports competitions;</p> <p>Manages programs related to sports development</p>
SELGs & SSLGs	Serves as the adviser of the student government

TEACHING-RELATED ASSIGNMENTS

TRAs

BRIEF INTERPRETATION

C. CHAIRMANSHIP

Grade Level	Serves as the focal of a certain grade level who spearheads coordination, planning, and alignment of teacher outputs as the school year progresses
Learning Areas	Serves as the focal of a specific learning area that monitors teacher lessons vis-a-vis the syllabus and curriculum in general or manages various programs related to the learning area (including co-curricular activities)

IMPORTANT NOTE

These teaching-related assignments **do not have an equivalent teaching load** when designated to teachers.



What if we have existing coordinator roles in schools that are not included in the list?

If you're unsure whether an existing coordinator role in your school should be treated as a Teaching-Related Assignment (TRA), start by checking if the scope of work of these coordinator roles fits the definition of a TRA, an ancillary task, or an administrative task as outlined in DO 5, s. 2024.

Turn to the next page to classify the role!

A quick guide to help school heads determine who should handle existing coordinator roles.

Administrative Tasks?

Then it is the responsibility of the **School Head or non-teaching personnel**.

Ancillary Tasks

Then there's no need for a coordinator, since it is an **inherent responsibility of teachers** (e.g., *encoding in LIS*).

If it is not classified as either an administrative or ancillary task, then check if it qualifies as a Teaching-Related Assignment (TRA).

Teaching-Related Assignment?

Subsume in any of the category rather than creating new one. School Heads are allowed to define the specific duties and how many teachers will handle them, but this must stay within the bounds of what a **TRA is meant to be—supportive of teaching process and learner development**, but not administrative in nature and actual instruction.

IMPORTANT NOTE

Not all coordinator roles are considered TRAs by default, so it's important to verify first. This is part of the shift brought about by DO 5—now that we're streamlining teachers' workload, some of the usual practices in assigning roles, like coordinators, may need to change.



Let's Get Organized!

How are TRAs designated to teachers?

These assignments are not randomly handed out without thought. So here are the steps you can follow to properly assign various teaching-related assignments to your teachers:

1

Identify School Needs

Teaching-related assignments **must align with the school's priorities**; therefore, it is not necessary for all TRAs to exist in a certain school. These TRAs are and must be determined based on the School Improvement Plan (SIP) and Annual Implementation Plan (AIP). The alignment of your SIP and AIP with TRAs will be discussed further in the next sections!

TEACHING-RELATED ASSIGNMENTS

2

Define Scope of Work and the Number of Teachers to be Designated

Once the TRAs are identified based on the SIP/AIP, school heads should define the duties and responsibilities and the number of teachers that need to be designated to a specific TRA.

3

Match Tasks with Teachers' Workload and Expertise

Before assigning any role, school heads should:

- Review each teacher's current workload, and
- Consider their field of specialization or strength.

4

Secure Teacher's Consent

A teacher **must agree** to take on the assignment. No role should be given without the teacher's **concurrence to their designation**.

5

Issue a Designation Order

Once the teacher agrees, the school head prepares a **formal Designation Order**, to which the order must clearly state the **scope, responsibilities, and duration of the assignment**.

6

Get Approval from the SDS

The Designation Order becomes official **only after approval from the Schools Division Superintendent**.

IMPORTANT NOTE

School Heads must **prioritize teachers who have less than six (6) hours of teaching load** in the designation of teaching-related assignments.



TEACHING-RELATED ASSIGNMENTS



Let's Add It Up!

Is there any additional compensation granted to Teachers when they do Teacher Ancillary Tasks and Teaching-Related Assignments beyond the regular working hours?

If a teacher does teacher ancillary tasks (*home visitation & Coaching and Mentoring*) and teaching-related assignments beyond the regular working hours, they are entitled to **Vacation Service Credits (VSC)**. Their eight (8) hours of services shall be equivalent to at least **1.25 VSC**.

So, for teachers who render additional working hours to perform their teaching-related assignments or the select teacher ancillary tasks, you may be guided with the process flow shown below:

ACTIVITY	TEACHER	SCHOOL HEADS
Before doing Teacher Ancillary Tasks and Teaching-related Assignments	Submit Authority to Render Work Beyond Regular Work Hours , specifying the following: <ul style="list-style-type: none">• Name and Position• Date and Time• Purpose• Justification	Validate and approve the request indicated in the submitted form based on the following: <ul style="list-style-type: none">• Necessity• Urgency• Workload of Teachers
After doing Teacher Ancillary Tasks and Teaching-related Assignments	Submit Individual Accomplishment Report (AR) and Daily Time Record (DTR) , providing the following: <ul style="list-style-type: none">• Date• Hours Rendered• Accomplishments/ Outputs	a. Validate and approve the AR and DTR of your teachers, and attach the Designation Order to the package before submitting to your respective SDO, and b. Monitor the progress and status of your teachers' VSC through constant communication with your respective SDO

TEACHING-RELATED ASSIGNMENTS



Let's Get It Done!

Ready to plan and designate your teaching-related assignments? Here's what you and your teachers need to accomplish:



DESIGNATION ORDER



AUTHORITY TO RENDER WORK BEYOND REGULAR WORKING HOURS



ACCOMPLISHMENT REPORT

GEAR UP



Download the templates using this link: <https://tinyurl.com/TRA-Forms>

CHECK-UP QUIZ



Read the scenario below and identify the most appropriate Teaching-Related Assignment to be designated to teachers.

One of the priority areas of our school is to improve campus journalism. We need someone to advise and guide our student journalists, including those who will participate in the National Schools Press Conference (NSPC). **What's the most appropriate TRA, and why?**



LEADING THE LAUNCH:

The pivotal role of School Heads

LEADING THE LAUNCH:

The pivotal role of School Heads

As the **School Head**, you are in charge of leading your school to achieve the parameters and standards, and comply with the procedures of the policies.

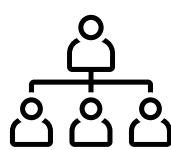
With that being said, you are expected to:



Communicate policies to all school personnel



Engage stakeholders in planning



Ensure equitable distribution of teaching load



Manage the administrative tasks

While you hold primary responsibility, collective insight of whole school community strengthens policy implementation.

Here is how your teachers and non-teaching personnel can support you:

TEACHER	NON-TEACHING PERSONNEL
<ul style="list-style-type: none">Maximize their time to improve the teaching and learning processCollaborate with the school head in the workload planningProvide feedback to the school head on the status of their workloadEnsure that the TRAs designated to teachers are relevant to the needs of the school	<ul style="list-style-type: none">Support the school head in managing administrative tasksProvide feedback to the school head on the status of their workloadSuggest process improvements to streamline school operations



READY FOR LAUNCH?

In the next section, we'll walk you through a practical roadmap to lead implementation in your school, because strong implementation of policy starts with strong leadership—and that's where you come in.



LIT OFF: *Undertaking Teacher Workload Policies*

LIT-OFF: Undertaking Teacher Workload Policies

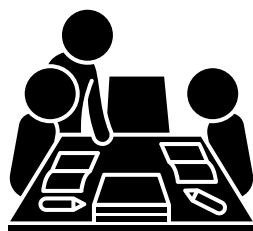
After reviewing the foundational principles of the Teacher Workload Policies, it is now the time to take off and start **making the reforms real: ensuring that the administrative tasks are removed from teachers** (DO 2, s. 2024) and that their **workload is rationalized** (DO 5, s. 2024).

But as a School Head, whose role is pivotal in implementing these policies, it is normal to ask the questions where do I begin, and how? In this section, we will suggest a comprehensive process that you can undertake in your schools.

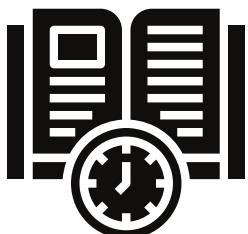
The process is divided into three (3) steps, namely:



school situational analysis



workload planning



workload rationalization

IMPORTANT NOTE

The steps may overlap and may be adjusted based on your strategy as a school head.



Teacher Workload Policy Toolkit

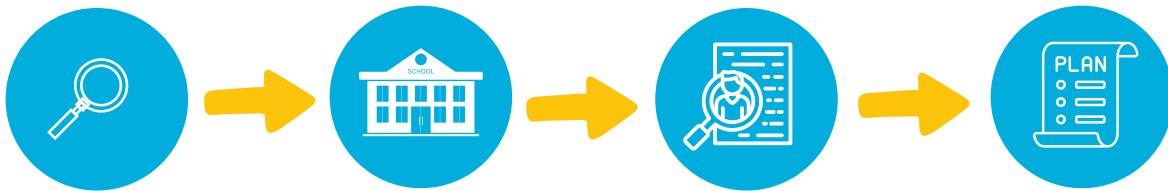
Pre-Launch Checklist:

Understanding Teacher Workload Policies

SCHOOL SITUATIONAL ANALYSIS

Let's begin!

STEP 1: SCHOOL SITUATIONAL ANALYSIS



**A. DATA
GATHERING**

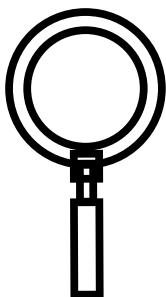
**B. REVIEW
SIP/AIP**

**C. CONDUCT
SCHOOL PERSONNEL
SELF-ASSESSMENT**

**INFORM
WORKLOAD
PLANNING**

Before any meaningful improvement can happen in your school—especially when it comes to managing workload—it's essential to begin with a clear and honest analysis of your school's context.

The **School Situational Analysis** gives you exactly that opportunity. It helps you take a closer look at your school's context and performance. It shows whether there are issues that need attention and how close (or maybe far) you are from meeting the goals set in your School Improvement Plan (SIP). It also helps you determine if any adjustments are needed in your Annual Implementation Plan (AIP).



A. Gather and Organize Key Data

Start by collecting the following school-level data to assess your current situation.

Don't feel limited to the checklist below; if there are other relevant data that can help you better understand your school's context, feel free to include them as well.

Remember that your goal here is to better understand your school – strengths, gaps, areas of improvement – that will help you plan more effectively.



SCHOOL PROFILE

- Total Enrollment
- Number of Organized Classes (*sections per grade level*)
- Number of Classrooms
- Number of Available Facilities
- Available Teaching or Learning Resources



HUMAN RESOURCE

- Number of Available Teachers
- Teachers' Subject Specialization
- Number of available Non-Teaching Personnel (*AO II, PDO I, ADAS II & III*)
- Number of Related-Teaching Personnel (*Guidance Counselor, Librarian*)



Results of Assessments (Internal & External)

- National Achievement Test
- Promotion, Drop-out Rates
- Phil-IRI, CRLA, *among others*
- SBM Self-Assessment Checklist



Other relevant data

-
-
-
-



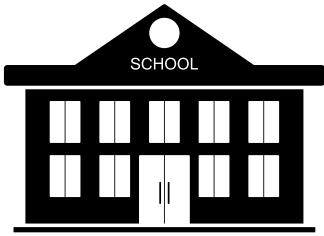
From the data you've gathered, you will likely uncover a wide range of insights – but for now, let's focus on those that relate specifically to workload. Hopefully, these key insights will help guide your decisions in the next step of workload planning, making sure your strategies are grounded in your school's actual situation.

KEY INSIGHTS FOR SCHOOL HEADS	NOTES
<ul style="list-style-type: none"> • Do we have enough teachers? • Given the available number of teachers and their specialization, can we distribute the teaching load equitably? Will there be an imbalance like overload? • Are there sufficient non-teaching personnel to meet the administrative needs of my school? • Based on the results of various assessments, in what areas should my school focus? • What areas do I need support? 	<hr/>

Let's consider an example.

Suppose your EOSY CRLA results show that some Grade 3 learners are classified as low emerging readers in English. Even at this stage, that insight should already point you to key focus areas—and how the workload of your school personnel, especially teachers, can be aligned to address them.

For instance, in distributing teaching load, you might assign language teachers to conduct remediation classes to address the needs of Grade 3 learners classified as low emerging readers in English.



B. Review the SIP and AIP

Now that you have gathered your data and you already have insights to your school's current context, you may now proceed to **revisit and review your SIP and AIP**.

As a school head, your goal is to ensure that your school is **working towards your priority improvement areas (PIA)** and **within the optimal use of your resources**. Here are **guide questions** to help you in your review of SIP and AIP:

#1

What are the priority improvement areas identified in the SIP?



#2

Do we have enough personnel and resources to implement these PIAs?



#3

Based on these PIAs, what can teachers undertake?



#4

You may add additional guide questions here!



To help you make sense of these guide questions, try summarizing your findings using the following key insights:

KEY INSIGHTS FOR SCHOOL HEADS	NOTES
<ul style="list-style-type: none">• What are the top priorities of my school?• How can teachers, non-teaching personnel, and school community achieve these priorities?• With the available resources in my school, are there priority areas that need to be recalibrated?• How can I align the workload of school personnel to ensure that the priority improvement areas will be addressed/achieved?	

Just like in your data gathering process, reviewing your SIP and AIP at this point should help you uncover valuable insights, especially how your data, SIP priorities, and AIP progress are interconnected. More importantly, this review should show **how your identified PIAs can and should influence the workload of your school personnel.**

Using our previous example where your school data shows low emerging readers in English, you might consider designating a teacher as a **Reading or Literacy Coordinator**. With this Teaching-Related Assignment, you can ensure that literacy programs are cohesive and well-coordinated by your teachers with expertise on the matter. This is just one illustration of how your school data and SIP/AIP should align with workload of school personnel.



C. School Personnel Self-Assessment

Let's say you already have your data, and you've reviewed your SIP/AIP. It might feel natural for you to want to dive straight into workload planning—but hold on, there's something important you shouldn't skip. We strongly recommend getting input from your school personnel first, particularly on how they see their workload. In this self-assessment, your goal is not only to gauge their understanding of Teacher Workload Policies, but more importantly, to surface their insights on how these policies affect their day-to-day work. These reflections will help inform more responsive and inclusive workload planning. **You may use the following questions as a tool for your school personnel self-assessment:**

Guide Question	Answer
What are the goals of the policies	Sample: To clearly define what constitutes as part of a teachers' workload
What aspects of the policy are most relevant to your current role?	Sample: As a teacher, the most relevant aspect of the policy is the clarification on what are ancillary tasks.

cont.

What changes needed to be implemented?

Sample: I need to be relieved of my duties as property custodian of our school.

Sample: Our school needs to rethink our AIP and identify teaching-related assignments based on our improvement areas.

What challenges do I foresee in implementing the policy in our school?

Sample: Our school lacks non-teaching personnel to assume the non-teaching tasks

What are my roles and responsibilities?

Sample: I need to check if I have teaching overload and religiously submit documentary requirements for the processing of payment

TIP

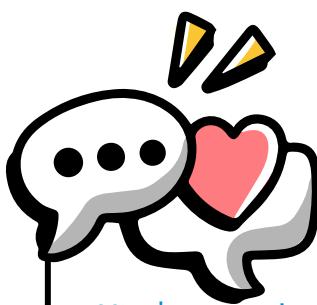


You may ask your school personnel to submit their answers to help you synthesize their input ahead of the workload planning process.

Based on the self-assessment of personnel, you should be able to identify patterns and gaps. You can be guided by this sample key insights:

KEY INSIGHTS FOR SCHOOL HEADS	NOTES
<ul style="list-style-type: none">• How well do teachers and non-teaching personnel understand DO 2 and 5, s. 2024?• What suggestions or insights emerged from the reflections of school personnel?• What challenges do they believe require immediate and long-term support?• How can we use these insights to inform workload planning?	

At this point, you should have a clearer picture of the workload realities of both teaching and non-teaching personnel in your school. This understanding now serves as your **jump-off point for workload planning**—ensuring that the decisions you make are grounded in data, aligned with school priorities, and responsive to the actual needs of your school.



GOOD JOB, SCHOOL HEAD!

You've made great progress so far. But before you jump into the next step, how about taking a quick coffee break? Take a moment to recharge—you've earned it! Once you're refreshed and ready, come back with those key insights you've gathered in the first step.

Teacher Workload Policy Toolkit

Pre-Launch Checklist:

Understanding Teacher Workload Policies

WORKLOAD PLANNING

STEP 2: WORKLOAD PLANNING



A. ORGANIZE A WORKLOAD PLANNING SESSION

B. CONDUCT A SCHOOL-WIDE ORIENTATION

C. FACILITATE A COLLABORATIVE WORKLOAD PLANNING

INFORM WORKLOAD RATIONALIZATION

Upon knowing the workload realities based on your school situational analysis, it is now the time to move forward and start Step 2: **Workload Planning**. This is where everything really starts to click; in this step, you will guide your school through a collaborative process, as you will help your teachers and non-teaching personnel grasp workload policies in a way where you can **plan together on how to align your current setup with the policy expectations**.

Let's break down how this step looks like, so you can make it work in your school.

A. Organize a Workload Planning Session

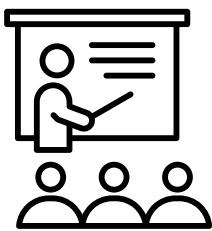


You can start by organizing a **workload planning session** with your teachers and non-teaching personnel. There is no need to start from scratch or hold a separate event— in fact, you can simply integrate this into your existing planning sessions. And to not overcomplicate matters, here's a sample structure you can adopt in your workload planning session:

TIP

We know that your time is valuable, and that timing is crucial. Therefore, we highly recommend you conduct these sessions as part of your Beginning of School Year (BOSY) preparations or Balik-Eskwela meetings, so as not to waste time and resources. You may also integrate this during INSET, LAC sessions, and in midyear and yearend review sessions for monitoring purposes.





B. Conduct a School-Wide Policy Orientation/Reorientation

As indicated in our suggested structure, it will be an integral part of your workload planning sessions to also include a **school-wide orientation** to be attended both by your teachers and non-teaching personnel. It is important that all school personnel understand the salient features, standards, and procedural guidelines contained in the policies by heart, so that we can improve compliance and implementation.



TIP

The school community isn't just comprised of the school personnel. In conducting the orientation, you can also invite the other members of the school community, like SGC members and PTA officers, so that they will also understand the policies and their implications for the school.

In conducting the policy orientation, it is important to **emphasize the following:**

- Goals and intent of the policies**
- Scope of the policies**
- Salient features of the policies**
- Implications of the policies**
- Roles and responsibilities per governance level**



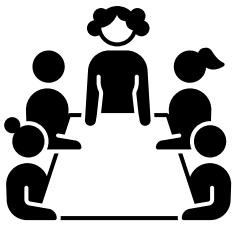
TIP

If you have already done an orientation when the policies were released in 2024, you can just simply review the salient features and focus on the processes provided in **DM 53, s. 2024.**



GEAR UP

You can download the **Orientation Kit** at: <https://tinyurl.com/School-Level-Orientation-Kit> and **SGC materials** to effectively engage internal and external stakeholders through this link: <http://bit.ly/SGC-FAQs>.



C. Facilitate a Collaborative Workload Planning Session

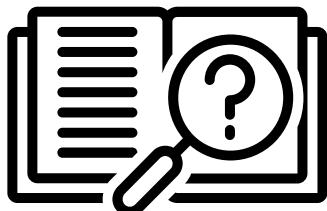
Now that you've walked your team through the salient features of the policy, you may now proceed in processing the results of your school situational analysis, in relation to the standards and parameters set by DepEd policies.

During the workload planning session, you must not forget to create a space where everyone can honestly look at how things are currently done. In this way, your school personnel can compare the result of situational analysis to what the policies actually say and then work together to come up with realistic, doable next steps. Make sure you really listen to your teachers and keep school personnel informed about where the school is headed.

But before you facilitate the session, here are a few principles you need to keep in mind to foster an open environment and results-focused workload planning session. You should:

1. Be open and transparent,
2. Foster a respectful environment,
3. Keep it collaborative,
4. Ground discussions in data,
5. Document agreements, action points, pain points,
6. Stay aligned with the policies, and
7. **You may add more here!**
- 8.
- 9.
- 10.

To keep the conversation focused and productive, it is helpful to use this simple but powerful discussion guide that structures the planning clearly, thus ensuring all important aspects are covered. This discussion guide has **three (3) key points**, and these are:



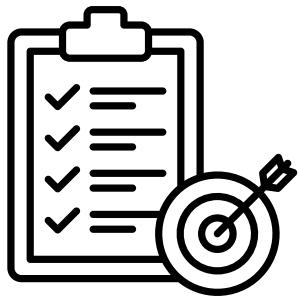
What the policy says?

these are the standards, parameters, and procedures that your school needs to comply based on the policies



Where are we?

these are the workload realities of the school based on the results of your school situational analysis



Action Point

these are the concrete steps the school will take to align with the standards, parameters, and procedures set by the policies

Encouraging collaborative input at this stage ensures that the workload planning session is practical, achievable, and has the insights of all stakeholders involved.

If you take a look at the first column of the discussion guide, you'll see we've already included the key points from DO 2 and 5, s. 2024 to save you time. These are the principles of the policies that ensure our teachers can maximize their time to do what they do best – help and enrich our learners.

We've also added some sample answers in the second and third columns to give you an idea of how to fill them out.

What the policy says?	Where are we?	Action Point
Based on DO 2, 5, s. 2024 and DM 53, s. 2024	Based on School Situational Analysis	Based on Collaborative Discussion
Teachers should have at most 6 hours of teaching load	Sample: Based on school profile, we lack Math Teachers given the number of organized classes	Sample: Try to request for additional items OR identify in the class programming teacher/s who may render overload hours and document properly for compensation
In the exigency of service, teachers may render more than 6 hours but should be compensated with teaching overload pay		
Teachers' program should be scheduled in a way that provides time for teachers to perform their teacher ancillary tasks		
Teachers should be able to exercise their options to spend their teacher ancillary tasks within or outside school premises		

What the policy says?	Where are we?	Action Point
Based on DO 2, 5, s. 2024 and DM 53, s. 2024	Based on School Situational Analysis	Based on Collaborative Discussion
Teaching-Related Assignments designated to teachers should be aligned with the SIP/AIP	<p>Sample: Our priority area is to improve the literacy of our learners by facilitating programs related to improvement of reading competencies</p>	<p>Sample: Designate Language Teachers as Reading Coordinators</p>
Designation of teachers to Teaching-Related Assignments need concurrence of teachers and duly approved designation order from the SDS		
Administrative Tasks should be removed from the workload of teachers	<p>Sample: Teachers are designated as property custodian</p>	<p>Sample: AO II to assume these roles</p>
Map out the other standards, parameters, and procedures here!		

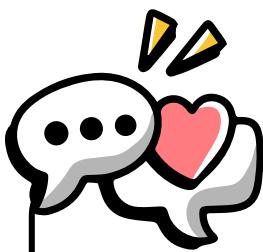
TIP



To make the discussion more collaborative and engaging, consider assigning specific roles to your school personnel during the session. Remember, they are not merely recipients of the policy—**they play an active role in its implementation.** Their insights, shaped by their day-to-day experiences, are essential in grounding the discussion in real school contexts. For example, you may assign Teachers or Master Teachers to lead discussions on teaching load, while non-teaching personnel can take the lead in mapping out administrative tasks.

By the end of this step, you brought your team together to deepen their understanding of the workload policies. Also, you have examined your school's current workload realities and collectively identified action points to address gaps and align with policy standards.

With clear agreements and documented action points in place, you are now ready to move into the next crucial step: **Workload Rationalization.**



WELL DONE, SCHOOL HEAD!

Go ahead and pat the shoulders of your teachers and non-teaching staff—they deserve it for their great cooperation in the workload planning session.

Teacher Workload Policy Toolkit

Pre-Launch Checklist:

Understanding Teacher Workload Policies

WORKLOAD RATIONALIZATION

STEP 3: WORKLOAD RATIONALIZATION



A. Managing Administrative Tasks



B. Distribution of Teaching Load and Scheduling Teacher Ancillary Tasks



C. Designation of Teaching-Related Assignments



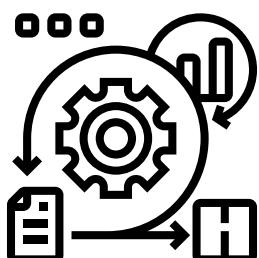
RATIONALIZED WORKLOAD

In workload rationalization, your goal as a school head is to formalize and concretize the alignment of your school with teacher workload policies. This means that you manage the removal of administrative tasks, distribute the teaching load equitably, schedule teacher ancillary tasks, and designate teaching-related assignments.

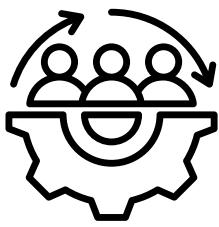
Throughout this process, you will encounter the following:



Parameters, standards, and procedures to remember



Suggested tools and processes in order to comply with these parameters, standards, and procedures



A. Managing Administrative Tasks

We completely get it – implementing DO 2 s. 2024 can feel like a lot, especially when your school lacks non-teaching personnel. But here's the thing: we're here to walk alongside you by providing practical ideas to help you manage your school's administrative tasks. The best part is we're nearing our shared goal of ensuring every school has the non-teaching personnel it needs. This is all about bringing teachers back to the classroom and giving non-teaching personnel the support they need to do their job effectively.

**Let's start with one of the biggest steps in rationalizing teacher workload:
removing administrative tasks from their plate.**

Here's what you need to keep in mind:

1. Teachers should not be required to take on administrative tasks.
2. Removing these tasks doesn't mean simply handing everything over to non-teaching personnel.
3. School heads must make sure non-teaching personnel are working within their job descriptions.
4. To make this work, we need the support of the school community—and sometimes, it also means simplifying how we do things.

So, how do we make all these happen?

We suggest starting with a **clear mapping of administrative tasks** in your school. Use what you've already learned from your earlier **school situational analysis** and **workload planning sessions**. Once you've listed the tasks, the next step is to decide who's best suited to handle each one.

To guide you through this, we've prepared a **Tasking Matrix that will help you:**

- List down the Administrative Tasks
- Break them into Specific Activities
- Note the Schedule or Frequency of the Activities
- Identify the Person/s Responsible (could be the school head, non-teaching personnel, or even members of your school community like parents, guardians, or your SGC)
- Determine the Support Needed to get the task done smoothly

GEAR UP



You can download the template, and we've included a sample below to show you how to fill out the tasking matrix:

<https://tinyurl.com/Administrative-Task-Tools>

Suppose that during your teachers' self-assessment, it was raised that some are currently designated as **property custodians**—a role that, under the new policy, should no longer be assigned to them. Here's what you can do:

- **List it in the first column** of your Tasking Matrix under *Administrative Task*.
- Then, **break down the scope of the role** in the second column under *Activities*—what specific duties does the property custodian perform?

Once you've outlined the activities:

- **Identify when these tasks are typically done** (e.g., monthly inventory, quarterly reports).
- Then, **determine who among the school personnel can take the lead** in handling them, and **who can provide support**.

By this point in your school situational analysis and workload planning sessions, you should have already identified the **support needed** necessary to ensure that day-to-day operations will not be hampered. List these down in the appropriate column and **specify which level of governance** (SDO, RO, CO) is responsible. Also indicate if **external partners** (e.g., PTA, barangay, alumni) can be tapped to help.

Sample Tasking Matrix

Admin Task	Activities	Schedule	Person/s Responsible		Support Needed
			Lead	Support	
Property/ Physical Facilities Custodianship	Inventory of School Supplies and Equipment	Monthly	AO II		
	Safekeeping and Monitoring of supplies and equipment	Quarterly	AO II		
	Coordination for repairs and disposal	As the need arises	AO II		
	Updating property records and reports	Monthly	AO II		

TIP



You can enhance the matrix for better planning! For example, you may present the schedule as a Gantt chart to help you, as the school head, easily visualize which months have peak activities. You can also list the specific forms or reports that need to be accomplished for each task.

By completing this process, you ensure that administrative tasks are effectively removed from teachers' workload and are thoughtfully planned and distributed throughout the school year.



B. Distribution of Teaching Load and Scheduling Teacher Ancillary Tasks

Now that we've successfully unburdened our teachers of administrative tasks, our next, crucial mission is clear: **maximize their time for teaching.**

As the school head, you play a key role in ensuring that there is **equitable distribution of teaching load** among your teachers and that their schedules consider their welfare. Let's empower them to focus on what they do best: **teach.**

Here's what you need to keep in mind:

1

The **teaching load** of teachers is now based on the **number of minutes/hours** rendered for actual classroom instruction.

2

Teachers **shall not be required to render more than six (6) hours of teaching load.** However, should they be required in the exigency of service, they **may render additional two (2)** hours of teaching overload and must be paid an additional compensation in the form of teaching overload pay.

3

Teaching Load now consists only of the following:



Actual classroom instruction rendered per learning area

equivalent minutes/hours will follow the time allotment prescribed in the curriculum



Class Advisory

automatically equivalent to 60 minutes/1hour per day



Conduct of Remediation/Enhancement classes

equivalent minutes/hours will depend on the program or as defined by other issuances

cont.

4

Teacher ancillary tasks must also be considered when preparing the teacher's program.

5

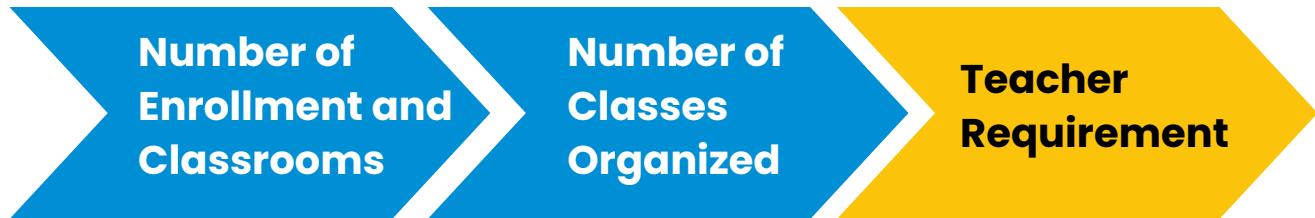
Teachers have the option to render their teacher ancillary tasks **inside or outside** school premises.

So, how do we make all these happen?

As school heads, we are pretty sure you are familiar with the process of **preparing the class program and teachers' program**. Every beginning of the school year, this is the primary tool you can use to ensure the equitable distribution of teaching load among your teachers.

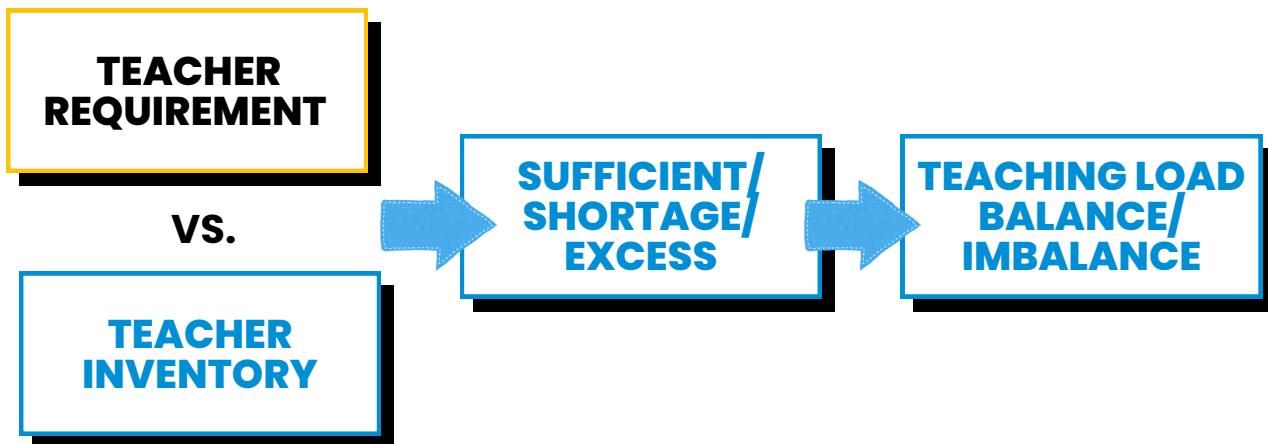
We will not go into detail of forming your teachers' program and class program. Instead, we will help you connect the results of your school situational analysis and workload planning session on how to strategize your teacher loading.

Based on your school profile such as **enrollment** and **available classrooms**, you will be able to determine the number of **organized classes** in your school. These elements allow you to determine the **number of teachers** needed to effectively deliver instruction.



Once the **teacher requirement (number of teachers needed)** is established, you must compare it with your **teacher inventory (actual number of teachers)**. This comparison helps you determine whether you have a sufficient number of teachers, or if there's a shortage or excess in certain grade level/learning areas.

The result of this analysis has a direct impact on the distribution of teaching load.



For example, if your school needs five (5) Math teachers but currently has only two (2) qualified Math teachers, there is a clear shortage in that learning area. This shortage leads to imbalances in teaching load—the available teachers may need to take on additional teaching hours or render teaching overload. Conversely, if you have more teachers than needed in another subject, it will also create an imbalance in the distribution and another set of strategies need to be undertaken.

Take a look into these sample teacher loading to check how school profile directly affects the distribution of teaching load.

Sample Teacher Loading:

A. School Profile

Grade Level	Enrollment	No. of Organized Classes
Grade 7	52	1
Grade 8	56	2
Grade 9	65	2
Grade 10	48	1
TOTAL	221	6

Required No. of Teachers	8
Actual Number of Teachers	9

Teachers	Subjects
A	Filipino
B	English
C	Math
D	AP
E	MAPEH
F	Values
G	Science
H	TLE
I	Math

Sample Teacher Loading:

B. Teacher Loading Summary

Teacher	Filipino (45 mins)	English (45 mins)	Math (45 mins)	AP (45 mins)	MPEH (45 mins)	Values (45 mins)	Science (45 mins)	TLE (45 mins)	NMP (30 mins)	Class Advisory (60 mins)	Total Teaching Load	Less than/ Overload
Number of Sessions x Time Allotment (based on MATATAG Curriculum)												
A	270								60	60 mins based on DO 5, s. 2024	330	-30
B		270							60	Learning Areas + Class Advisory	330	-30
C			270								270	-90
D				270							60	-30
E					270						270	-90
F						270					60	-30
G							270				270	-90
H								270			60	-30
I									180		60	-120

What can you observe from the Teacher Loading Summary? Are there teachers with less than or more than 6 hours?

We said that school profile influences the teaching load. This school has a total enrollment of 221 students spread across Grades 7 to 10, with **6 organized classes**. Based on this data, **only 8 teachers are technically required**, but the school has **9 actual teachers**. Now, if we check the **teaching load summary**, most teachers are assigned one subject based on their specialization, and a few also handle class advising duties. Looking at the distribution of teaching load, all teachers have teaching load that **stay within the daily 360-minute maximum teaching load**. It means their current assignments are compliant with the teacher workload policies.

In the distribution of teaching load among your teachers, you can be guided by the following strategies:



Prioritize **Master Teachers** in handling **Key Stage 1 (Kinder-Grade 3)** to maximize their competencies for the foundational years of learners.



Teachers shall be assigned to teach in their **area of specialization** based on their educational attainment, relevant training and experience, and professional teaching license; **and**



Teachers assigned to teach more than one (1) learning area **or** grade level should only have a maximum of **300 minutes or 5 hours of teaching load** to allow them more time for teacher ancillary tasks considering that their assignments may incur additional time for preparation.

After distribution of teaching load, you should be able to identify the following and undertake the necessary strategies:

1

Teachers **with 6 hours** of teaching load

2

Teachers with **MORE THAN 6 hours** of teaching load

3

Teachers with **LESS THAN 6 hours** of teaching load



subject for payment of teaching overload

priority for designation to teaching-related assignments

IMPORTANT NOTE

If you have teachers rendering less than six (6) hours of teaching load per day, they should not be subjected to salary deductions. Additionally, there is no need to designate Teaching-Related Assignments solely to complete the 6-hour teaching load—especially if there is no actual need for such tasks. **Remember, Teaching-Related Assignments do not carry an equivalent teaching load and should only be designated when they are clearly aligned with the SIP/AIP.**



Now, let's say that your school is part of the pilot implementation of the Strengthened Senior High School Curriculum.

We understand that implementing a new curriculum may require additional support, especially in managing teaching loads. To assist you in this transition, we developed a **SSHS Program Pilot Schools Simulator** designed to help schools assign teaching loads and select Grade 11 elective subjects for School Year 2025–2026.

WHAT IT DOES?

The **SSHS Program Pilot Schools Simulator** performs the following functions:

- Calculates the total teaching load required for each subject.
- Determines the total number of teachers needed per year level based on the number of sections.
- Identifies potential elective subject offerings for Grade 11.
- Assigns teaching loads to available teachers, ensuring alignment between learning areas and teacher specialization, and that no teacher exceeds the 1,800-minute weekly teaching load limit.

In the process, it may also generate the following findings:

SHORTAGE

Indicates that no available teacher can be assigned to a subject and/or section.

UNDERLOAD

Indicates that a teacher's total assigned load is below 1,800 minutes per week.

IMPORTANT NOTE

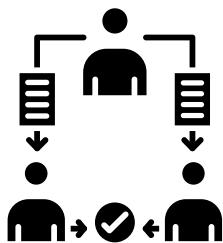
However, schools retain full discretion to finalize teacher assignments based on their specific context and needs.



GEAR UP

You can download the **SSHS Program Pilot Schools Simulator** and **User Guide** through this link: tinyurl.com/SSHSSimulator.





C. Designation of Teaching-Related Assignments

By now, you've probably got a clear picture of your teachers' workload— no administrative tasks, and their teaching loads are equitably distributed. But we all know that there are activities and mechanisms that can support teaching process and academic learning outside classroom instruction. In such cases, we clearly need our teachers to be designated to Teaching-Related Assignments.

Here's what you need to keep in mind:

01.

Any Teaching-Related Assignments you designate should be based on the following:

- a. Your school's SIP/AIP, and
- b. Your teachers' specialization and workload



02.

These assignments **aren't mandatory**, so make sure to get the teachers' concurrence before designating any TRA.



03.

Prioritize in the designation of TRA those teachers **with less than 6 hours** of teaching load,



04.

Formalize their designation through a **designation order** signed by the SDS, and



05.

In cases where they work beyond the regular work hours, they should be **eligible for the grant of VSC**.



IMPORTANT NOTE

Teaching-Related Assignments do not carry an equivalent teaching load and must not be used to complete the six (6) hours of teaching load.



How do we make all these happen?

Refer back to the results of your school situational analysis and workload planning sessions. By now, **you should have identified priority improvement areas where leadership and support of your teachers is essential**. The next critical step is to determine which teachers will be designated with teaching-related assignments, considering both their expertise and current workload.

Here is an example of an AIP of a school with an identified priority improvement area focused on enhancing the reading skills of its learners:

School Improvement Project Title	Project Objective	Output for the Year	Activities	Person(s) Responsible	Schedule/Venue	Budget per Activity	Budget Source
Lahat Makakabasa	To improve the literacy of learners	Improved literacy of learners	Establish Reading Nook for Key Stage 2				
			Reading Caravan for Key Stage 1				

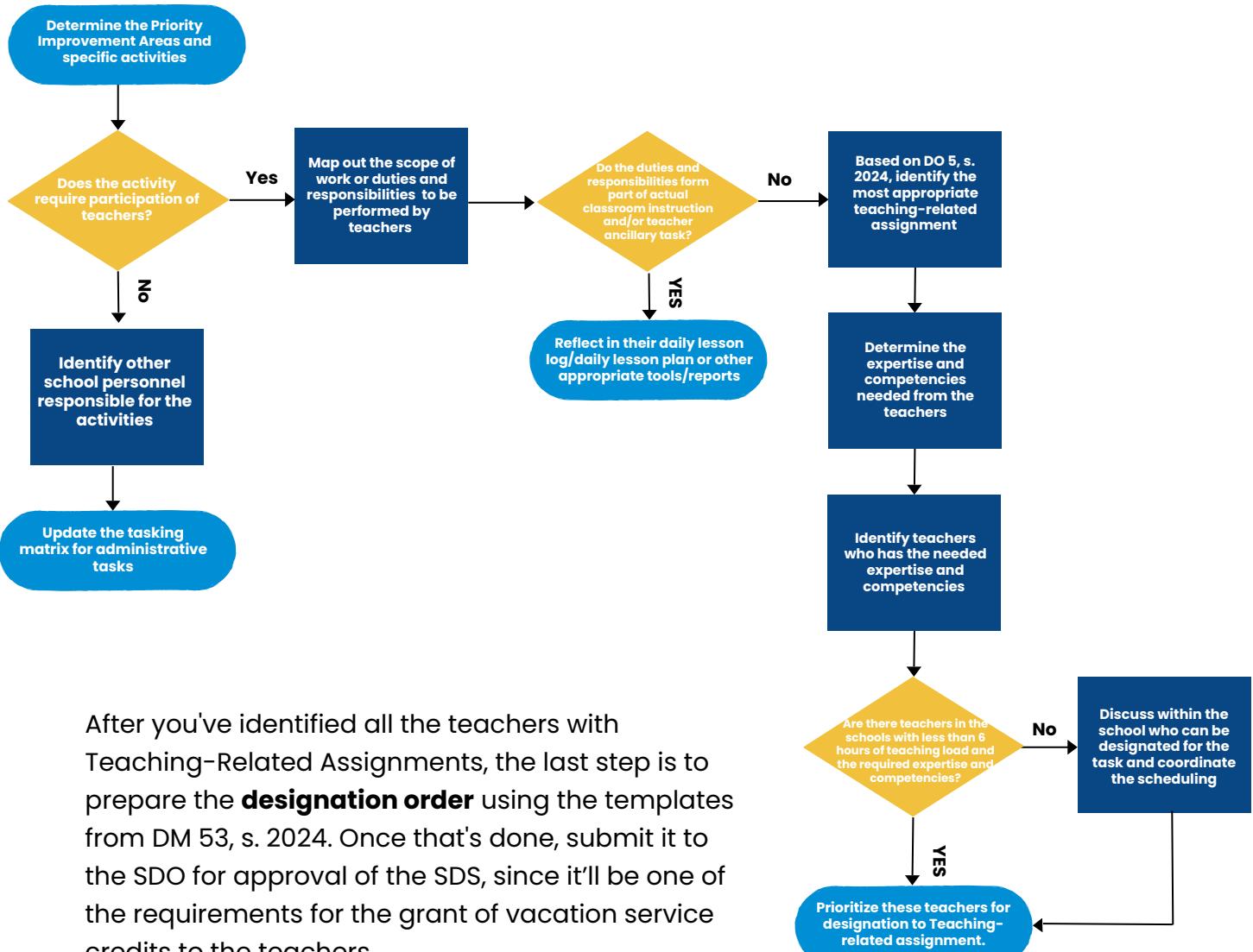
As illustrated, the school needs to identify the person/s responsible for each activity. However, just because an activity is included in the SIP/AIP does not automatically mean it is a Teaching-Related Assignment.

GEAR UP



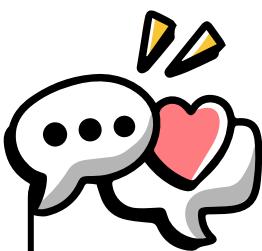
You can download a simplified flowchart outlining the thought process for determining TRA here: <https://tinyurl.com/TRA-Forms>.

You may use this simple thought process flow to help determine which tasks qualify as Teaching-Related Assignments.



After you've identified all the teachers with Teaching-Related Assignments, the last step is to prepare the **designation order** using the templates from DM 53, s. 2024. Once that's done, submit it to the SDO for approval of the SDS, since it'll be one of the requirements for the grant of vacation service credits to the teachers.

That's it! After **school situational analysis, workload planning, and workload rationalization**, you're ensuring that your school not only aligns with teacher workload policies but also grounds its decisions and agreements on data, with the whole school community consulted and engaged in collaborative planning.



MISSION ACCOMPLISHED, SCHOOL HEAD!

All steps complete. Take a moment to affirm yourself—you've led with purpose.



POWERED ASCENT: *SUSTAINING IMPLEMENTATION OF TEACHER WORKLOAD POLICIES*

POWERED ASCENT: Sustaining Implementation of Teacher Workload Policies

Successfully implementing teacher workload policies is only the beginning—the real challenge lies in sustaining them. To ensure long-term impact, we need strong support mechanisms that reinforce the principles of the policies and keep everyone aligned with our goals. This section outlines the key mechanisms that ensure that workload policies continue to serve their purpose over time.

Here are some key mechanisms that will help you sustain your implementation:

01

STREAMLINE

Streamlined School Forms and Reports Accomplished by Teachers (DO 6, s. 2025)

02

GOVERNANCE LEVEL

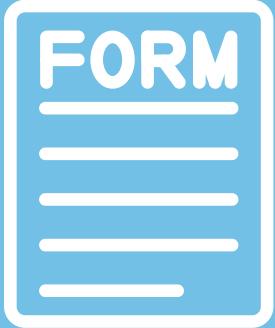
Roles and Responsibilities per Governance Level

03

MATERIALS

Other Resource Materials





A. Streamlined School Forms and Reports Accomplished by Teachers (DO 6, s. 2025)

In rationalizing teacher workload, our goal is to clarify the duties and responsibilities of our teachers. However, this will not be achieved if the school forms and reports they accomplish remain the same.

Hence, the Department released **DO 6, s. 2025**, to provide a list of streamlined school forms and reports. Under this new policy, **teachers will only be required to accomplish school forms and reports required for actual classroom teaching, teacher ancillary tasks, and teaching-related assignments.**

Here are the streamlined set of school forms and reports and some important notes to consider:

STANDARD SCHOOL FORMS FOR ALL TEACHERS

WORKLOAD SUB-CATEGORY	FORMS/REPORT TITLE
Assessment of Learners' Progress	1. Learning Outcome Assessment 2. Class Record 3. Test Result and Analysis 4. Report on Remedial and Intervention Program
Curriculum Delivery and Pedagogy	1. Individualized Learning Plan

SCHOOL FORMS FOR TEACHER ANCILLARY TASKS BASED ON LEARNING AREA/GRADE LEVEL/DESIGNATION

WORKLOAD SUB-CATEGORY	FORMS/REPORT TITLE
Assessment of Learners' Progress	<ol style="list-style-type: none"> 1. Kindergarten Progress Report 2. Philippine Informal Reading Inventory (Phil-IRI) (Individual, Classroom and School Reading Profile) 3. Rapid Numeracy Assessment Result 4. Comprehensive Rapid Literacy Assessment (CRLA) Result 5. Multi-factored Assessment Tool (MFAT) Result 6. Early Childhood Development Checklist
Coaching, Mentoring, and Provision of Technical Assistance	<ol style="list-style-type: none"> 1. Learning Action Cell (LAC) Plan and Accomplishment Report 2. Instructional Supervisory Plan 3. Instructional Supervisory Report 4. Narrative Report of SLAC for Intermediate Teachers
Curriculum Delivery and Pedagogy	<ol style="list-style-type: none"> 1. National Learning Camp (NLC) Attendance Record 2. Accomplishment Report of LCVs (Learning Camp Volunteer)
Curriculum Planning	<ol style="list-style-type: none"> 1. In-Service Training for Teachers (INSET) Report / documentation

cont.

WORKLOAD SUB-CATEGORY	FORMS/REPORT TITLE
Homeroom Guidance and Management	<ol style="list-style-type: none">1. Report on Learners at Risk of Dropping Out2. School Form 1 – School Register3. School Form 2 – Learner Daily Attendance Report4. School Form 3 – Book Issued and Returned5. School Form 5 – Report on Promotion and Level of Proficiency6. School Form 5A- End of Semester and School Year Status7. School Form 8 – Learner's Basic Health and Nutrition Report8. School Form 9 – Learner's Progress Report Card9. School Form 10 – Learner's Permanent Academic Record10. Learner Information System (LIS) Updating, Encoding, and Finalization11. National Achievement Test List of Learners12. Alternative Learning System (ALS) Form 1 – List of Mapped and Potential Learners13. ALS Form 3 – Master List of Enrolled Learners and End of Program Assessment14. ALS Form 4 – Master List of A&E Test Registrants15. ALS Form 5 – Learner's Permanent Record16. Early Language Literacy and Numeracy Assessment (ELLNA) – List of Learners17. School Form 5B- List of Learners with Complete SHS Requirements18. SHS Tracer Report/Curriculum Exit Tracking System

SCHOOL FORMS FOR TEACHING-RELATED ASSIGNMENTS

WORKLOAD SUB-CATEGORY	FORMS/REPORT TITLE
Chairmanship: Learning Area	<ul style="list-style-type: none"> 1. Learning Area Action Plans 2. Learning Resource Management Section (LRMS) Needs 3. Youth for Environment in Schools Organization (YES-O) Calendar of Annual Proposed Activities 4. YES-O Registration Form 5. YES-O Annual Accomplishment Report
School Coordinator: Guidance and Advocacy	<ul style="list-style-type: none"> 1. Intake Sheet/Incident Report 2. Quarterly Mental Health Report
Trainer/Adviser: Sports Development Programs	<ul style="list-style-type: none"> 1. SSC 1: School Sports Club Registration Form 2. Updated Sports Form for Athletes
Trainer/Adviser: Supreme Elementary/Secondary Learner Government	<ul style="list-style-type: none"> 1. Supreme Elementary Learner Government (SELG) Accomplishment Report 2. Supreme Elementary Learner Government (SELG) Action Plan 3. Learner Government (LG) Commission on Elections and Appointments (COMEA) Monitoring Tool 4. Learner Government Election and Appointment Forms (Action Plan and Accomplishment Report) 5. Election Application Form (Learner Government Election) 6. Introductory Profile for Elementary Level (Learner Government Election) 7. Introductory Profile for Secondary Level (Learner Government Election) 8. Screening Form [Election] (Learner Government Election) 9. Screening Form [Appointment] 10. Sample Ballot 11. Election Tabulation Form

cont.

WORKLOAD SUB-CATEGORY	FORMS/REPORT TITLE
Trainer/Adviser: Supreme Elementary/Secondary Learner Government	<ul style="list-style-type: none">10. Sample Ballot11. Election Tabulation Form12. Election Canvass Form13. Registry of Elected Officers14. Registry of Qualified Nominees15. School Career Guidance Implementation Report16. Curriculum Exit Tracking17. Membership Report18. Five Year Action Plan/Target19. General Plan of Action20. Communication for Respondent21. Grievance Form22. Appointment Form and Certification23. Communication for Appointee24. Communication for Nominee and Nomination Reply Slip25. Nomination Form26. Oath of Office27. Poll Watcher Authorization Form28. Minutes of the Meeting (Learner Government Election)29. Notice of Meeting (Learner Government Election)30. Resolution (Learner Government Election)

IMPORTANT NOTE

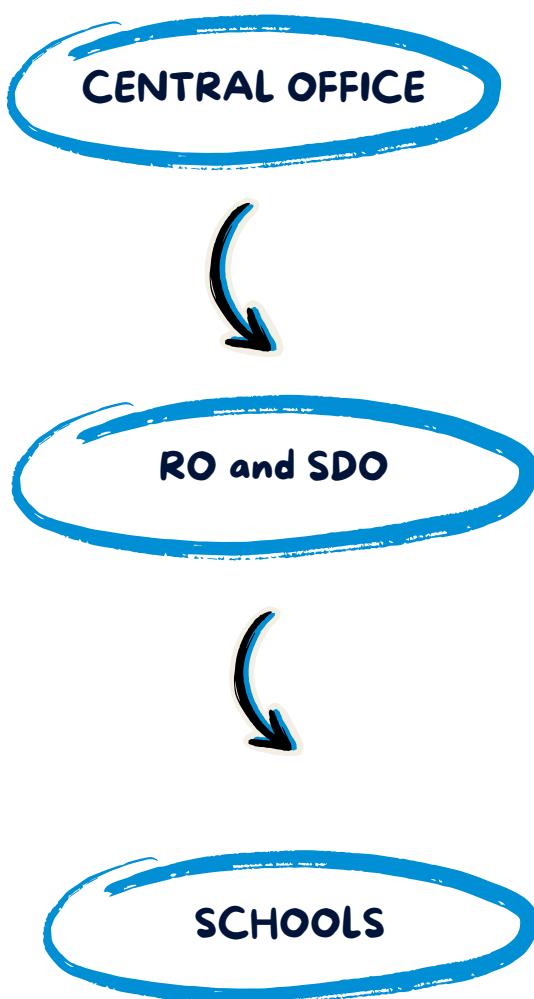
Items 15 and 16 should be accomplished by Guidance and Advocacy Teacher/Designate/Coordinator. The forms and reports related to SELG/SSLG COMEA shall be accomplished by appropriate member of the COMEA.





B. Roles and Responsibilities per Governance Level

Each governance level contributes to effective policy implementation and oversight. The **Central Office** manages overall implementation and monitoring, while **Regional Offices (ROs), Schools Division Offices (SDOs)** provide essential technical assistance. Consult the following guide for a clear understanding of these distributed roles and responsibilities.



- Organize activities to ensure effective and efficient implementation of the policy
 - Monitor and Evaluate compliance of offices with the policy
 - Provide technical assistance to field offices
 - Provide supplementary tools to enhance implementation of the policy
 - Continuously streamline teachers' tasks and duties
-
- Synergize efforts to support schools in implementing the directions, standards, and processes in the policies
 - Provide technical assistance to schools
 - Review of distribution of teaching load
 - Provide support to schools in managing administrative tasks
 - Ensure presence of non-teaching personnel in schools
 - Answer queries and concerns of school
 - Initiate streamlining efforts for school processes

Rationalize workload and functions of school personnel to adopt directions, standards, and procedures of the policies



C. Other Resource Materials

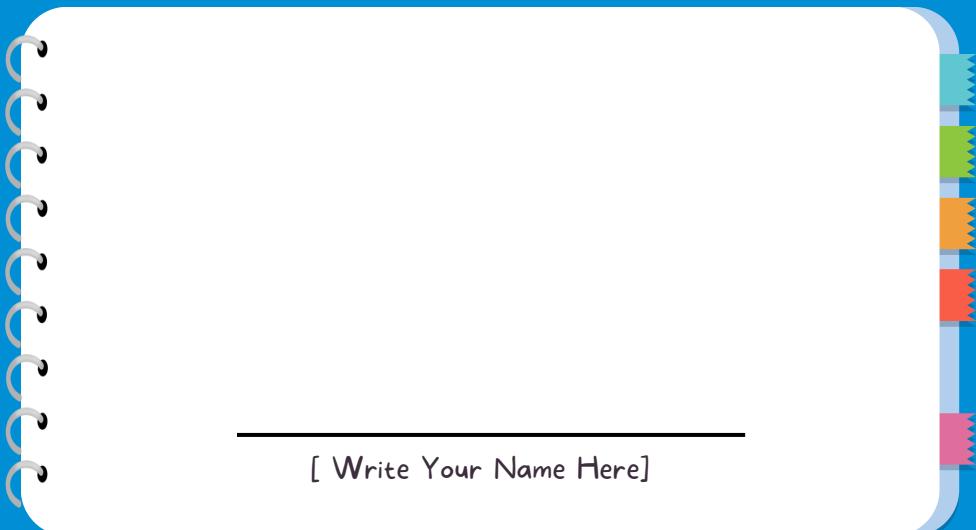
**Find everything you need to implement this policy in the Public Drive accessible through this link:
bit.ly/TeacherWorkload_ToolsandProcedure.**

Downloadable resources include:

I. Issuances	Links
DO 2, s. 2024	tinyurl.com/DO2s24
DO 5 and DM 53, s. 2024	tinyurl.com/DO5s24
DO 6, s. 2025	tinyurl.com/DO6s25
II. Advocacy Materials	Links
DO 2, s. 2024	tinyurl.com/DO2s24-AdvocMat
DO 5 and DM 53, s. 2024	tinyurl.com/DO5s24-AdvocMat
III. Forms	Links
Administrative Tasks	tinyurl.com/Administrative-Task-Tools
Teaching Overload	tinyurl.com/Overload-Forms
Teacher Ancillary Tasks	tinyurl.com/Ancillary-Forms
Teaching-Related Assignments	tinyurl.com/TRA-Forms
IV. Others	Links
Electronic School Form 7 (eSF7)	bit.ly/eSF7
School Governance Council (SGC)	bit.ly/SGC-FAQs

We appreciate you, School Heads!

You made it through the whole policy toolkit—nice work! Now, if you had to capture how you're feeling in just one emoji, what would it be? **Go ahead, draw it!** Then, take it one step further: **write a short pledge or personal commitment** on how you'll put what you've learned into action in your school. It can be a sentence, a promise, or even just one powerful word—**your commitment starts here.**



**We sincerely thank you, School Head,
for your dedicated leadership and the
critical role you play in implementing
these policies.**

Your thorough engagement with this toolkit reflects your commitment to rationalizing the workload of school personnel and ensuring their well-being. Your efforts do not go unnoticed, and we hope this toolkit has served as a valuable resource for the effective implementation of teacher workload policies in your school.

Is your copy updated?

Go to tinyurl.com/VersionValidator or **scan the QR code** below to verify if this version of the toolkit is updated.



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