



Republic of the Philippines
Department of Education

REGION IV- A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

31 July 2026

DIVISION MEMORANDUM
No. 515 s. 2026

OPERATIONAL GUIDELINES FOR SCHOOLS ON DESIGNATING TEACHING-RELATED ASSIGNMENTS TO TEACHERS

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Heads, Public Elementary and Secondary Schools
Heads, Unit/Section
All Others Concerned

1. In reference to **DepEd Order No. 005, s. 2024**, titled **Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload**, this Office provides operational guidelines for schools on designating teaching-related assignments to teachers.
2. Teaching-Related Assignments are school-based functions designated to teachers, in addition to their teaching load and ancillary tasks, such as serving as school coordinators, trainers/advisers, and chairpersons of grade levels or learning areas, in accordance with **DepEd Order No. 005, s. 2024**.
3. Under the provisions of **DepEd Order No. 005, s. 2024**, only the following teaching-related assignments may be designated to teachers:

School Coordinators

- Reading/Literacy and Numeracy
- Research
- Special Needs Education (SNED)
- Information and Communications Technology (ICT)
- Guidance and Advocacy
- Inclusive Education (as applicable)

Trainer/Adviser

- School Paper
- Sports Development Programs
- SELG/SSLG

Chairmanship

- Grade Level
- Learning Area

4. Please be guided by the following teaching-related assignments and shall be assigned to teachers depending on the available human resources and applicable curricular offering:



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Major Category	Sub-Category	General Task Description	Specific Teaching-Related Assignments
School Coordinator	Reading/Literacy and Numeracy	Leads the planning, implementation, monitoring, and evaluation of school-based programs, projects, and activities aimed at improving learners' literacy and numeracy outcomes.	Reading ARAL ARAL Math ELLN School Assessment Learning Resources
	Research	Leads and coordinates the school's research initiatives, provide technical assistance in the conduct of research, facilitate the utilization of research findings, to improve teaching practices, school performance, and learner outcomes.	School Research LAC/COP School Assessment
	Special Needs Education (SNED)	Coordinates, monitors, and supports the implementation of Special Needs Education (SNED) programs and services to ensure inclusive, equitable, and quality learning opportunities for learners with special educational needs.	Note: If there are 2 or more SPED teachers
	Information, Communication and Technology (ICT)	Coordinates the planning, implementation, maintenance, and monitoring of information and communications technology (ICT) programs, systems, and resources to support teaching and learning.	
	Guidance and Advocacy	Promotes learner well-being and development through	

		the planning, implementation, and advocacy of programs and services related to guidance, referral to counseling, safe spaces, referrals, career development, and positive behavior support.	
	Inclusive Education	Promotes and coordinates the implementation of Inclusive Education programs and policies to ensure equitable access, participation, and learning success for all learners, particularly those from diverse, disadvantaged, and marginalized groups.	ALS Alternative Delivery Modalities (ADM)/Flexible Learning Program Note: If applicable only
Trainer/Adviser	School Paper	Advises and mentors students in campus journalism and publication activities, fostering responsible journalism, communication skills, and active participation in school and community media engagements.	
	Sports Development Programs	Leads and coordinates school sports development programs, promoting physical fitness, sportsmanship, and excellence by organizing training activities, coaching student-athletes, and overseeing participation in school-level and inter-school sports competitions.	
	Supreme Elementary	Serves as adviser, provide guidance and	

	Learner Government (SELG)/ Supreme Secondary Learner Government (SSLG)	support in developing student leadership, fostering civic engagement, and implementing learner-led programs and activities.	
Chairmanship	Grade Level	Preferably a proficient teacher who serves as the focal person for a specific grade level, spearheading coordination and planning, as well as assisting in coaching and mentoring teachers to improve learning outcomes throughout the school year.	Note: Not applicable for those with department head designation and assistant principal.
	Learning Area	Preferably a proficient teacher who serves as a coach and mentor in a specific learning area, assists in monitoring teachers' lessons vis-à-vis the curriculum, and manages various programs related to the learning area, including co-curricular activities.	Note: Not applicable for those with department head designation

5. In the **designation of chairmanship for Grade Level and Learning Area**, please be guided by the following:

The designation of Grade Level Chairperson and Learning Area Chairperson is not applicable in multigrade schools.

For schools with one (1) to three (3) class advisers per grade level, the designation of Grade Level Chairpersons shall be based on the Key Stage structure:

- Key Stage 1 – Kindergarten to Grade 3
- Key Stage 2 – Grade 4 to Grade 6
- Key Stage 3 – Grade 7 to Grade 10
- Key Stage 4 – Grade 11 to Grade 12

For schools with four (4) or more class advisers per grade level, the School Head may designate one (1) Grade Level Chairperson for each grade level or for a combination of grade levels, considering enrollment size,

organizational structure, workload distribution among teachers and availability of personnel.

The designation of Learning Area Chairpersons shall be based on the number of teachers assigned to a specific learning area. Schools with four (4) or more teachers in a learning area may designate one (1) Learning Area Chairperson to lead curriculum implementation, instructional supervision support, learning action cell (LAC) coordination, and other learning area-related functions. The School Head shall consider the specialization, competence, and current workload of teachers prior to designation. Teachers with less than six (6) hours of actual classroom teaching load shall be prioritized for such assignments, consistent with **DepEd Order No. 005, s. 2024**.

6. In the **designation of teaching-related assignments**, School Heads shall be guided by the following measures:

- a. Consider teachers' areas of specialization, existing workloads, and the guidelines and requirements of the teaching-related assignment in accordance with existing policies. As much as practicable, teaching-related assignments should be limited to a maximum of two (2) per teacher to ensure the effective performance of their duties.
- b. Teachers with fewer than six (6) hours of teaching load shall be given priority when assigning teaching-related responsibilities.
- c. The designation shall be formalized through a Designation Order issued by the School Head and concurred in by the teacher concerned. The order must clearly specify the duties and responsibilities and duration of the assignment, and no designation shall be made without the teacher's concurrence. The Designation Order shall take effect only upon approval by the Schools Division Superintendent.
- d. Teaching-related assignments must be reflected in the electronic School Form 7 (eSF7).
- e. Teachers who perform teaching-related assignments, duties, and responsibilities beyond regular working hours, whether within or outside the school premises, shall be entitled to Vacation Service Credits (VSC), subject to the provisions of **DepEd Order No. 005, s. 2024**, and other applicable DepEd issuances.

7. **Program Management** is classified as an administrative function and should not be designated as a teaching-related assignment under **DepEd Order No. 005, s. 2024**.

8. Attached is the **Regional Memorandum No. 363 s. 2026** for your reference.

9. Immediate dissemination of this Memorandum is desired.


CELEDONIO S. BALDERAS JR.
Schools Division Superintendent

Encl.: As stated

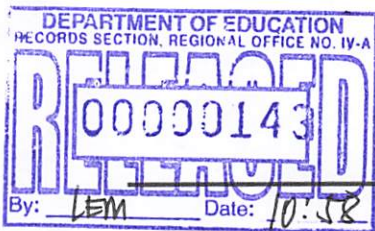
References: DepEd Order No. 005, s. 2024

Regional Memorandum No. 363 s. 2026

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

TEACHING LOAD
TEACHERS

SGOD- operational guidelines for schools on designating teaching-related assignments to teachers
SGOP76PL-005310/July 31, 2026



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



03 June 2026

Regional Memorandum
No.363, s. 2026

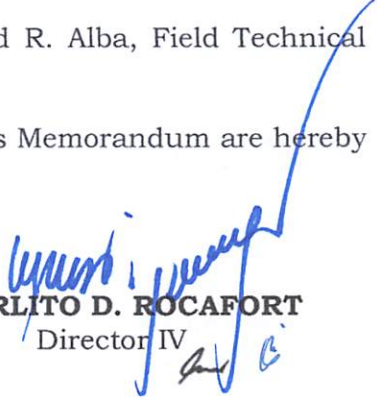
**INTENSIFYING AND STRICT IMPLEMENTATION OF THE
RATIONALIZATION OF TEACHERS' WORKLOAD IN
PUBLIC SCHOOLS AND PAYMENT OF TEACHING
OVERLOAD IN PREPARATION FOR THE
OPENING OF CLASSES**

To **Schools Division Superintendents**
Assistant Schools Division Superintendents
Chiefs, Curriculum Implementation Division (CID) and School
Governance and Operations Division (SGOD)
Public Schools District Supervisors
School Heads/Principals
All Concerned

1. Pursuant to the Department's policy direction on ensuring a rational, manageable, and equitable distribution of teachers' duties and the proper authorization and payment of teaching overload, all Schools Division Offices (SDOs) are hereby directed to intensify and strictly implement the provisions of DepEd Order No. 005, s. 2024¹ within your respective jurisdiction.
2. All concerned shall ensure full alignment of school-level workload assignments, class programming, and compensation processes with DepEd Order No. 005, s. 2024, including the corresponding planning, documentation, and approval mechanisms for teaching overload and related payments.
3. SDOs shall cause the immediate dissemination of this Memorandum to all public schools and ensure compliance monitoring, with appropriate technical assistance to schools as necessary.
4. School heads shall ensure that teacher workload assignments and any teaching overload are properly documented and processed in accordance with existing DepEd rules.

¹ Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload

5. For your information and guidance, please see the attached DepEd Order No. 005, s. 2024.
6. For inquiries, please contact Chief Michael Girard R. Alba, Field Technical Assistance Division, at 0917-888-2731.
7. Immediate dissemination and compliance with this Memorandum are hereby directed.


CARLITO D. ROCAFORT
Director IV

cc:04/ROF1



Republic of the Philippines
Department of Education

APR 29 2024

DepEd ORDER
No. 005, s. 2024

**RATIONALIZATION OF TEACHERS' WORKLOAD IN PUBLIC SCHOOLS
AND PAYMENT OF TEACHING OVERLOAD**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
Public Elementary and Secondary School Teachers
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed policy guidelines on the **Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload**, pursuant to Republic Act (RA) No. 4670 dated June 18, 1966, or the Magna Carta for Public School Teachers, and the Civil Service Commission Resolution No. 080096 dated January 28, 2008.

2. This DepEd Order (DO) is guided by agency directions that are geared toward building a conducive environment for effective teaching and learning to thrive.

- a. Teachers shall render eight hours of service per day, of which six hours shall be devoted to actual classroom teaching.
- b. The remaining two hours shall be allotted for work incidental to the normal teaching duties which may be spent within or outside the school premises.
- c. Other teaching-related work, such as but not limited to being a school coordinator, shall be duly compensated in accordance with Section 14 of RA 4670.
- d. In exigency of service, actual classroom teaching in excess of the required six hours shall be compensated through payment of teaching overload, provided that it does not exceed two hours per day.

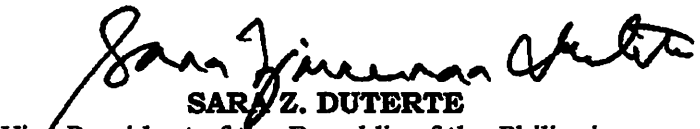
3. The mechanisms, procedures, and standards stipulated herein shall guide all DepEd offices and schools, including the heads of offices, school heads, and teachers on the **rationalization of teachers' workload** in public schools, along with providing **appropriate compensation and benefits** to teachers who exceed prescribed workload or working hours.

4. All DOs and other related issuances, rules, regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

5. This DO shall take effect immediately upon its approval, issuance, and publication on the DepEd website. This shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

6. Any clarification regarding this DO shall be coordinated with the **Bureau of Human Resource and Organizational Development-School Effectiveness Division**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.sed@deped.gov.ph or at telephone number (02) 8633-5397.

7. Immediate dissemination of and strict compliance with this Order is directed.


SARA Z. DUTERTE
Vice President of the Republic of the Philippines
Secretary of the Department of Education *me*

Encl.:

As stated



References:

DepEd Order Nos. 16, s. 2009 and 22, s. 2023

DepEd Memorandum No. 291, s. 2008

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

BENEFITS
PAYMENT
POLICY
SERVICE
TEACHERS
TEACHING LOAD
WORK HOURS



RATIONALIZATION OF TEACHERS' WORKLOAD IN PUBLIC SCHOOLS AND PAYMENT OF TEACHING OVERLOAD

I. RATIONALE

The **Department of Education (DepEd)** strives to cultivate a work environment that ensures quality teaching workforce. In support of this thrust, the Department institutionalized the Philippine Professional Standards for Teachers (PPST) to guide all teachers in public schools and clearly set expectations on teacher performance, attainment of proficiency, and professional development.

However, DepEd acknowledges that teacher welfare is as important as teacher quality. Guided by the **Republic Act (RA) No. 4670 or the Magna Carta for Public School Teachers**, the holistic well-being of teachers is prioritized by ensuring fair and equitable distribution of teacher workload.

Section 13 of the Magna Carta affirms that actual classroom teaching hours shall not be more than six (6) hours a day except in exigencies of service where teachers may render more than six (6) hours but not exceeding eight (8) hours of actual classroom teaching a day. Consequently, any actual teaching performed beyond six (6) hours, as well as any other activities outside their normal teaching duties as stipulated in Section 14, shall be compensated accordingly.

In response to the precepts of the Magna Carta, several Department issuances were released to provide implementing guidelines on the working hours of public school teachers. DECS Order No. 039, s. 1990, *Deployment and Assignment of Public School Teachers*, reiterated the provision of RA 4670 on the actual teaching hours. The said Order has also assigned teaching load to other tasks like class advising duties and coaching, as well as handling of special/remedial classes.

With guidance from the Civil Service Commission (CSC), the Department also released DepEd Memorandum (DM) No. 291, s. 2008, *Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers*, and DepEd Order (DO) No. 016, s. 2009, *Addendum to DepEd Memorandum No. 291, s. 2008*, which further clarified that public school teachers, as government employees, are not exempted from the eight-hour work day, of which six (6) hours shall be allotted to actual classroom teaching and the two (2) hours shall be engaged to tasks incidental to the teaching-learning process.

Despite the issuance of the aforementioned guidelines, various interpretations remain and are still rampant due to the absence of clear operational definition of governing principles, implementing arrangements across governance levels, parameters in determining workload and overload, and monitoring and evaluation mechanisms and procedures.

Through this Order, the Department aims to maximize teachers' time spent on actual classroom teaching and related duties, enabling them to focus on improving the teaching and learning processes that occur within classrooms. This policy is designed to significantly enhance teacher quality, promote teacher welfare, and ultimately, contribute to improved learning outcomes.

II. SCOPE

This DepEd Order provides guidelines on the rationalization of teachers' workload in public schools and streamlines teachers' other tasks by specifying allowed teaching-related assignments.

This Order covers all DepEd-employed teachers engaged in classroom teaching, on a full-time basis, under permanent, provisional, or substitute status in all public elementary and secondary schools.

Furthermore, this policy shall be implemented across all governance levels. The guidelines, parameters, and processes outlined herein shall guide DepEd schools, Schools Division Offices (SDOs), Regional Offices (ROs), and Central Office (CO) in the distribution of teacher workload, streamlining of teaching-related tasks, as well as computation and compensation of teaching overload and accumulation of vacation service credits (VSC), in accordance with existing laws, rules, and regulations.

III. DEFINITION OF TERMS

For this purpose, the following terms shall be defined as follows:

- a. **Class Advising Duties** refer to ancillary tasks performed by a class adviser to manage a class or group of learners for a certain grade level.
- b. **Classroom** refers to any learning space whether physical, virtual, or other alternative spaces in communities or households used for teaching and learning engagements through various learning delivery modalities.
- c. **Compensation** refers to monetary payment to teachers for services rendered. This includes salary and wages, or additional incentives attached to work rendered for their position.
- d. **Remediation** refers to the instructional program designed to support struggling learners who have not developed or attained expected curricular competencies and help them strengthen their basic skills to succeed in school. It shall be an after-school program with dedicated time, an organized class, and a designated teacher who shall provide remedial activities, assessment, and support to learners.
- e. **School Heads**¹ refer to persons responsible for the administrative and instructional supervision of the school or cluster of schools as provided for in RA No. 9155. For the purpose of this policy, a duly designated Teacher-in-Charge (TIC) is considered a School Head.
- f. **Teacher Ancillary Tasks** refer to work incidental to the teachers' normal teaching duties.
- g. **Teacher Shortage** refers to the deficiency in the number of teachers in a school. Teacher shortage is derived from the latest enrollment data and teacher inventory data from the Basic Education Information System (BEIS).

¹ Republic Act No. 9155 or the Governance of Basic Education Act of 2001

- h. **Teachers** refer to those occupying teaching positions directly engaged in teaching or delivery of instruction in the elementary and secondary levels (junior high school and senior high school) in schools and Community Learning Centers (CLCs).
- i. **Teaching Load** refers to the actual classroom teaching hours or minutes rendered by a teacher.
- j. **Teaching Overload** refers to the actual classroom teaching in excess of the prescribed six (6) hours of actual classroom teaching in a day. The teaching overload shall not exceed two (2) hours a day or ten (10) hours a week.
- k. **Teaching Overload Pay** refers to the additional compensation of public school teachers who render **actual classroom teaching** beyond the required thirty (30) hours a week. The compensation shall be at least twenty-five percent (25%) of a teacher's regular remuneration.
- l. **Teaching-related assignments** refer to tasks related to teaching and academic learning which support learner development. These tasks are performed by teachers in consideration of their professional expertise and experience.
- m. **Vacation Service Credits (VSC)** refer to the leave credits earned by public school teachers for services rendered during activities authorized by proper authorities during long periods with no classes (e.g., semestral breaks and official non-working holidays). These credits are used to offset their absences due to illness, or to offset proportional deductions in vacation salary due to absences for personal reasons or late appointment. For purposes of this Order, VSC can be granted for teaching overload and activities during the regular school year as authorized by this Order.

IV. POLICY STATEMENT

This DepEd Order aims to enable teachers to focus on their core function of teaching by establishing a more conducive work environment. **This goal shall be achieved through a fair and equitable distribution of teaching workload and implementation of a streamlined set of teacher ancillary tasks and teaching-related assignments.** The process for the payment of teaching overload and the accumulation of VSC is provided as guidance for all concerned personnel and offices.

Consistent with the Department's commitment to give support to teachers, this Order fosters a work environment where teachers are focused on their role as learning facilitators. When teachers are engaged in actual classroom teaching and their teaching hours are protected, quality teaching is realized, resulting in quality learning. Therefore, the quality teaching and learning experience shall contribute to improved learning outcomes.

V. GUIDELINES AND PROCEDURES

A. Streamlining Teaching Workload

1. A public school teacher shall render **eight (8) hours of work per day**, of which **six (6) hours shall be devoted to actual classroom teaching** and **two (2) hours shall be allocated for teacher ancillary tasks which may be spent within or outside school premises.**

No teacher shall be required to submit documentary evidence or accomplishment reports on how the two (2) hours of ancillary tasks are spent outside school premises.

2. In a week, a teacher must be able to render thirty (30) hours of actual classroom teaching and ten (10) hours of teacher ancillary tasks.

A.1 Teaching Load

1. In completing the six (6) hours per day or thirty (30) hours per week devoted to actual classroom teaching, any of the following parameters shall be observed:

a. Teachers

- i. Teachers shall render six (6) hours of actual classroom teaching and the two (2) hours shall be allotted to teacher ancillary tasks incidental to the teacher's normal teaching duties defined under item V.A.3 of this Order.

b. Master Teachers (MT)

- i. Master Teachers shall likewise render six (6) hours of actual classroom teaching and the two (2) hours shall be allotted to teacher ancillary tasks incidental to the teacher's normal teaching duties defined under item V.A.3 of this Order.
- ii. In cases where Master Teachers are designated as class advisers, this task shall form part of the six hours of actual classroom teaching.
- iii. In line with the function of Master Teachers as defined in the PPST, coaching, mentoring, and provision of technical assistance to colleagues shall be treated as an ancillary task and shall be compensated with VSC if performed beyond the 8-hour workday, following the procedures provided herein.

2. Class advising duties, as part of the ancillary tasks of teachers, shall be treated as a teaching load equivalent to one (1) hour per day or five (5) hours a week. Included in the five (5) hours is the prescribed time for the Homeroom Guidance Program (HGP).
3. Remediation and/or enhancement classes shall likewise be treated as a teaching load. The allotted time and other procedural guidelines shall be in accordance with other DepEd issuances.

4. Program-based strategy, approach, or intervention intended to strengthen the skills and competencies of learners conducted during the allotted time per learning area shall not account for an additional teaching load.
5. Teachers designated as Teacher-in-Charge (TIC) are considered school heads. The designation of TIC shall be supported by a duly signed designation order from the Schools Division Superintendent (SDS) specifying duties and functions, authority, accountability, and responsibility, among others. Hence, TICs shall be relieved of teaching and other related duties and perform fully the function of a school head. However, in the exigency of service, TICs may be given teaching loads on the condition that all teachers in the school have been assigned the maximum teaching overload of two (2) hours. The teaching load of TICs shall form part of their regular work hours. As a result, any work performed beyond the regular work hours shall be compensated accordingly.
6. The Alternative Learning System (ALS) and Special Needs Education (SNED) teachers shall likewise observe the prescribed work hours for teachers.
7. The School Heads shall ensure that teaching load is equitably and fairly distributed among teachers.

A.2 Teaching Overload

1. Hours rendered as actual classroom teaching in excess of the prescribed six (6) hours in a day for teachers shall be counted as teaching overload. The number of minutes accumulated on a weekly basis shall be converted into hours for the computation of appropriate teaching overload pay.
2. To ensure the general welfare of teaching personnel, the maximum hours of teaching overload per day is two (2) hours as provided under Section 13 of RA No. 4670, and Chapter 6 of the Department of Budget and Management (DBM) Manual on Position Classification and Compensation.
3. As a general rule, only teachers in schools with teacher shortage based on the enhanced planning parameters are eligible for teaching overload pay. However, tasks requiring actual classroom teaching duties whether in-person, distance, or blended, including relieving duties for other teachers, which are beyond the normal teaching hours and affecting vacant periods shall also be considered teaching overload, provided it satisfies the conditions in Items A.2.1 and A.2.2, respectively.
4. All teachers shall render the prescribed number of actual classroom teaching hours before they may be assigned a teaching overload. The specialization of teachers must be a prime consideration for the school head in assigning overload.
5. Teachers holding contractual positions funded by the Local School Board (LSB) are **not eligible** to receive teaching overload pay. However, the protection of their statutory rights shall be properly observed through this

DepEd Order by ensuring that they are subjected to a fair and equitable distribution of teaching workload.

A.3 Teacher Ancillary Tasks

1. To further support the teaching and learning process, **Teacher Ancillary Tasks** shall be performed in the **remaining two (2) hours of the regular work**.
2. The following shall be considered as Teacher Ancillary Tasks:
 - a. **Curriculum Planning**
 - i. Preparation of lesson plans/daily lesson logs
 - ii. Action research
 - iii. Attendance to Learning Action Cell (LAC) sessions
 - b. **Curriculum Delivery and Pedagogy**
 - i. Preparation of instructional aids and materials
 - ii. Checking and recording learners' attendance and participation
 - iii. Classroom management
 - c. **Assessment of Learner's Progress**
 - i. Checking of exercises and summative tests
 - ii. Recording of academic performance results
 - iii. Grading learners' performance or achievement
 - d. **Homeroom Guidance and Management**
 - i. Class advising duties
 - ii. Periodic reporting of attendance
 - iii. Preparation and submission of report card and other school forms
 - iv. Conference with parents and home visits when necessary
3. For **Master Teachers, coaching, mentoring, and provision of technical assistance to colleagues** shall be treated as an ancillary task. Learning Action Cell (LAC) coordinator/In-Service Training (INSET) Coordinator shall be included in their functions, among others.
4. School Heads shall prepare individual class programs ensuring that schedule of teachers give ample time for the preparation and correction of exercises and other work incidental to normal teaching duties herein defined.
5. Teachers conducting **conferences with parents and home visits** performed **beyond regular work hours** shall be granted with **VSC**, subject to the guidelines provided herein or as defined by other DepEd issuances.
6. Master Teachers performing **coaching and mentoring**, as well as **providing technical assistance** to colleagues beyond regular work hours shall likewise be granted with VSC, in accordance with existing applicable guidelines.

A.4 Teaching-related Assignments

1. To ensure that teachers are focused on their core mandate, only the following **teaching-related assignments** on top of the teacher ancillary tasks as herein defined may be designated to teachers, provided that developmental programs are included in the School Improvement Plan (SIP):
 - a. **School Coordinator**
 - i. Reading/Literacy and Numeracy
 - ii. Research
 - iii. Special Needs Education (SNED)
 - iv. Information, Communication, and Technology
 - v. Guidance and Advocacy
 - vi. Inclusive Education (as may be applicable)
 - b. **Trainer/Adviser**
 - i. School Paper
 - ii. Sports Development Programs
 - iii. Supreme Elementary Learner Government (SELG)/Supreme Secondary Learner Government (SSLG)
 - c. **Chairmanship**
 - i. Grade Level
 - ii. Learning Area
2. In the designation of teaching-related assignments, School Heads shall consider the specialization of teachers who shall be assigned, along with their respective workloads. Teachers with less than six (6) hours of teaching load shall be prioritized in the designation to teaching-related assignments. They shall also consider the guidelines and requirements written in other existing policies related to the teaching-related assignments which shall be designated to teachers.
3. Designation of teaching-related assignments shall be enabled by a designation order from the school head duly concurred by the teacher concerned. School shall prepare a list of teachers designated to perform teaching-related assignments and submit the same to the Office of the SDS for approval. The School Governance and Operations Division (SGOD) shall keep a copy for recording, monitoring, and work interfacing purposes. Teaching-related assignments must be reflected in the electronic School Form 7 (eSF7). This document shall serve as basis for future management action and decision on workload assignments or request for additional manpower.
4. Teachers performing teaching-related assignments, duties, and responsibilities **beyond regular work hours**, whether within or outside the school premises, shall be granted with **VSC** subject to the guidelines provided herein or as defined by other DepEd issuances.
5. Other teaching-related assignments arising from new programs from higher and within governance levels, whether internal initiatives or resulting from partnership with stakeholders, shall be subsumed in any of the categories mentioned under V.A.4.1.

B. Administration of Compensation and Benefits

B.1 Payment of Teaching Overload

1. Teaching overload shall be compensated through teaching overload pay.
2. The School Head shall prepare a record of teachers who rendered services beyond six (6) hours aggregated on a weekly basis.
3. Payment of teaching overload shall be made on a quarterly basis, subject to the extent of allotment for the purpose. In the event of insufficiency of funds, teaching overload hours shall be converted to earned VSC provided under existing DepEd policy.

B.2 Grant of Vacation Service Credits

1. **Teacher ancillary tasks** defined in V.A.3.5, V.A.3.6, and **teaching-related assignments** performed by teachers **beyond regular work hours** shall be compensated through the grant of VSC.
2. **Eight (8) hours** of services rendered **shall be equivalent to at least 1.25 VSC**.
3. The grant of VSC shall be guided by the following procedures:
 - a. Teachers shall secure authority from the School Head to render work beyond regular work hours, specifying the following:
 - i. Name and position
 - ii. Date and time (hours to be rendered)
 - iii. Purpose/tasks to be accomplished
 - iv. Justification
 - b. The School Head shall approve the request after thorough evaluation of the necessity and urgency of the declared purpose/tasks to be accomplished.
 - c. For the request for grant of VSC, Teachers shall submit the following to the School Head:
 - i. Individual Accomplishment Report
 - ii. Approved authority
 - d. The School Head shall approve the individual accomplishment report for submission to the Office of the SDS.
 - e. Human Resource Management Officers (HRMOs)/In-Charge shall prepare the Special Order indicating the list of eligible teachers and number of earned VSC based on the actual number of hours/days teachers have rendered, to be approved by the SDS.
 - f. Once approved, the Personnel Unit shall record the earned VSC in the Employee's Leave Card.
 - g. Teachers shall be regularly informed of their earned VSC.

4. Accumulated VSC are used to offset absences of a teacher due to illness, or to offset proportional deduction in the vacation salary due to absences for personal reasons, or late appointment.
5. The procedures for the use of VSC to offset absences or deduction in vacation salary shall be in accordance with other existing DepEd policy.
 - a. Absences reflected in the daily time record (DTR) shall indicate Vacation Service Credit Applied (VSCA) for offsetting absences.
6. The accrued VSC may be converted to Sick Leave-Vacation Leave (SL-VL) credits for **monetization**, subject to availability of funds.

C. Tools and Procedures

1. To provide guidance and further details for the implementation of this policy, the Office of the Undersecretary for Human Resource and Organizational Development (OUHROD) shall provide all necessary tools and procedures through a strand Memorandum, particularly on the process on the payment of teaching overload.
2. The relevance and applicability of the tools and procedures shall be subjected to periodic review and adjustments by OUHROD as may be necessary.

D. Roles and Responsibilities

1. Central Office

Office of the Undersecretary for Human Resource and Organizational Development (OUHROD) through the Bureau of Human Resource and Organizational Development (BHROD):

- a. Conducts policy orientation and capacity-building to field offices as deemed necessary;
- b. Monitors and evaluates compliance with this Order and provides appropriate and timely technical assistance to field offices;
- c. Periodically assesses and reviews the implementing guidelines based on gathered reports and results of monitoring and evaluation;
- d. Provides supplementary tools to enhance the implementation of the policy; and
- e. Continuously streamlines teachers' tasks and duties through the following:
 - i. Reviews policies and programs, identifies their implications on teacher workload, and recommends policy action/s to the Office of the Secretary for approval;
 - ii. Consults with concerned offices, and reviews and proposes recommendations for possible streamlining and/or harmonization, if any, with regard to the processes/procedures of program implementation, including reportorial requirements;
 - iii. Maintains an inventory of official school processes and tasks assigned to teachers that affect their workload;

- iv. Provides periodic reports to the Management regarding compliance with this policy;
- v. Anticipates future and evolving school processes that may affect teacher workload; and
- vi. Reviews and provides recommendations on legislative measures with implications to teacher workload.

2. Regional Offices

Office of the Regional Director

- a. Ensures overall compliance of the SDOs and evaluates the impact of the implementing guidelines of the policy;
- b. Prepares a regional implementation plan to support objectives of this policy; and
- c. Prepares and submits reports and provides recommendations regarding this policy.

Administrative Unit – Personnel Section

- a. Consolidates budget utilization reports from their SDOs for forward submission to BHRD on a semiannual basis; and
- b. Monitors and evaluates compliance with this Order, in coordination with the Policy, Planning and Research Division, by conducting workload audit through the checking of the consolidated report on eSF7 (School Personnel Assignment List and Basic Profile) of the SDO.

Field Technical Assistance Division (FTAD)

- a. Provides appropriate technical assistance, in coordination with other functional divisions, to enhance the capacity of their SDOs in addressing school concerns

3. Schools Division Offices

Office of the Schools Division Superintendent

- a. Ensures overall adherence of schools and evaluates the impact of the implementing guidelines of the Policy.

School Governance and Operations Division (SGOD)

- a. Orients, capacitates, and provides appropriate and timely technical assistance to teachers who shall perform the teaching-related assignments;
- b. Consolidates eSF7 and submits to the Regional Office;
- c. Addresses school queries and concerns in relation to the implementation of this policy;
- d. Monitors and evaluates the compliance with this Order; and
- e. Provides technical assistance to schools based on the results of monitoring and evaluation.

Administrative Unit-Personnel Section

- a. Monitors school compliance to the documentary requirements for the payment of teaching overload; and
- b. Ensures strict compliance with the deployment and prescribed workload for school-based personnel by conducting personnel and

workload audits in coordination with the Planning and Research Section.

Finance Unit

- a. Ensures efficiency in the payment of teaching overload and prepares the budget utilization report on a semiannual basis.

4. Schools

School Head

- a. Exercises fair, reasonable, and equitable distribution of teaching workload and overload, teaching-related assignments, and other workload of teachers using the eSF7, consistent with DepEd rules and regulations;
- b. In cases of teaching overload, considers the specialization requirements when assigning additional teaching loads;
- c. Continuously provides opportunities for teachers to develop professionally;
- d. Ensures strict compliance with the prescribed workload of teachers using eSF7; and
- e. Strengthens monitoring and evaluation of the implementation of this Order.

E. Grievance Mechanism

Concerns, complaints, and/or violations arising from the implementation of this policy shall be addressed through the grievance machinery provided under DO No. 35, s. 2004² or pertinent rules on administrative cases in the civil service.

VI. MONITORING AND EVALUATION

The DepEd, through the BHROD, shall monitor, evaluate, and review the implementation of this policy, consistent with the policy development process of the Department. Furthermore, BHROD-SED shall gather feedback on the implementation of these guidelines from concerned personnel across different governance levels.

Anchored on the principles of decentralization and shared governance, the Department aims to empower the field offices in terms of monitoring and evaluating policy implementation and providing technical assistance.

VII. REPEALING CLAUSE

All other DepEd Orders, Memoranda, and related issuances, rules and regulations, and provisions which are inconsistent with this Order are hereby rescinded or modified accordingly.

² DepEd Order No. 35, s. 2004 or the Revision of the Grievance Machineries of the Department of Education

VIII. SEPARABILITY CLAUSE

If any provision of this Order is declared invalid or unenforceable by competent authority or the Courts, all other provisions not affected shall remain in force and in effect.

IX. TRANSITORY PROVISION

Relative to the pilot implementation of the ALS-Senior High School (ALS-SHS), this policy allows the granting of teaching overload pay to eligible teachers in identified pilot schools subject to the provisions indicated herein. An official list of pilot schools shall be released in a separate DepEd issuance for said purpose.

This arrangement shall be deemed temporary until such time dedicated full-time ALS teachers are allotted and deployed for SHS.

In view of the curriculum reform and development, provisions that may be found inconsistent with its implementation shall be subject to further review.

X. EFFECTIVITY

This DepEd Order shall take effect immediately upon its approval, issuance, and publication on its website. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

XI. REFERENCES

1. Department of Education. (2023). *DepEd Order No. 007, s. 2023 or the Guidelines on the Recruitment, Selection, and Appointment in the Department of Education*
2. Department of Education. (2023). *DepEd Order No. 22, s. 2023 – Implementing Guidelines on the School Calendar and Activities for the School Year 2023-2024*
3. Department of Education. (2021). *DM-OUCI-2021-346 – Revised Implementation of Homeroom Guidance (HG) during Crisis Situation for S.Y. 2021-2022*
4. Department of Education. (2019). *DepEd Order No. 21, s. 2019 – Policy Guidelines on the K to 12 Basic Education Program*
5. Department of Education. (2017). *DepEd Order No. 42, s. 2017 - National Adoption and Implementation of the Philippine Professional Standards for Teachers*
6. Department of Education. (2012). *DepEd Order No. 31, s. 2012 - Policy Guidelines on the Implementation of Grades 1-10 of the K-12 Basic Education Curriculum (BEC) Effective School Year 2012-2013*
7. Department of Education. (2009). *DepEd Order No. 16, s. 2009 - Addendum to DepEd Memorandum No. 291, s. 2008 (Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers)*
8. Department of Education. (2008). *DepEd Memorandum No. 291, s. 2008 – Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers*
9. Civil Service Commission. (2008). *CSC Resolution No. 080096 dated January 28, 2008*
10. Department of Education. (2005). *DepEd Order No. 9, s. 2005 – Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance*

Therewith

11. Department of Education. (2004). *DepEd Order No. 35, s. 2004 – Revision of the Grievance Machineries of the Department of Education*
12. Department of Education. (1990). *DepEd Order No. 39, s. 1990 - Deployment and Assignment of Public-School Teachers*
13. Official Gazette of the Philippines. (2001). Republic Act No. 9155 - Governance of Basic Education Act of 2001
14. Official Gazette of the Philippines. (1966). *Republic Act No. 4670 - The Magna Carta for Public School Teachers*