



Republic of the Philippines
Department of Education
REGION IV- A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

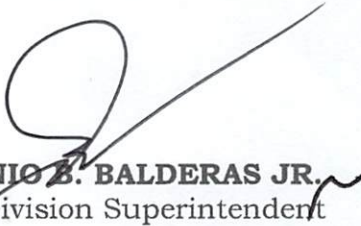
01 December 2025

DIVISION MEMORANDUM
No. **853** s. 2025

AVAILABILITY OF SELF-PACED MODULES FOR CREATING CARING SCHOOL COMMUNITIES: A CAPACITY BUILDING FOR SOCIO-EMOTIONAL LEARNING (SEL)-DRIVEN SCHOOL LEADERS

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

1. Enclosed is **Memorandum DM-OULS-2025-116** from DepEd Central Office, Office of the Undersecretary for Learning Systems titled **Availability of Self-paced Modules for the Professional Development Program titled Creating Caring School Communities: A Capacity-Building for Socio-Emotional Learning (SEL)-Driven School Leaders** in the Learning Management System.
2. The modules aim to strengthen teachers' competencies in integrating SEL into classroom instruction, modeling emotionally intelligent behaviors, and sustaining a positive and respectful learning climate.
3. The modules are available through the Learning Management System (LMS) NEAP Portal: bit.ly/PDLMS_SEL-DrivenforTeachers. Teachers may complete them at their own pace within six (6) months.
4. Other details regarding completion of the modules, including the development of Workplace Application Plan (WAP), are found in the enclosed memorandum.
5. For questions or queries, please contact Ms. Millie Jane T. Fudolig or Ms. Fleura Karina C. Lorenzo of National Educators Academy of the Philippines-Professional Development Division through email at neap.pdd@deped.gov.ph.
6. Immediate dissemination of this Memorandum is desired.


CELEDONIO B. BALDERAS JR.
Schools Division Superintendent

Encl.: As stated
Reference: Memorandum DM-OULS-2025-116

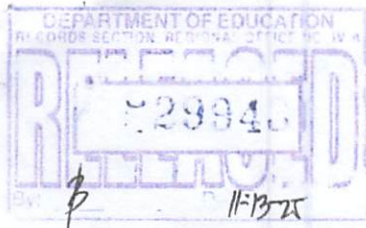


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To be indicated in the Perpetual Index
under the following subjects:

PROFESSIONAL DEVELOPMENT

SGOD- availability of self-paced modules for creating caring school communities: a capacity building for socio-emotional learning (sel)-driven school leaders
REC82FK5-007063/November 28, 2025



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



12 November 2025

Regional Memorandum

No. 855 s. 2025

**AVAILABILITY OF SELF-PACED MODULES FOR “CREATING
CARING SCHOOL COMMUNITIES: A CAPACITY BUILDING
FOR SOCIO-EMOTIONAL LEARNING (SEL) – DRIVEN
SCHOOL LEADERS”**

To: **Schools Division Superintendents**

1. Enclosed is Memorandum DM-OULS-2025-116 from DepEd Central Office, Office of the Undersecretary for Learning Systems titled *Availability of Self-paced Modules for the Professional Development Program titled “Creating Caring School Communities: A Capacity-Building for Socio-Emotional Learning (SEL)-Driven School Leaders” in the Learning Management System.*
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6. Immediate dissemination of this Memorandum is instructed.


ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

06/ROH5/ROH1



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OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

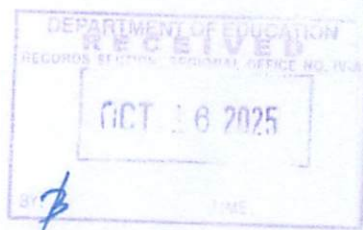
MEMORANDUM
DM-OULS-2025- 116

TO : **Regional Directors**
Schools Division Superintendents
Human Resource Development Division Chiefs
NEAP-R Focal Persons
All Others Concerned

FROM : *Carmela C. Oracion*
CARMELA C. ORACION
Assistant Secretary
Officer-in-Charge
Undersecretary for Learning Systems

SUBJECT : **AVAILABILITY OF SELF-PACED MODULES FOR THE PROFESSIONAL DEVELOPMENT PROGRAM TITLED "CREATING CARING SCHOOL COMMUNITIES: A CAPACITY-BUILDING FOR SOCIO-EMOTIONAL LEARNING (SEL) DRIVEN - SCHOOL LEADERS" IN THE LEARNING MANAGEMENT SYSTEM (LMS)**

DATE : October 13, 2025



1. The National Educators Academy of the Philippines (NEAP) has successfully implemented its **Creating Caring School Communities: A Capacity-Building for Socio-Emotional Learning (SEL) Driven - School Leaders**, aimed at strengthening leadership capacity in fostering emotionally supportive and inclusive school environments. This initiative has equipped school leaders with evidence-based strategies and tools that promote learner well-being, positive behavior, and resilience among both learners and school personnel. The program is aligned with key national policies, including Republic Act No. 12086 or the "Basic Education Mental Health and Well-Being Promotion Act," Republic Act No. 11036 or the "Mental Health Act," and Republic Act No. 10627 or the "Anti-Bullying Act of 2013."
2. Building on the gains of this program, NEAP is now extending SEL training to teachers through dedicated modules and learning sessions. This next phase aims to strengthen teachers' competencies in integrating SEL into classroom instruction, modeling emotionally intelligent behaviors, and sustaining a positive and respectful learning climate.
3. By capacitating both school leaders and teachers, NEAP ensures a whole-school approach to socio-emotional learning that is evidence-based, sustainable, and aligned with the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Teachers (PPST).
4. The modules will be made available through the Learning Management System (LMS) NEAP Portal: https://bit.ly/PDLMS_SEL-DrivenforTeachers starting October 24,

2025 and teachers may complete them at their own pace within the prescribed period of six (6) months.

5. Upon completion of the training, participating teachers shall accomplish their individual Work Application Plan (WAP) and upload it in the LMS. Their compliance shall be monitored by their respective School Heads or Supervisors.
6. Likewise, School Heads and Supervisors who attended the capacity-building program are also expected to accomplish their own WAP, which shall likewise be monitored accordingly. The prescribed WAP template and sample for School Heads and Supervisors can be accessed in the LMS.
7. Regional and Schools Division Offices are requested to disseminate this Memorandum and encourage all teachers to participate in the self-paced modules.
8. For reference and guidance, the following documents are enclosed:

Enclosure 1 : Overview of the Modules for Creating Caring School Communities: A Capacity-Building for Socio-Emotional Learning (SEL)- Driven Teachers

Enclosure 2 : Roles Of Supervisors and School Head in Providing Technical Assistance to Teachers on Social and Emotional Learning (SEL)
9. Should you have questions and concerns, please coordinate with **Ms. Millie Jane T. Fudolig** or **Ms. Fleura Karina C. Lorenzo** of NEAP PDD through email at neap.pdd@deped.gov.ph or landline (02) 8715-9919.
10. For immediate dissemination and appropriate action.



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Enclosure 1

**OVERVIEW OF THE MODULES FOR
CREATING CARING SCHOOL COMMUNITIES: A CAPACITY-BUILDING FOR
SOCIO-EMOTIONAL LEARNING (SEL) – DRIVEN TEACHERS**

The ultimate objective of the National Educators academy of the Philippines' (NEAP) in implementing the Social-Emotional Learning (SEL) Program is crystal clear: to empower every Filipino teacher with the essential knowledge, skills, attitudes, values, and tools necessary for effective and responsive teaching. Through dedicated professional development, the Academy shall ensure the program's lasting impact in every classroom and school, in accordance with the provisions of DepEd Order No. 42, s. 2017.

The NEAP's mission is simple: to transform classrooms into safe learning environments where every student feels seen, supported, and inspired to thrive. It is committed to building caring, truly inclusive (*walang maiiwan!*), and resilient (*matibay sa hamon ng buhay!*) school communities. Through this commitment, NEAP through the Professional Development Division (NEAP-PDD) seeks to nurture the holistic growth of all learners with compassion (*puso*) and discernment (*tino*), making a genuine difference, one learner, one classroom, one school at a time.

Module I: Socio-Emotional Learning (SEL): What Teachers Need to Know (The "Why" and "What" of SEL!)

- Think of this module as the exciting first day of the SEL journey! It introduces the core principles, key competencies, and compelling benefits of SEL, particularly in Philippine setting. The module presents foundational theories and pragmatic evidence underscoring the importance of promoting learners' well-being and enhancing academic outcomes. It aims to establish a fundamental understanding of SEL – comparable to mastering the basic elements of *Alibata*, the ancient Filipino script.

Module II: CASEL: A Framework for Caring School Communities (Our Blueprint for a Caring School!)

- This module is like getting a special blueprint for building a truly caring school environment! On this section, it will utilize the CASEL framework, a widely recognized guide for integrating SEL at a school-wide level. This includes learning practical strategies for fostering safe, inclusive, and collaborative learning environments that are perfectly aligned with DepEd's *MATATAG* curriculum. It further emphasizes the extension of a *pamilya*-like atmosphere beyond our classroom walls, ensuring that *kapwa* (fellow human beings) is valued in every corner.



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Module III: Becoming an SEL Teacher: Knowledge, Skills, Competencies, and Values (Teachers Becoming Superheroes Themselves!)

Here is where teachers get to develop their own SEL superpowers! This module enhances the personal SEL competencies and encourages reflective practices. It emphasizes the crucial role as models of emotional intelligence and empathy. The content focuses on the key attributes of effective SEL facilitation in Filipino classrooms, strengthening our *tiwala sa sarili* (self-confidence) and *kakayahan* (capability) to guide the learners. Ultimately, this module aims to cultivate the teachers' own *galing* (excellence) in this important area.

Module IV: SEL in Action: Integrating SEL in the Classroom (Making SEL Alive in Our Class!)

o This is where the rubber meets the road—applying SEL directly in teaching! On this module it aims to get practical strategies for embedding SEL in daily lessons and activities. The emphasis will be on interactive, culturally relevant approaches. Imagine using role-playing to address conflicts, telling exciting *alamat* (legends) or *kwento* (stories) that teach important values like *utang na loob* (debt of gratitude, a deep sense of reciprocity) or *hiya* (sense of propriety/shame in a positive way, leading to respectful behavior), and facilitating values-based discussions grounded in rich Filipino traditions. It is about making SEL a natural part of every subject, from *Araling Panlipunan* to Science, making learning feel like a true *salu-salo* (gathering).

Module V: SEL Assessment: Monitoring and Evaluation (Checking Our Progress, Together!)

o This module is an essential guide to charting the collective progress in SEL! On this section, teachers' will be equipped with the tools and methods to track their own social-emotional learning strategies, and how they integrate SEL into practice. At the end of this module, they will learn to assess, monitor, and evaluate SEL strategies to continually improve your teaching and better support every learner's development.



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Enclosure 2

**ROLES OF SUPERVISORS AND SCHOOL HEADS IN
PROVIDING TECHNICAL ASSISTANCE TO TEACHERS ON
SOCIAL AND EMOTIONAL LEARNING (SEL)**

To ensure the effective integration of Social and Emotional Learning (SEL) in classroom instruction and school-wide initiatives, Supervisors and School Heads are expected to provide technical assistance to teachers in the following areas:

1. **Orientation and Guidance** Facilitate orientation sessions for teachers on the objectives, modules, and implementation strategies of the SEL program. Clarify the expected outcomes and performance indicators of SEL integration in the school setting.
2. **Instructional Support** Observe classroom practices to identify areas where SEL can be effectively embedded in teaching and learning. Provide coaching and mentoring sessions to teachers on evidence-based SEL strategies and practices.
3. **Resource Provision and Alignment** Ensure that teachers have access to SEL modules, learning resources, and templates available in the Learning Management System (LMS). Assist teachers in aligning SEL activities with the Philippine Professional Standards for Teachers (PPST) and other DepEd frameworks.
4. **Monitoring and Feedback** Regularly monitor teachers' progress in completing SEL modules and integrating SEL strategies into instruction. Provide constructive feedback and follow-up technical assistance based on teachers' needs and performance.
5. **Capacity Building and Collaboration** Organize peer-learning sessions, learning action cells (LAC), and school-based professional development activities focused on SEL. Encourage collaboration among teachers to share good practices and innovations in SEL implementation.
6. **Documentation and Reporting** Oversee the submission of teachers' Work Application Plans (WAPs) related to SEL and ensure these are uploaded to the LMS.