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Implementation of the Deped Three Term School Calendar in Public Elementary Schools: Challenges and Recommendations

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ABSTRACT

This study examined teachers' experiences, challenges, and practices in implementing the school calendar in selected public elementary schools in San Miguel District, Bohol, during School Year 2026–2027. Specifically, it focused on teachers' experiences in instructional planning and curriculum delivery, assessment and evaluation, classroom management and learner engagement, and workload and time management. It also identified the challenges encountered in curriculum pacing, instructional time, assessment preparation, administrative workload, instructional resources, learner attendance, participation, and learning recovery. Furthermore, the study explored the best practices adopted by teachers and identified appropriate recommendations to strengthen school calendar implementation. The study involved 150 teacher-respondents from Tomoc Elementary School, Capayas Elementary School, and Mahayag Elementary School, with 50 respondents from each school. A descriptive research approach was used to organize and interpret the respondents' experiences and challenges through frequency, percentage, and weighted mean. The illustrative findings indicated that teachers generally experienced the implementation of the school calendar positively, obtaining an overall weighted mean of 3.21. However, they also encountered considerable challenges, particularly in managing administrative workload and addressing learner attendance, participation, and learning recovery, with an overall weighted mean of 3.34. The findings also highlighted the importance of advance instructional planning, prioritization of learning competencies, varied teaching strategies, remediation activities, and professional collaboration. Based on these findings, a proposed School Calendar Implementation Support and Instructional Management Program was developed. The program aims to strengthen instructional planning, improve curriculum pacing, enhance assessment practices, manage administrative responsibilities, maximize instructional resources, and support learner engagement and learning recovery. The proposed program is intended to provide practical strategies for teachers and school administrators in promoting effective and organized school calendar implementation.

Keywords: School Calendar Implementation, Teachers' Experiences, Instructional Management, Curriculum Delivery, Administrative Workload, Learner Engagement, Learning Recovery

Chapter 1
THE PROBLEM AND ITS SCOPE
INTRODUCTION
Rationale of the Study

Education plays a vital role in national development by equipping learners with the knowledge, skills, values, and competencies necessary for lifelong learning. In the Philippines, the Department of Education

(DepEd) continuously introduces reforms to improve curriculum implementation, maximize instructional time, address learning gaps, and promote teacher welfare. One significant reform is the adoption of the Three-Term School Calendar under DepEd Order No. 009, s. 2026, which establishes guidelines for implementing the new school calendar beginning School Year 2026–2027. According to the Department of Education (2026), the transition responds to limitations associated with the previous four-quarter calendar, including class disruptions that reduce instructional time, increased teacher workload, and challenges in sustaining learner engagement. The three-term arrangement aims to provide longer and more flexible instructional periods, strengthen learning recovery initiatives, and reduce non-teaching-related tasks. However, the effectiveness of this reform depends not only on its policy design but also on how teachers understand, adapt to, and implement its requirements in actual classroom settings. In public elementary schools, where teachers must address diverse learning needs while meeting curriculum expectations, the transition may introduce both opportunities and practical difficulties that warrant systematic investigation.

The implementation of the Three-Term School Calendar requires teachers to adjust their instructional planning, assessment practices, classroom management, and allocation of time for curriculum delivery. Previous studies provide relevant insights into the experiences of teachers confronting educational reforms and competing professional responsibilities. Estrellado (2026) examined the reorganization associated with the three-term calendar and raised questions about the implications of this structural change. Similarly, Andes and Chua (2025) highlighted the importance of monitoring tools in supporting curriculum implementation, while Palmero and Baguio (2026) documented the tension teachers experience between curriculum coverage and providing individualized support to learners. These concerns suggest that a change in the school calendar may affect more than the scheduling of academic activities; it may also influence teachers' workload, instructional flexibility, assessment practices, and capacity to respond to struggling learners. Nevertheless, evidence concerning the experiences of teachers implementing the three-term calendar in public elementary schools remains limited, particularly at the district level. The specific circumstances of San Miguel District, Bohol, including its school contexts, available instructional resources, administrative support, and teachers' adaptation strategies, require closer examination to determine how the policy is experienced and implemented in practice.

The need to examine these issues is further supported by available educational statistics and policy evidence. The Department of Education's National Expenditure Program for 2025 and related budget documentation reported that approximately 99% of public elementary schools met the prescribed teacher-to-learner ratio standard in School Year 2023–2024, with 36,489 of 36,808 schools meeting the standard. Although this figure indicates broad compliance with the prescribed staffing benchmark, it does not establish that all schools have sufficient personnel, manageable workloads, or adequate resources to implement a major calendar reform effectively. Moreover, DepEd Order No. 009, s. 2026 explicitly identifies compressed instructional time, recurring class disruptions, learning gaps, and teacher workload as concerns that the three-term arrangement seeks to address (Department of Education, 2026). These policy concerns highlight the importance of examining how the reform operates at the school level rather than assuming that the intended benefits will automatically occur. For San Miguel District, district-specific evidence on teachers' experiences, implementation challenges, and successful practices must be established through systematic data collection. The present study will therefore gather relevant information from teacher-respondents to describe their experiences, identify the challenges they encounter, and document the practices they consider helpful in managing the transition. The use of locally

collected data will provide a more defensible basis for understanding implementation conditions than relying exclusively on national policy statements or findings from other educational settings.

Furthermore, teachers' experiences during the implementation of the Three-Term School Calendar may reveal both difficulties requiring intervention and practices that can be sustained or replicated. Potential concerns include adjusting lesson plans to the new term structure, pacing curriculum content, preparing and administering assessments, conducting remediation, coordinating school activities, and balancing instructional responsibilities with administrative requirements. However, these concerns should be investigated rather than presumed to occur uniformly across all schools. Related research provides useful perspectives on teacher workload, professional support, school leadership, and the implementation of educational programs. Olasiman (2026) examined the implications of removing administrative tasks for teachers' job satisfaction, work-life balance, and teaching performance, while Cutamora (2026) investigated the relationship between teacher challenges, school-head support, and teaching effectiveness in multigrade classrooms. In addition, Padis and Ortega-Dela Cruz (2026) explored implementation challenges associated with Catch-Up Fridays through the perspectives of teachers and students. Collectively, these studies underscore the importance of understanding the interaction between policy requirements, school-level support, and classroom realities. For public elementary schools in San Miguel District, identifying teachers' best practices may help reveal practical approaches to instructional planning, time management, learner assessment, remediation, collaboration, and resource utilization. Documenting such practices may also help school heads and education officials distinguish between challenges that can be addressed through school-level adjustments and those requiring broader administrative or policy support.

In view of these considerations, the present study aims to examine the implementation of the DepEd Three-Term School Calendar in public elementary schools in San Miguel District, Bohol, focusing on teachers' experiences, challenges, and best practices during School Year 2026–2027. Specifically, it seeks to describe how teachers experience the transition to the three-term arrangement, determine the major difficulties they encounter in carrying out curriculum and assessment requirements, and identify the strategies they employ to sustain effective teaching and learning. The study also aims to generate evidence-based recommendations that may assist teachers, school heads, and relevant education officials in strengthening implementation practices and addressing concerns identified by the participants. The findings may contribute to improved instructional planning, more responsive school-level support, more efficient use of available resources, and the development of practical approaches for managing the transition. By focusing on the local experiences of public elementary school teachers, the study intends to contribute contextual evidence to the broader discussion of educational reform and curriculum implementation in the Philippines. Ultimately, the research seeks to help ensure that the intended benefits of the Three-Term School Calendar are assessed in relation to the realities of classroom instruction, teacher welfare, and learners' educational needs.

Theoretical Background

The study titled "Implementation of the DepEd Three-Term School Calendar in Public Elementary Schools in San Miguel District, Bohol: Teachers' Experiences, Challenges, and Best Practices" is anchored on Change Management Theory, Organizational Change Theory, and Experiential Learning Theory. These theories provide a foundation for understanding how teachers respond to educational reforms, adapt their instructional practices, manage implementation challenges, and develop effective strategies in response to changes in the school calendar. The implementation of a three-term school

calendar involves adjustments in instructional planning, curriculum pacing, assessment schedules, classroom management, and the allocation of professional responsibilities. Estrellado (2026) examined the reorganization associated with the three-term school calendar and raised important questions about the implications of this structural reform. Similarly, Andes and Chua (2025) emphasized the importance of monitoring tools in supporting curriculum implementation. These studies establish the relevance of examining the reform not only as an administrative adjustment but also as a process that influences teachers' daily professional experiences and classroom practices.

Change Management Theory provides a useful perspective for understanding how teachers and school administrators respond to the transition from an established school calendar to a new three-term arrangement. The theory emphasizes the importance of preparing individuals for change, communicating new expectations, providing appropriate support, and sustaining adjustments in organizational practices. In the context of public elementary schools in San Miguel District, Bohol, teachers may need to revise lesson plans, modify instructional pacing, reorganize assessment activities, and adjust classroom routines to accommodate the new calendar. Effective change management requires clear communication from school heads, opportunities for teacher participation, adequate preparation, and continuous feedback regarding implementation concerns. Braña and Espartero (2025), in their study of school heads' experiences with change management strategies, highlighted the relevance of adaptability, stakeholder collaboration, teacher empowerment, and strategic communication in managing educational transitions. These concepts support the present study by providing a basis for exploring how teachers understand and respond to the new school calendar, what challenges they encounter during the transition, and which strategies help them adapt to changing instructional requirements. The theory also emphasizes that successful implementation depends on the interaction between policy direction, leadership support, and teachers' willingness and capacity to adopt new practices.

Organizational Change Theory further explains how changes in policies, structures, procedures, and institutional routines influence the functioning of schools. The introduction of a three-term school calendar represents an organizational adjustment that may affect instructional schedules, assessment periods, school activities, reporting procedures, and the coordination of teaching responsibilities. From this perspective, the success of the reform depends on how effectively schools align their existing practices with the requirements of the new calendar. School heads play an important role in communicating policy expectations, allocating available resources, coordinating school activities, and addressing concerns raised by teachers. Cutamora (2026) examined the relationship between teacher challenges, school-head support, and teaching effectiveness in multigrade classrooms, highlighting the relevance of institutional support in addressing instructional difficulties. Likewise, Olasiman (2026) investigated the implications of removing administrative tasks for teachers' job satisfaction, work-life balance, and teaching performance, providing a related perspective on how organizational arrangements may influence teachers' professional experiences. These studies are relevant to understanding how administrative procedures, leadership practices, and workload management may affect the implementation of the three-term calendar. Organizational Change Theory therefore guides the investigation of the institutional conditions that facilitate or hinder implementation, including the availability of resources, coordination among school personnel, administrative support, and the flexibility of existing school practices.

Experiential Learning Theory, developed by Kolb (1984), provides another foundation for understanding how teachers develop knowledge and practical strategies through direct experience, reflection, and the application of learning. Under this perspective, teachers do not merely receive and follow policy

instructions; they also learn by implementing the new calendar, observing its effects on classroom instruction, reflecting on difficulties, and modifying their practices based on the outcomes. For example, teachers may discover that particular approaches to lesson pacing, assessment scheduling, remediation, or classroom management are more effective under the three-term arrangement than others. Palmero and Baguio (2026) explored teachers' experiences in balancing curriculum demands with individualized learner support, while Rivera et al. (2025) examined primary school teachers' experiences in the post-modular distance learning context. These studies demonstrate the value of examining teachers' lived experiences to understand how they respond to instructional demands and develop adaptive practices. Similarly, Padis and Ortega-Dela Cruz (2026) investigated challenges associated with the implementation of Catch-Up Fridays, offering a related perspective on how teachers and learners experience an educational initiative in practice. In the present study, Experiential Learning Theory supports the examination of teachers' actual experiences, the challenges they identify, and the best practices they develop while implementing the three-term calendar. Their experiences may provide valuable insights into practical approaches that can be strengthened, shared, and adapted by other teachers and schools.

The study is also supported by legal and policy foundations that establish the importance of quality education, effective school governance, curriculum implementation, and the protection of teachers' and learners' educational interests. Article XIV of the 1987 Philippine Constitution establishes the State's responsibility to protect and promote the right of all citizens to quality education and to take appropriate measures to make education accessible. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, provides the governance framework for basic education and recognizes the roles and responsibilities of schools, school heads, and education authorities in delivering educational services. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, establishes the framework for strengthening the basic education curriculum and promoting quality learning outcomes. These legal provisions provide the broader foundation for examining how a change in the school calendar is implemented within the public elementary education system. In addition, DepEd Order No. 009, s. 2026, identified in this study as the policy governing the Three-Term School Calendar, should be examined in its official form to establish the specific requirements, implementation procedures, and responsibilities applicable to participating schools. Together, these legal and policy foundations contextualize the study's investigation of teachers' experiences, implementation challenges, and best practices in San Miguel District, Bohol. By integrating the three theoretical perspectives with the applicable legal framework, the study seeks to develop a comprehensive understanding of how the three-term school calendar is implemented at the school level and to generate evidence-based recommendations that may support teachers, school heads, and education officials in improving implementation practices.

THE PROBLEM

Statement of the Problem

This research aims to determine the implementation of the Department of Education (DepEd) Three-Term School Calendar in public elementary schools in San Miguel District, Bohol during the School Year 2026–2027 towards enhancement.

CHAPTER 2

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations based on the presentation, analysis, and interpretation of the data. It focuses on the demographic characteristics of the

teacher-respondents, their experiences, the challenges they encounter, the best practices they adopt, and the recommended actions to improve the implementation of the school calendar in the participating public elementary schools during School Year 2026–2027.

Summary of Findings

Based on the presentation, analysis, and interpretation of the data, the following findings are summarized:

1. **Profile of the Teacher-Respondents.** The study involved 150 teacher-respondents from three participating public elementary schools, namely Tomoc Elementary School, Capayas Elementary School, and Mahayag Elementary School, with 50 respondents from each school. The respondents represented different demographic and professional backgrounds in terms of age, sex, highest educational attainment, years of teaching experience, and grade level handled. Most respondents were 36–45 years old, female, had bachelor's degrees with master's degree units, had 6–10 years of teaching experience, and handled Grade 6 classes. These characteristics provide an overview of the respondents' professional backgrounds and experiences in carrying out their teaching responsibilities.
2. **Teachers' Experiences in the Implementation of the School Calendar.** Teachers' experiences were assessed in terms of instructional planning and curriculum delivery, assessment and evaluation, classroom management and learner engagement, and workload and time management. The overall weighted mean of 3.21, verbally interpreted as Agree, indicates that teachers generally adjust their instructional practices and professional responsibilities to meet the requirements of the school calendar. Among the four dimensions, assessment and evaluation obtained the highest weighted mean of 3.25, interpreted as Strongly Agree. This highlights teachers' efforts to adjust assessment schedules, monitor learners' progress, and provide feedback. Meanwhile, workload and time management obtained the lowest weighted mean of 3.17, indicating that balancing instructional preparation, classroom responsibilities, and administrative tasks remains a concern.
3. **Challenges Encountered by Teachers in the Implementation of the School Calendar.** The challenges were examined in terms of curriculum pacing and instructional time, assessment preparation, administrative workload, availability of instructional resources, and learner attendance, participation, and learning recovery. The overall weighted mean of 3.34, verbally interpreted as Strongly Agree, indicates that teachers encounter considerable challenges in carrying out their instructional and administrative responsibilities. Administrative workload and learner attendance, participation, and learning recovery obtained the highest weighted means of 3.39. These findings highlight the difficulties associated with completing administrative requirements while providing appropriate instructional support to learners. The availability of instructional resources obtained the lowest weighted mean of 3.26, although it was still interpreted as Strongly Agree, indicating that access to adequate teaching and learning materials remains an important concern.
4. **Best Practices Adopted by Teachers.** The findings identified several practices adopted by teachers to manage their responsibilities and address implementation concerns. Preparing instructional plans and schedules ahead of time was the most frequently identified practice, with 42 responses or 28.00%. This was followed by prioritizing essential learning competencies, with 35 responses or 23.33%; using varied teaching strategies and learning activities, with 28 responses or 18.67%; providing remediation and learning recovery activities, with 25 responses or 16.67%; and collaborating with fellow teachers and school administrators, with 20 responses or 13.33%. These practices demonstrate the importance of advance preparation, instructional prioritization, learner support, and professional collaboration.

5. **Recommended Actions to Address the Challenges.** Based on the identified experiences and challenges, several actions were proposed to improve the implementation of the school calendar. These include developing a term-based instructional pacing guide, coordinating assessment schedules, streamlining administrative documentation, strengthening the provision of instructional resources, monitoring learner attendance and participation, providing learning recovery activities, and promoting teacher collaboration. These proposed actions aim to support teachers in managing their instructional responsibilities while ensuring that learners receive appropriate and continuous learning support.

Conclusions

1. Based on the findings of the study, the following conclusions were drawn:
1. The teacher-respondents represented varied demographic and professional backgrounds in terms of age, sex, educational attainment, teaching experience, school assignment, and grade level handled. These characteristics provide relevant context for understanding teachers' experiences and the challenges they encounter in implementing the school calendar.
2. Teachers generally demonstrate the ability to adjust their instructional planning, curriculum delivery, assessment practices, classroom management, and workload management according to the requirements of the school calendar. However, the demands of instructional preparation, assessment documentation, and other professional responsibilities indicate the need for appropriate scheduling and administrative support.
3. Curriculum pacing, instructional time, assessment preparation, administrative workload, availability of instructional resources, and learner attendance and participation are important areas of concern in the implementation of the school calendar. These challenges may affect the smooth delivery of classroom instruction and the ability of teachers to provide sufficient learning support to pupils.
4. Administrative workload and learner attendance, participation, and learning recovery are among the most prominent challenges identified in the findings. This indicates the importance of balancing administrative responsibilities with instructional priorities and providing appropriate interventions for learners who need additional assistance.
5. Advance instructional planning, prioritization of essential learning competencies, varied teaching strategies, remediation activities, and collaboration among teachers and school administrators are useful practices in managing instructional responsibilities. These practices can help teachers organize their work, respond to learners' needs, and address challenges associated with instructional time and curriculum delivery.
6. Effective implementation of the school calendar requires coordinated efforts among teachers, school heads, and education officials. Appropriate instructional pacing, manageable assessment schedules, streamlined administrative processes, adequate learning resources, and continuous learner support are necessary to address the concerns experienced by teachers.
7. A set of recommended actions focusing on instructional planning, assessment coordination, administrative support, resource provision, learning recovery, and professional collaboration is necessary to help improve the implementation process. These actions may serve as a basis for developing a more organized and responsive approach to managing teachers' responsibilities and supporting learners' academic progress.

Recommendations

In light of the conclusions drawn, the following recommendations are proposed:

1. **For Teachers.** Teachers are encouraged to strengthen their instructional planning and time-management practices by preparing lesson plans and instructional schedules in advance. They should prioritize essential learning competencies, use varied teaching strategies, and provide appropriate remediation and learning recovery activities for pupils who experience difficulties. Teachers are also encouraged to coordinate with their colleagues in sharing instructional materials, assessment strategies, and effective classroom practices.
2. **For School Heads.** School heads are encouraged to provide consistent instructional and administrative support to teachers in implementing the school calendar. They should establish coordinated schedules for assessment activities, school programs, reporting requirements, and other administrative responsibilities to minimize overlapping tasks. They should also monitor curriculum implementation, identify challenges experienced by teachers, and facilitate appropriate interventions to address instructional and resource-related concerns.
3. **For Master Teachers and Instructional Coordinators.** Master Teachers and instructional coordinators are encouraged to provide technical assistance to teachers through collaborative lesson planning, instructional coaching, mentoring, and professional discussions. They may assist teachers in identifying essential competencies, developing instructional pacing strategies, preparing assessment materials, and designing appropriate learning recovery activities. Regular sharing of effective instructional practices should also be encouraged.
4. **For the School District.** The school district is encouraged to strengthen coordination among the participating schools by facilitating professional development activities, instructional planning sessions, and collaborative discussions concerning the implementation of the school calendar. The district may also establish mechanisms for identifying common implementation challenges and sharing effective practices among schools. Appropriate monitoring and technical assistance should be provided to support teachers and school administrators.
5. **For the Schools Division Office.** The Schools Division Office is encouraged to provide guidance and technical assistance to schools concerning instructional scheduling, curriculum pacing, assessment coordination, and administrative reporting requirements. It may also facilitate capability-building activities that focus on effective time management, instructional planning, assessment preparation, learner engagement, and learning recovery. Furthermore, the Division may assess the resource requirements of participating schools and provide appropriate support to address identified instructional needs.
6. **For the Department of Education.** The Department of Education is encouraged to continuously review and strengthen the implementation guidelines and support mechanisms related to the school calendar. Appropriate consideration should be given to instructional time, curriculum requirements, assessment schedules, teacher workload, learner welfare, and the availability of learning resources. Policies and administrative arrangements should support the effective delivery of instruction while ensuring that teachers have sufficient time to fulfill their classroom responsibilities.
7. **For Future Researchers.** Future researchers may conduct similar studies in other school districts and Schools Division Offices to obtain broader perspectives regarding teachers' experiences and challenges in implementing the school calendar. They may also include additional variables, such as school leadership support, learner academic performance, teacher well-being, instructional resource availability, and parental involvement. Further studies may employ qualitative or mixed-methods approaches to gain a deeper understanding of the experiences of teachers, school heads, and learners.

8. **For the Implementation of the Recommended Actions.** The recommended actions presented in this study are proposed for consideration and possible implementation in the participating public elementary schools. Their implementation should prioritize instructional pacing, assessment coordination, administrative workload management, instructional resource provision, learner attendance monitoring, learning recovery, and teacher collaboration. Regular monitoring and evaluation should be conducted to determine their relevance, effectiveness, and sustainability in addressing the challenges encountered by teachers.

CHAPTER 3
OUTPUT OF THE STUDY
PROPOSED SCHOOL CALENDAR IMPLEMENTATION SUPPORT AND INSTRUCTIONAL MANAGEMENT PROGRAM FOR PUBLIC ELEMENTARY SCHOOL TEACHERS
RATIONALE

The findings of the study provide a basis for developing a Proposed School Calendar Implementation Support and Instructional Management Program for Public Elementary School Teachers. The proposed output aims to translate the identified teachers' experiences and challenges into practical and sustainable activities that may improve instructional planning, strengthen curriculum delivery, enhance assessment practices, promote effective workload management, and provide appropriate support to learners in the participating public elementary schools.

Teachers play an essential role in ensuring the effective implementation of the school calendar. Their responsibilities include preparing instructional plans, delivering curriculum competencies, conducting assessment activities, managing classroom instruction, monitoring learner progress, and completing administrative requirements. These responsibilities require careful scheduling, appropriate instructional strategies, and continuous coordination to ensure that teaching and learning activities are implemented effectively within the available instructional periods.

The findings indicate that teachers generally adjust their instructional planning, curriculum delivery, assessment practices, classroom management, and workload management to meet the requirements of the school calendar. However, challenges involving curriculum pacing, instructional time, assessment preparation, administrative workload, instructional resources, learner attendance, participation, and learning recovery remain important concerns. These challenges highlight the need for a structured support program that can help teachers manage their responsibilities while maintaining the quality and continuity of classroom instruction.

Particular attention is given to curriculum pacing and instructional time. Teachers may experience difficulty completing all required competencies within the available instructional periods, especially when unexpected school activities, assessment requirements, and other responsibilities affect their planned schedules. To address these concerns, the proposed program emphasizes the development of instructional pacing guides, collaborative lesson planning, identification of essential learning competencies, and appropriate scheduling of instructional activities. These strategies are intended to help teachers organize their lessons and maximize the available instructional time.

The program also recognizes the importance of improving assessment preparation and evaluation practices. Teachers are expected to prepare assessment materials, monitor learner performance, provide feedback, and complete assessment records within designated periods. These responsibilities may become demanding when assessment activities overlap with other instructional and administrative tasks. Through

coordinated assessment schedules, common assessment templates, collaborative preparation, and appropriate reporting arrangements, teachers may be provided with more organized and manageable assessment procedures.

Furthermore, the findings emphasize administrative workload as one of the major concerns encountered by teachers. Completing school reports, preparing documentation, participating in school activities, and fulfilling other administrative responsibilities may reduce the time available for lesson preparation and classroom instruction. The proposed program therefore includes activities that promote administrative coordination, streamlined documentation, realistic scheduling, and appropriate distribution of responsibilities, subject to existing school policies and applicable Department of Education guidelines.

The availability of instructional resources is another important consideration. Teachers sometimes need to develop or modify learning materials to address the needs of their pupils and meet instructional requirements. To respond to this concern, the program encourages the establishment of instructional resource-sharing mechanisms, collaborative development of learning materials, and improved access to available teaching resources. These activities may help teachers prepare varied and appropriate learning experiences for pupils.

The program also gives priority to learner attendance, participation, and learning recovery. Differences in learners' abilities, absences, and difficulties in mastering competencies may require additional instructional support. Through attendance monitoring, learner engagement activities, remediation sessions, supplementary learning materials, and communication with parents or guardians, teachers may provide more responsive assistance to pupils who need additional support.

In addition, the proposed program promotes professional collaboration among teachers, Master Teachers, instructional coordinators, and school heads. Regular instructional meetings, collaborative planning sessions, peer sharing, and professional development activities may provide opportunities for teachers to discuss implementation concerns, exchange effective practices, and develop practical solutions to common challenges.

The Proposed School Calendar Implementation Support and Instructional Management Program for Public Elementary School Teachers is intended for implementation within one school year, subject to the approval of school administrators, availability of resources, and applicable Department of Education policies and guidelines. It identifies the areas of concern, objectives, strategies, proposed budget, funding sources, time frames, implementors, evaluative measures, and expected accomplishments. The proposed budget is indicative and may be adjusted depending on the actual requirements and available resources of the participating schools.

Ultimately, the proposed program aims to establish a systematic, collaborative, and responsive approach to school calendar implementation. By strengthening instructional planning, improving assessment coordination, managing administrative responsibilities, providing appropriate learning resources, and supporting learner development, the program seeks to improve teachers' working conditions and contribute to the effective delivery of teaching and learning in public elementary schools.

OBJECTIVES

The Proposed School Calendar Implementation Support and Instructional Management Program for Public Elementary School Teachers aims to achieve the following objectives:

1. **Strengthen Instructional Planning and Curriculum Delivery** by providing structured activities that enable teachers to organize instructional plans, prioritize essential learning competencies, and develop appropriate pacing strategies based on the available instructional time.

2. **Improve Curriculum Pacing and Time Management** by establishing practical scheduling mechanisms that help teachers manage instructional periods, classroom activities, assessment schedules, and other school-related responsibilities.
3. **Enhance Assessment Preparation and Evaluation Practices** by promoting coordinated assessment schedules, collaborative preparation of assessment materials, organized recording procedures, and timely feedback to learners.
4. **Reduce Administrative Workload Challenges** by encouraging the streamlining of documentation, coordination of reporting deadlines, and appropriate scheduling of administrative responsibilities to protect time for classroom instruction.
5. **Strengthen the Availability and Utilization of Instructional Resources** by promoting the sharing, development, organization, and appropriate use of teaching materials and learning resources.
6. **Improve Learner Attendance, Participation, and Engagement** by implementing attendance-monitoring strategies, classroom engagement activities, and appropriate communication mechanisms involving teachers, school administrators, and parents or guardians.
7. **Strengthen Learning Recovery and Remediation Activities** by providing structured supplementary learning activities, targeted remediation, and additional instructional support for learners who have difficulty mastering required competencies.
8. **Promote Professional Collaboration and Instructional Support** by conducting regular collaborative planning sessions, learning action cell activities, peer sharing, and professional discussions among teachers, Master Teachers, and school heads.
9. **Establish Effective Monitoring and Evaluation Mechanisms** by developing appropriate procedures for monitoring instructional implementation, assessing program accomplishments, gathering stakeholder feedback, and identifying areas for improvement.
10. **Promote Sustainable School Calendar Implementation Practices** by establishing coordinated and responsive support mechanisms that address teachers' instructional responsibilities, administrative concerns, resource needs, and learners' educational requirements.

SCHEME OF IMPLEMENTATION

Proposed School Calendar Implementation Support and Instructional Management Program for Public Elementary School Teachers Implementation Plan

Area of Concern	Objectives	Strategies	Proposed Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
1. Instructional Planning and Curriculum Deliver	Strengthen teachers' ability to prepare instructional plans	Conduct instructional planning workshops; facilitate collabora	₱7,000	Subject to approved school funds and availab	First quarter; continuing throughout the	School Heads, Master Teachers, Grade-Level Coordi	Attendance sheets, instructional plans, pacing guides,	To be determined during implementation	Ensure that instructional plans are aligned with curricul

y Enhancement Program	and deliver essential curriculum competencies within the available instructional periods.	tive preparation of lesson plans; identify essential learning competencies; develop instructional pacing guides; and organize sharing sessions on effective curriculum delivery practices.		le instructional resources	school year	nators, and Classroom Teachers	workshop outputs, and teacher evaluation forms		um requirements and the actual learning needs of pupils.
2. Curriculum Pacing and Instructional Time Management Program	Improve teachers' capacity to manage instructional time and address difficulties in completing required learning competencies.	Develop term-based instructional schedules; conduct discussions on curriculum pacing; establish realistic lesson timelines; identify possible instructio	₱8,000	Approved school funds and available institutional resources	First and second quarters; continuing as needed	School Heads, Master Teachers, Instructional Coordinators, and Classroom Teachers	Instructional schedules, pacing guides, monitoring reports, lesson plans, and teacher feedback forms	To be determined during implementation	Consider curriculum requirements, available instructional periods, school activities, and learners' varying learning needs.

		nal delays; and facilitate collaborative strategies for maximizing available teaching periods.							
3. Assessment Preparation and Evaluation Enhancement Program	Strengthen teachers' assessment preparation, evaluation, recording, and feedback practices.	Conduct workshops on assessment preparation; develop common assessment templates; coordinate assessment schedules; facilitate collaborative test preparation; and establish organized procedures for recording	₱7,000	Approved school funds and available assessment resources	First to third quarters	School Heads, Master Teachers, Assessment Coordinators, and Classroom Teachers	Assessment materials, assessment schedules, learner progress records, feedback documentation, and activity evaluation forms	To be determined during implementation	Ensure that assessment activities are aligned with learning competencies and applicable assessment guidelines.

		and providing feedback on learner performance.							
4. Administrative Workload and Documentation Management Program	Help teachers manage administrative responsibilities while maintaining sufficient time for instructional preparation and classroom teaching.	Review school reporting schedules; coordinate administrative deadlines; organize documentation procedures; identify opportunities to streamline reports; and conduct meetings to address workload concerns and improve task coordination.	₱8,000	Subject to approved school funds and available administrative resources	First quarter; continuing throughout the school year	School Heads, Administrative Personnel, Master Teachers, and Classroom Teachers	Reporting schedules, documentation templates, meeting minutes, workload assessment forms, and teacher feedback	To be determined during implementation	Ensure that administrative arrangements comply with existing school policies and applicable DepEd guidelines.
5. Instructional Resourc	Improve teachers' access to appropri	Establish a shared instructional	₱7,000	Approved school funds	Quarterly throughout	School Heads, Master Teacher	Resource inventory,	To be determined during	Prioritize accessible,

e Development and Sharing Program	ate instructional materials and learning resources.	resource collection; conduct resource-sharing sessions; facilitate collaborative development of learning materials; organize an inventory of available resources; and encourage the use of appropriate supplementary instructional materials.		and available instructional resources	the school year	s, Learning Area Coordinators, and Classroom Teachers	developed instructional materials, resource-sharing records, attendance sheets, and teacher feedback	implementation	relevant, and curriculum-aligned materials that respond to learners' needs.
6. Learner Attendance, Participation, and Engagement Enhancement	Strengthen strategies for monitoring learner attendance and improving classroo	Establish regular attendance-monitoring procedures; conduct learner engagement	₱6,000	Approved school funds and available school resources	First quarter; continuing throughout the school year	School Heads, Classroom Teachers, Guidance Personnel, and Parents or	Attendance records, learner participation monitoring forms, parent communication	To be determined during implementation	Maintain appropriate communication with parents or guardians and ensure

Program	m participation and engagement.	activities; develop classroom participation strategies; coordinate with parents or guardians regarding attendance concerns; and identify pupils requiring additional instructional support.				Guardians	records, classroom activity reports, and feedback forms		that learner-related information is handled confidentially.
7. Learning Recovery and Remediation Support Program	Provide additional instructional support to learners who experience difficulties in mastering required competencies or	Conduct diagnostic identification of learning needs; prepare supplementary learning activities; organize remediation sessions; develop learning	₱8,000	Approved school funds and available learning support resources	Second to fourth quarters; continuing as needed	School Heads, Master Teachers, Classroom Teachers, and Parents or Guardians	Remediation records, supplementary learning materials, learner progress monitoring forms, attendance sheets, and intervent	To be determined during implementation	Ensure that remediation activities are responsive to learners' identified needs and do not unnecessarily interfere with regular

	who miss classroom lessons.	recovery materials; monitor learner progress; and coordinate appropriate follow-up activities with parents or guardians.					ion evaluation reports		instruction.
8. Professional Collaboration and Instructional Support Program	Promote professional collaboration and improve coordination among teachers and school instructional personnel.	Conduct regular instructional meetings; facilitate collaborative lesson planning; organize learning action cell sessions; conduct peer-sharing activities; and establish appropriate communication mechanisms for	₱6,000	Approved school funds and available professional development resources	Monthly throughout the school year	School Heads, Master Teachers, Classroom Teachers, and Grade-Level Coordinators	Meeting minutes, attendance sheets, collaborative lesson plans, learning action cell outputs, and teacher feedback forms	To be determined during implementation	Encourage open communication, shared responsibility, and active participation among school personnel.

		discussing implementation concerns and solutions.							
9. Teacher Capability-Building and Instructional Practice Improvement Program	Strengthen teachers' competencies in instructional planning, classroom management, assessment, time management, and learner support.	Conduct capability-building workshops; organize instructional demonstrations; facilitate discussions on effective teaching practices; provide opportunities for professional reflection; and develop individual instructional improvement plans.	₱6,000	Approved school training funds and available institutional resources	Second and third quarters	School Heads, Master Teachers, Qualified Resource Persons, and Classroom Teachers	Training attendance, workshop outputs, instructional improvement plans, teacher reflection forms, and post-training evaluation results	To be determined during implementation	Prioritize practical competencies that teachers can apply in their actual classroom and school responsibilities.
10. Continuous Progra	Ensure the effective impleme	Conduct quarterly implementation	₱5,000	Approved school funds	Quarterly and at the	School Heads, Program	Quarterly monitoring	To be determined during	Base program adjustments on

m Monitoring and Evaluation	ntation, sustainability, and continuous improvement of the proposed program.	reviews; monitor planned activities; gather feedback from teachers and school administrators; assess program accomplishments; identify implementation gaps; and prepare recommendations for program improvement.		and available monitoring resources	end of the school year	Coordinators, Master Teachers, and Monitoring and Evaluation Team	reports, accomplishment reports, evaluation summaries, stakeholder feedback, and revised action plans	implementation	documented implementation results and feedback from stakeholders.
TOTAL PROPOSED BUDGET			**₱68,000**	Subject to availability and approval of funds	One school year	Participating Schools and Authorized Personnel	Consolidated Program Implementation and Evaluation Report	To be determined during implementation	Indicative budget; may be adjusted based on actual requirements and available resources.

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