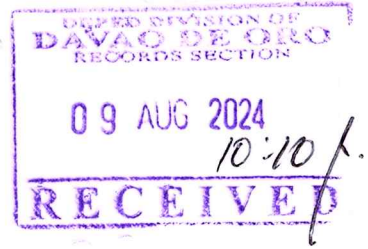




Republic of the Philippines
Department of Education
 REGION XI
SCHOOLS DIVISION OF DAVAO DE ORO

2024-08-12-0599



**Office of the Schools Division
 Superintendent**

August 2, 2024

DIVISION MEMORANDUM
 No. 609 s. 2024

**IMPLEMENTATION OF DEPED ORDER NO. 010, S. 2024 – POLICY GUIDELINES
 ON THE IMPLEMENTATION OF THE MATATAG CURRICULUM**

To: Assistant Schools Division Superintendent
 Chief Education Supervisor CID & SGOD
 Education Program Supervisors
 Public Schools District Supervisors
 Unit and Section Heads
 Public and Private School Heads/Principals
 (Elementary & Secondary Schools)
 All Others Concerned

1. Enclosed with this Division Issuance is DepEd Order No. 010, s. 2024, titled "Policy Guidelines on the Implementation of the MATATAG Curriculum." Also included are the DepEd-approved Frequently Asked Questions (FAQs), which are self-explanatory and intended for the information, guidance, and compliance of all concerned.
2. This issuance provides the context, directions, and articulation of the MATATAG Curriculum's features, design, and standards.
3. The MATATAG Curriculum shall be strictly implemented as the prescribed curriculum, setting the minimum standards for all public and private basic education institutions.
4. Immediate dissemination and strict compliance with this Memorandum are hereby directed.

CRISTY C. EPE, CESO V
 Schools Division Superintendent

By the Authority of the
 Schools Division Superintendent:

car
EMMA A. CAMPOREDONDO, CESO VI
 Assistant Schools Division Superintendent



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Republic of the Philippines
Department of Education

JUL 23 2024

DepEd ORDER
No. 010, s. 2024

**POLICY GUIDELINES ON THE IMPLEMENTATION
OF THE MATATAG CURRICULUM**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools
State/Local Universities and College Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Policy Guidelines on the Implementation of the MATATAG Curriculum** to provide context and directions and to articulate its features, design, and standards.
2. It shall be implemented as prescribed minimum standards to all public and private schools, state universities and colleges (SUCs), local universities and colleges (LUCs), and Philippine Schools Overseas (PSOs) offering basic education.
3. The MATATAG Curriculum embodies the aspirations of Filipino learners inscribed in the *Ambisyon Natin 2040*, to successfully deal with future challenges by embedding 21st-century skills, preparing them to excel in the local and global job market. It fosters inclusivity by teaching global citizenship and diversity while promoting a future-oriented mindset that empowers learners to embrace and shape change. The MATATAG Curriculum envisions producing lifelong and peace-loving Filipino learners who are holistic and future-ready and embody the core values of *Maka-Diyos*, *Makatao*, *Makakalikasan*, and *Makabansa*.
4. This Order shall provide guidelines to teachers and instructional leaders in the implementation of the MATATAG Curriculum. For the teachers, it shall serve as a primary guide for instructional planning, covering the selection of the subject matter, implementation of teaching strategies, use of learning resources, and application of assessment tools. For the instructional leaders, it shall guide them in creating supervisory and management plans to oversee instructional delivery, monitor learning gains, and provide appropriate technical assistance to teachers and school heads.
5. This Order shall amend DepEd Order No. 021, s. 2019 (Policy Guidelines on the K to 12 Basic Education Program), specifically:
 - a. Annex 1: Elementary Education,
 - b. Annex 2: Secondary Education, and
 - c. Annex 4: Guidelines on the Mother Tongue-based Multilingual Education Program Implementation.

However, for Annexes 1 and 2, following the phased implementation plan of the MATATAG Curriculum, only Kindergarten, Grades 1, 4, and 7 shall be implemented beginning the School Year 2024–2025.

6. All existing Orders, Memoranda, and other related issuances inconsistent with this Order are repealed, rescinded, or modified accordingly.

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

8. For more information, please contact the **Office of the Undersecretary for Curriculum and Teaching**, 1st Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at ouct@deped.gov.ph or at telephone numbers (02) 8633-7202 or 8687-4146.

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


SONNY ANGARA
Secretary 

Encl.:

As stated

Reference:

DepEd Order (No. 021, s. 2019)

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

ALTERNATIVE LEARNING SYSTEM
AMENDMENT
CURRICULUM
ELEMENTARY EDUCATION
LEARNERS
POLICY
PROGRAMS
SECONDARY EDUCATION





Republic of the Philippines
Department of Education

**FREQUENTLY ASKED QUESTIONS ON THE POLICY GUIDELINES
ON THE IMPLEMENTATION OF THE MATATAG CURRICULUM**

On July 23, 2024, the Department of Education (DepEd) issued DepEd Order (DO) No. 010, s. 2024 (Policy Guidelines on the Implementation of the MATATAG Curriculum).

1. Does this DO 010, s. 2024 cover the implementation of the MATATAG Curriculum across all grade levels?

This DO is applicable **only** from K to Grade 10.

- a. Key Stage 1 - Kindergarten to Grade 3 (Elementary School)
- b. Key Stage 2 - Grades 4 to 6 (Elementary School)
- c. Key Stage 3 - Grades 7 to 10 (Junior High School)

There will be a separate DO on the implementation of the MATATAG Curriculum for Key Stage 4 - Grades 11 and 12. However, DO 021, s. 2019¹ on the Senior High School (SHS) Curriculum and DO 012, s. 2020² on the SHS Most Essential Learning Competencies (MELCs) shall remain in effect.

2. How about the policy coverage for Special Needs Education (SNEd), Madrasah Education Program (MEP), Indigenous Peoples Education Program (IPEd), Special Curricular Program (SCP), and the Alternative Learning System (ALS)?

Pages 42, 43, 55, and 56 of DO 010, s. 2024 enumerate the Programs in Support of the Implementation of the MATATAG Curriculum. These include the subprograms of the National Learning Recovery Program, Inclusive Education Program, ALS, and co-curricular programs.

Their existing guidelines shall remain in effect until new policy guidelines are released to ensure the programs' alignment with the MATATAG Curriculum.

3. Is the Mother Tongue-Based Multilingual Education (MTB-MLE) program still being implemented in the MATATAG Curriculum?

Yes. Pages 41 and 42 of DO 010, s. 2024 provide that the first language is the medium of teaching and learning in K to 3.

¹ Policy Guidelines on the K to 12 Basic Education Program

² Adoption of the Basic Education Learning Continuity Plan for School Year 2020–2021 in the Light of the COVID-19 Public Health Emergency

4. Beginning this school year, will MT still be a subject for Grades 2 and 3?

No. The Mother Tongue will no longer be a learning area in the 2016 K to 12 Basic Education Curriculum (BEC).

Page 57 of DO 010, s. 2024 (Table 1) presents the recalibrated time allotment of learning areas for Grades 2 and 3 of the 2016 K to 12 BEC.

Table 1: RECALIBRATED TIME ALLOTMENT FOR GRADES 2 AND 3 OF THE 2016 BEC BASED ON THE MATATAG CURRICULUM TIME ALLOTMENT

LEARNING AREAS In the 2016 K to 10 Curriculum	TIME ALLOTMENT (NUMBER OF MINUTES)	
	G2	G3
Filipino	40 (5x a week)	45 (5x a week)
English	40 (5x a week)	45 (5x a week)
Science	-	45 (5x a week)
Mathematics	40 (5x a week)	45 (5x a week)
Araling Panlipunan	40 (5x a week)	45 (5x a week)
MAPEH	40 (5x a week)	45 (5x a week)
EsP	40 (5x a week)	45 (5x a week)
*NRP	30 (4x a week)	30 (4x a week)
*NMP	30 (4x a week)	30 (4x a week)
*HGP	40 (once a week)	45 (once a week)
Total Time per day (in minutes)	300 (Mon-Thurs) 280 (Fri)	375 (Mon-Thurs) 360 (Fri)
Total Time per day (in hours)	5 h (Mon-Thurs) 4 h 40 min (Fri)	6 h and 15 min (Mon-Thurs) 6 h (Fri)

5. How will students be assessed under the MATATAG Curriculum?

Pages 12, 13, and 14 of DO 010, s. 2024 provide guidelines on Classroom Assessment and other assessments needed to profile learners.

Provisions in DO 8, s. 2015³ and DO 031, s. 2020⁴ will still be used as basis for learner assessments. Schools may utilize the following assessment tools to support learner development:

- a. Philippine Early Childhood Checklist (Phil ECD)
- b. Philippine Informal Reading Inventory (Phil-IRI)
- c. Comprehensive Rapid Literacy Assessment (CRLA)
- d. Rapid Mathematics Assessment (RMA)

6. Will there be changes in the weight of the subjects for grading, given that there are new subjects in the MATATAG Curriculum which were not identified in DO 8, s. 2015?

DO 8, s. 2015 shall remain in effect until a new policy on the assessment is released, as provided on page 14 of DO 010, s. 2024.

³ Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program

⁴ Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan

7. What professional development programs are there to ensure that the teachers and school leaders have the capacity to fully implement the MATATAG Curriculum? When do we expect these to be implemented?

Pages 19 to 20 of DO 010, s. 2024 provide guidelines for the capacity building of the implementers of the MATATAG Curriculum.

The National Educators Academy of the Philippines (NEAP), in collaboration with the Bureaus of the Curriculum and Teaching Strand, conducted training of trainers across governance levels. To complement this, schools and community learning centers are expected to implement school-based professional development activities (Collaborative Expertise Sessions, In-service Training or INSET, Learning Action Cells or LAC sessions) and other relevant training programs (page 18 of DO 010, s. 2024).

Representatives from private schools also joined the national, regional, division, and school-based training of trainers on the MATATAG Curriculum.

8. When will the MATATAG Curriculum be fully implemented?

In school year (SY) 2026–2027. Page 16 of DO 010, s. 2024 provides the details on the phased implementation.

The MATATAG Curriculum shall be implemented in phases. It shall start in SY 2024–2025 for Kindergarten, Grades 1, 4, and 7, and the succeeding grade levels in the next school years. A separate implementation schedule will be released for Grades 11 and 12.

Schedule of Implementation

School Year	K	1	2	3	4	5	6	7	8	9	10
	SY 2024–2025										
SY 2025–2026											
SY 2026–2027											

- MATATAG Curriculum
- 2016 Basic Education Curriculum

9. Should we implement the MATATAG Curriculum if a grade level is not covered yet by the MATATAG Curriculum implementation for the school year?

No. The phased implementation serves as the guide.

Other grade levels shall follow the learning areas in the MELCs-based curriculum. The time allotment, however, is based on the time allotments in the MATATAG Curriculum learning areas as provided on pages 57 and 58 on Annex 3 of DO 010, s. 2024.

10. When will we receive learning materials aligned to the MATATAG Curriculum standards and competencies?

- a. If we need to print electronic copies instead, will additional funds be provided to schools for the printing of these learning materials (e.g., expenses for bond papers, ink, printers, etc.)?**

The printing of electronic textbooks (eTXs) and electronic teacher's manuals (eTMs) is not allowed, hence no provision for funds can be made. But the same materials can be accessed online through the DepEd Learning Management System (LMS) by learners and teachers anytime.

- b. Where can we get soft copies of the lesson exemplars and learner activity sheets? What is the link to the official Learning Resource (LR) Portal of DepEd?**

- i. Learning Management System - <https://lms.deped.gov.ph/>
- ii. Learning Resource Portal - <https://lrmds.deped.gov.ph>

- c. Can we still use the learning materials from the 2016 K to 12 BEC?**

Yes, they can still be used as references/supplementary materials.

While awaiting completion of procurement and delivery of new TXs and TMs aligned with the MATATAG Curriculum this 2024, LEs and WSs, current TXs and Learners Materials (LMs) and modules may be used. Teachers and learners may likewise use electronic versions of TMs and LEs.

For guidance, a mapping matrix aligned with the MATATAG Curriculum is also available through the link: <https://tinyurl.com/LRMappingMatrix>.

To facilitate the efficient searching of the aforementioned materials, the Learning Resources and Other Learning Materials Finder or simply LR Finder is also available through this link shorturl.at/iCEKL.

11. What metrics will be used for the monitoring of the MATATAG Curriculum by the Curriculum and Learning Management Division and Curriculum Implementation Division?

Are there monitoring forms that need to be accomplished?

Monitoring forms will be prepared by the Bureau of Learning Delivery in coordination with the Planning Service.

Will the Daily Lesson Log format in DO 42, s. 2016⁵ still be followed?

DO 42, s. 2016, Part V.G.38 provides guidance. SY 2024–2025 is still the first year of implementing the MATATAG Curriculum.

Lesson exemplars are developed and provided to teachers.

12. If a Kindergarten teacher is assigned two class sessions, one in the morning and one in the afternoon, what will be the equivalent teaching load?

Given that one session is equivalent to three hours, Kindergarten teachers handling two sessions will have six teaching loads.

13. In the sample class program for the recalibrated schedule for Grade 3 (Annex 4), the Mother Tongue subject is no longer included. Does this mean that MT will no longer be taught even though the school is not yet implementing the MATATAG Curriculum?

Yes. The Mother Tongue will no longer be a learning area in the MATATAG Curriculum and 2016 BEC K to 12 Curriculum. The learning areas of Grades 1 to 3 are enumerated on page 26 of DO 010, s. 2024.

14. Will Catch-Up Friday and the National Reading Program be implemented this school year?

Please wait for a policy issuance regarding Catch-up Fridays and the National Reading Program.

15. Pages 41 and 42 of DO 010, s. 2024 provide that the Mother Tongue is the medium of teaching and learning in K to 3, what is the effect of the pending bills in Congress and Senate on this?

As bills remain pending in Congress and are not yet duly enacted, both bills have no effect on the implementation of DO 010, s. 2024. Hence, DepEd shall continue to use the Mother Tongue as the Medium of Teaching and Learning (MOTL) from Kindergarten to Grade 3.

Otherwise stated, DepEd shall continue to follow and implement Republic Act (RA) No. 10533⁶ until and unless the same has been amended, modified, or repealed, expressly or impliedly, by a duly enacted subsequent law.⁷ Thus, until the mentioned bills in Congress have become enacted into laws, Sections 3 and 4 of RA 10533 shall continue to remain effective and operative.

(updated as of July 30, 2024)

⁵ Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program

⁶ Enhanced Basic Education Act of 2013

⁷ Article 7 of the New Civil Code of the Philippines.