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Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

May 6, 2024

DIVISION MEMORANDUM

No. 0102, s. 2024

DISSEMINATION OF DM-OUCT-2024-097 ON THE SPECIFIC GUIDELINES FOR THE EFFECTIVE IMPLEMENTATION OF THE NATIONAL LEARNING CAMP AND OTHER ACTIVITIES FOR THE 2024 END-OF-SCHOOLYEAR (EOSY) BREAK

To : Assistant Schools Division Superintendent
Chiefs of Curriculum Implementation Division (CID) and
School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
School Heads of Public Elementary and Secondary Schools
All Concerned

1. Pursuant to the Memorandum DM-OUCT-2024-097, re: Specific Guidelines for the Effective Implementation of the National Learning Camp (NLC) and Other Activities for the 2024 End-Of-School-Year (EOSY) Break, this Office advises the Schools Division Offices (SDOs) to implement the NLC and other EOSY activities by adhering to the provisions stipulated.
2. A report on the number of teachers and learners not later than May 6, 2024 shall be submitted to the Curriculum Implementation Division through a Google Sheet link that will be provided to the School Heads' Group Chat.
3. Other details of the program and important timelines in the implementation of the National Learning Camp are found in the enclosures.

JINKY B. FIRMAN PhD, CESO VI

Officer-In-Charge
Office of the Schools Division Superintendent

RELEASED

MAY 07 2024

RECORDS SECTION-SDO PANABO CITY
BY

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Republic of the Philippines
Department of Education
DAVAO REGION

Office of the Regional Director

REGIONAL MEMORANDUM

CLMD-2024-237

To : Schools Division Superintendents

Subject: DISSEMINATION OF DM-OUCT-2024-097 ON THE SPECIFIC GUIDELINES FOR THE EFFECTIVE IMPLEMENTATION OF THE NATIONAL LEARNING CAMP AND OTHER ACTIVITIES FOR THE 2024 END-OF-SCHOOL-YEAR (EOSY) BREAK

Date : April 26, 2024

Pursuant to the Memorandum DM-OUCT-2024-097, re: **Specific Guidelines for the Effective Implementation of the National Learning Camp (NLC) and Other Activities for the 2024 End-Of-School-Year (EOSY) Break**, this Office advises the Schools Division Offices (SDOs) to implement the NLC and other EOSY activities by adhering to the provisions stipulated.

The Schools Division Superintendents shall submit to the CLMD Report on the Number of Teachers as itemized in *Paragraph 16* not later than May 6, 2024.

Other details of the program and important timelines in the implementation of National Learning Camp are found in the enclosures.

Immediate dissemination of and compliance to this Memorandum is directed.

By the Authority of the Regional Director

ALLAN G. FARNAZO
Director IV

REBONFAMIL R. BAGUIO

Director III 26 APR 2024

Enclosure: As stated.
roc11/jmp

DEPARTMENT OF EDUCATION - DAVAO
RECORDS SECTION
RELEASED

By: *[Signature]*

Apr. 26, 2024
30032



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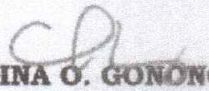


Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

MEMORANDUM
DM-OUCT-2024-097

TO : **REGIONAL DIRECTORS**
SCHOOLS DIVISION SUPERINTENDENTS
PUBLIC ELEMENTARY AND SECONDARY SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : 
GINA O. GONONG
Undersecretary for Curriculum and Teaching

SUBJECT : **SPECIFIC GUIDELINES FOR THE EFFECTIVE IMPLEMENTATION**
OF THE NATIONAL LEARNING CAMP AND OTHER ACTIVITIES
FOR THE 2024 END-OF-SCHOOL-YEAR (EOSY) BREAK

DATE : April 15, 2024

1. Following the guidelines stipulated in DepEd Order (DO) No. 014, s. 2023 titled **Policy Guidelines on the Implementation of the National Learning Camp (NLC)**, the Department of Education (DepEd), through the Curriculum and Teaching (CT) Strand, provides specific guidelines for the effective implementation of the 2024 NLC and other activities for the End-of-School-Year (EOSY) break.

NLC Duration and Specific Dates

2. The National Learning Camp (NLC) is integral to the overarching National Learning Recovery Program (NLRP), encompassing a three (3)- to five (5)-week voluntary program for the three camps. For EOSY break 2024, activities in the Consolidation and Intervention Camps shall be conducted **within three weeks**, instead of five weeks **from July 1 to 19, 2024** in accordance with DepEd Order No. 003, s. 2024, *Amendment to DO 22, s. 2023, Implementing Guidelines on the School Calendar and Activities for the School Year 2023-2024*.

Grade Level Coverage and Learning Focus

3. NLC shall be implemented in three camps, i.e., Enhancement, Consolidation, and Intervention, as stipulated in DO 014, s. 2023, to the **currently enrolled Grades 1 to 3 and Grades 7 to 10 learners**, this SY 2023-2024. The NLC's emphasis on improving student learning is tailored to specific learning areas, concentrating on **Reading and Mathematics for Grades 1 to 3**, and **English, Science, and Mathematics (ESM) for Grades 7 to 10**.

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Other EOSY Break Activities

4. While NLC is in its phased implementation, schools can conduct Remedial classes for learners in Grades 4, 5, 6, 11, and 12 who did not meet the expectations in one (1) or two (2) learning areas in School Year 2023-2024, including Grades 1 to 3 and Grades 7 to 10 for learning areas other than those offered in the NLC, for them to receive targeted instructional assistance and guidance.

Early Registration

5. Early registration shall be conducted from **April 18 to May 3, 2024**. The Registration Template is in *Annex 1*, while the Parent's Permit is in *Annex 2*.

Conduct of Assessment

6. Schools shall administer the EOSY Comprehensive Rapid Literacy Assessment (CRLA) and Rapid Mathematics Assessment (RMA) for **Grades 1 to 3** between **April 22 to May 10**, while the Bureau of Education Assessment (BEA) shall administer the National Learning Camp Assessment (NLCA) for Grades 7 and 8 from **March 11 to April 12** and Grades 9 and 10 from **April 22 to May 16**.

7. Moreover, a simple Literacy and Numeracy Screening Test shall be administered to Grades 7 to 10 learners by the English and Mathematics teachers from **April 22 onward**. This is to ensure that learners who are yet to grasp the reading and mathematics foundational skills shall be fairly placed in the English and Mathematics **Intervention Camps**.

8. To evaluate learning gains and the overall effectiveness of the NLC, the Beginning-of-School-Year (BOSY) CRLA and RMA shall be administered for Grades 1 to 3; while the NLCA shall be administered for Grades 7 to 10.

Learner Placement in the Camps

9. For Grades 1 to 3 learners, the **results of EOSY CRLA and RMA** shall determine the learner's placement in a particular camp. For Grades 7 to 10 learners, the academic performance of the learners as validated by the **results of the Literacy and Numeracy Screening Test** shall determine who is to be placed in the **English and Mathematics Intervention Camps**. The remaining registered learners in each grade level for English, Science, and Mathematics shall be placed in either **Consolidation or Enhancement Camp considering the academic performance and/or results of the NLCA** to be released by BEA.

Teaching and Learning Resources

11. Schools shall be provided with a complete set of teaching-learning resources for Grades 1 to 3 and Grades 7 to 10. **Lesson Plans** shall be provided to the teachers, while **Worksheets/Workbooks** to the learners. For Remedial Classes, and other EOSY break activities, schools shall have the flexibility to decide on the learning resources, provided that they meet the learning needs of learners and align with the most appropriate teaching approaches and strategies.

Engagement of Learning Camp Volunteers

12. As stipulated in the **Guidelines on the Engagement of Learning Camp Volunteers (LCVs)** in *Annex 3*, the Schools Division Office (SDO) shall issue a Memorandum signed by the Schools Division Superintendent (SDS), announcing a **Call for Application for Learning Camp Volunteers (LCV)** from **April 18 to May 3**.

13. Interested applicants for LCVs from DepEd incumbent teachers and potential non-DepEd LCVs shall express their interest using the Expression of Intent template attached in *Appendix A of Annex 3* of the aforementioned guidelines.

14. The Special Human Resource Merit Promotion and Selection Board (HRPSB) Sub-committees for LCV shall evaluate the applications from **May 6 to May 15**. This period may be extended for larger SDOs to ensure thorough consideration. The Assessment and Selection Report as shown in *Appendix B of Annex 3*, of the Guidelines on the Engagement of LCVs, shall serve as the tool for consolidating the evaluation of LCVs' eligibility requirements and alignment with specialization, for submission to the SDO.

15. The LCVs to be engaged in NLC shall be those with specialization/training/experience in Reading and Mathematics for Grades 1 to 3, while for Grades 7 to 10 shall be those with specialization in English, Science, and Mathematics. Guided by these preferred qualifications, the minimum qualifications highlighted in paragraph 12 of the Guidelines on the Engagement of LCVs, the Assessment and Selection Report on Hiring LCVs, and the Registry of Qualified LCVs submitted by the Special Human Resource Merit Promotion and Selection Board (HRMPSB) Sub-committees, in the exercise of prudent discretion the SDS shall determine, insofar as practicable, the optimal number of candidates deemed most qualified for hiring following the order of priorities below:

- i. DepEd LCVs
- ii. Non-DepEd LCVs
 - Remaining LET eligible applicants in the recent and/or previous Registries of Qualified Applicants (RQAs) who are not given appointments;
 - Other LET-eligible in the locality such as but not limited to teachers from private schools, SUCs/LUCs, and other teaching practitioners in the community;
 - Other LET-eligible teacher applicants in the above-mentioned RQAs who did not meet the cut-off score per existing DepEd hiring guidelines.

16. Using the information above and taking into account the indicative number of learners in the NLC per camp, other EOSY break activities, financial resources, and SDO's capacity, the SDSs finalize the LCVs potential for hiring with the categories below:

- licensed teachers in elementary with experience/training in teaching Reading
- licensed teachers in elementary with experience/training in teaching Mathematics
- licensed teachers in secondary with specialization in English
- licensed teachers in secondary with specialization in Science

for submission
to
DepEd

- licensed teachers in secondary with specialization in Mathematics

17. Informed by all the information above, the SDSs make the decision on the final LCVs to be hired. In case of shortage of LCVs meeting the eligible requirements, the following **tiered prioritization approach** of deployment/assignment of LCVs shall be implemented.

- Tier 1 – Intervention Camp
- Tier 2 – Consolidation Camp
- Tier 3 – Enhancement Camp

Example: SDO Ormoc City has the following data in Grade 7 to 10 Mathematics:

Grade Level	Camp	Required LCVs
7 to 10	Intervention	45
	Consolidation	94
	Enhancement	78
Total		217

plan on intervention activities

Total No. of Qualified LCVs = 210

Decision: Tiered Prioritization Approach shall apply

45 CVs shall be assigned to Intervention Camps

94 LCVs shall be assigned to Consolidation Camps

The remaining 71 LCVs will be assigned to Enhancement Camps

18. The final DepEd LCVs to be hired shall manifest their acceptance of the assignment by affixing their signature in the LCV Program (Annex 4) detailing their full teaching loads; while Non-DepEd LCVs shall signify their intent to teach in the Contract (template is in Appendix C of Annex 3) in addition to the LCV Program showing also their full teaching loads.

Teaching Load for Learning Camp Volunteers (LCVs)

19. Paragraph 9.b of the Guidelines on the Engagement of LCVs, says LCVs shall render four hours and thirty minutes (4.5 hours) of actual teaching/day. This is therefore the full teaching load of every DepEd or Non-DepEd LCV in the NLC that shall be reflected in the LCV's Program (sample LCV Program is in Annex 4), which shall signed by the concerned LCV and approved by the School Head. The LCV's class assignment/s is/are reflected in the daily class program (sample Daily and Weekly Class Programs are in Annex 6).

20. The teaching load in NLC of each LCV therefore is six (6) 45-minute lessons in a day. Since NLC is putting a premium on specialization, LCVs specializing in a particular learning area shall reach the 4.5 hours full teaching load in NLC in varied ways, considering the number of lessons in each learning area and each camp below:

Grade Level	Learning Area	Camp	No. of Lessons/day
Grades 1 to 3	Reading	Intervention Camp	three (3) 45-minute lessons/day
		Consolidation Camp	three (3) 45-minute lessons/day
		Enrichment Camp	three (3) 45-minute lessons/day
	Mathematics	Intervention Camp	three (3) 45-minute lessons/day
		Consolidation Camp	three (3) 45-minute lessons/day
		Enrichment Camp	three (3) 45-minute lessons/day

Grades 7 to 10	English	Intervention Camp	three (3) 45-minute lessons/day
		Consolidation Camp	two (2) 45-minute lessons/day
		Enrichment Camp	two (2) 45-minute lessons/day
	Science	Consolidation Camp	two (2) 45-minute lessons/day
		Enrichment Camp	two (2) 45-minute lessons/day
		Intervention Camp	three (3) 45-minute lessons/day
	Mathematics	Consolidation Camp	two (2) 45-minute lessons/day
		Enrichment Camp	two (2) 45-minute lessons/day
		Intervention Camp	three (3) 45-minute lessons/day

21. Below are sample scenarios to maximize the 4.5 hours teaching load of an LCV/day:

- a. LCV with **Science specialization** may teach in **three (3) classes/sections in Grade 9 Science Consolidation Camp**, with **two (2) 45-minute lessons/day**. Since the LCV covers three (3) classes/sections, the LCV can have a total of six (6) 45-minute teaching loads in all equivalent to 4.5 hours/day.
- b. LCV with **English specialization** may teach in **one (1) class/section in Grades 7, 8, and 9 Consolidation Camp**, with **two (2) 45-minute lessons/day**. Since the LCV covers three (3) grade levels, the LCV can have a total of six (6) 45-minute teaching loads in all equivalent to 4.5 hours/day.
- c. LCV with **English specialization** may teach in **2 classes/sections in Grade 8 Intervention Camp**, with **three (3) 45-minute lessons/day**. Since the LCV covers two (2) classes/sections, the LCV can have a total of six (6) 45-minute teaching loads in all equivalent to 4.5 hours/day.
- d. A **generalist LCV with training/experience in teaching Reading** may teach in **two (2) classes/sections in Grade 1 Intervention Camps**, with **three (3) 45-minute lessons/day**. Since the LCV covers two (2) classes/sections, the LCV can have a total of six (6) 45-minute teaching loads in all equivalent to 4.5 hours/day.
- e. A **generalist LCV with training/experience in teaching Mathematics** may teach in **one (1) class/section in Grades 1, and 2 Intervention Camps**, with **three (3) 45-minute lessons/day**. Since the LCV covers two (2) grade levels, the LCV can have a total of six (6) 45-minute teaching loads in all equivalent to 4.5 hours/day.

Conduct of Orientation Activities

22. To ensure the attainment of the goals and objectives of the NLC, a national orientation for Chief Facilitators per region comprised of Curriculum and Learning Management Division (CLMD) Chiefs, Curriculum Implementation Division (CID) Chiefs, and Regional Education Program Supervisors (EPS) in English, Science, and Mathematics shall be conducted.

23. The oriented Chief Facilitators shall strategically organize themselves into teams to orient all the schools districts in their respective SDOs. Each schools district shall organize two teams of District Facilitators composed of Public Schools District Supervisors (PSDSs), school heads, or master teachers/teachers. Each team shall

comprise three (3) facilitators for Grades 7 to 10 (1 English, 1 Science, and 1 Mathematics) and two (2) facilitators for Grades 1 to 3 (1 Reading and 1 Mathematics).

24. The two (2) teams of District Facilitators shall simultaneously engage and orient the most qualified DepEd and/or Non-DepEd LCVs hired by the SDSs. One (1) team shall focus on Grades 1 to 3 LCVs, while the other shall concentrate on Grades 7 to 10 LCVs. This approach ensures that all LCVs are thoroughly acquainted with the teaching-learning resources, lesson format, and design in *Annex 5*, as well as the conduct of collaborative expertise sessions. LCVs shall actively participate in the two-day collaborative expertise sessions in a span of three (3) weeks, aimed at enhancing their teaching competence. The suggested Collaborative Expertise Timetable on Mondays and Fridays is part of *Annex 4*, letters B and C respectively.

25. Regional Offices (ROs) and SDOs, through the CLMD and CID Chiefs, shall orient all supervisors and school heads during Management Committee Meetings to enhance their pedagogical knowledge and skills and understand the nature of teaching directions most beneficial for learners.

26. ROs, SDOs, and schools shall raise awareness and mobilize support from local government units (LGUs)/local school boards (LSB), Parents-Teachers Associations (PTAs), school governing councils (SGCs), industry partners, and non-government officials, among other stakeholders. This concerted effort aims to ensure the participation of learners who need intervention the most in the NLC. This support encompasses logistical assistance, including but not limited to transportation, meals, and provision of school supplies to learners who are yet to grasp reading and mathematics foundational skills.

27. Schools shall also include an orientation on the implementation of the 2024 NLC and other EOSY break activities into the agenda of their last quarterly meeting with parents/legal guardians this SY 2023-2024. The orientation shall inform parents/legal guardians about the NLC and gather support to reach and engage learners who are yet to grasp reading and mathematics foundational skills and ensure successful implementation of the program. A **general orientation** with parents/legal guardians may be conducted to ensure widespread awareness and understanding of the NLC. Information campaigns and advocacy materials shall be prepared at the national, regional, division levels, and school levels.

Incentives for Learning Camp Volunteers (LCVs)

28. Since the NLC entails the services of LCVs beyond regular school days, they shall be provided with incentives, subject to government rules and regulations (*DepEd Order 14, s. 2023 paragraph 54*). Below are the incentives of LCVs for NLC 2024 and Other EOSY Break Activities.

a. DepEd LCVs

- i. Vacation Service Credits
- ii. National Level Certificate of Recognition
- iii. Meal Expense of Php 250.00/day of actual service

b. Non-DepEd LCVs

- i. Certificate of Services Rendered based on the Contract supported by Proof of Attendance
- ii. National Level Certificate of Recognition

- iii. Remuneration based on the daily minimum wage set by the National Wages and Productivity Commission (*Guidelines on the Engagement of LCVs, paragraph 9.d*).

Note: Minimum Daily Wage divided by 8 hours, multiplied by the number of actual teaching hours. A teacher may have a maximum teaching load of 4.5 hours a day. Example: A teacher with specialization in Mathematics may have three (3) 45-minute classes in Grade 7 Mathematics Intervention Camp and may get another three (3) 45-minute Intervention Camp classes in Grade 8, to have a total of 4.5 hours/day.

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29. DepEd Order 53, s. 2003 Updated Guidelines on Grant of Vacation Service Credits to Teachers, defines normal teaching load as six (6) hours of actual classroom teaching a day. Thus, for a DepEd LCV to get one (1)-day vacation service credit, the 4.5 hours of actual teaching in the NLC shall be complemented with 1.5 hours to complete the 6 teaching hours requirement. The 1.5 hours may be attained by getting load/s in the **camp-like interest component**, such as but not limited to basic computer skills, arts, sports activities, and all others that schools can afford to offer to learners considering age-appropriate activities.

30. DepEd and non-DepEd LCVs shall generate the National Certificate of Recognition by accomplishing the **Online Survey Tool (OST)** that shall be deployed on the last day of the NLC. All other incentives mentioned above shall be processed by the SDOs.

Funding Sources

31. The implementation of the 2024 NLC and Other EOSY Break Activities shall be funded by the remaining Program Support Funds (PSF) from the FY 2023 (RA 11936) General Management and Supervision – Maintenance and Other Operating Expenses (GMS-MOOE) downloaded to the Regional Offices for the 2023 NLC implementation. The FY 2023 GMS-MOOE Continuing Funds shall be maximally utilized first and shall be augmented with additional funds charged against the FY 2024 (RA 11975) Basic Education Curriculum (BEC) Current Funds based on the actual needs from the field offices upon request, subject to the existing budgeting, accounting, auditing, and procurement rules and regulations and availability of funds. Important details of the PSF Guidelines are in a separate issuance (*Guidelines on the Utilization of 2024 Program Support Funds (PSF) to DepEd ROs for the Implementation of NLC and Other EOSY Break Activities in Support to National Learning Recovery Program (NLRP)*).

Monitoring and Evaluation

32. The school heads shall be primarily responsible for supervising the implementation of these guidelines in their schools, ensuring that the provisions are communicated to all concerned stakeholders in the school community.

33. The CID and CLMD in the SDOs and ROs, respectively, shall lead in the monitoring of schools' compliance with these guidelines. The RO - Quality Assurance Division (QAD) and SDO - School Governance Operations Division (SGOD) shall have an oversight function on the Monitoring and Evaluation (M&E) process. They may also be consulted for their expertise and guidance in conducting the M&E activities.

34. At the school level, the implementation of this policy shall be monitored and evaluated by the school head. The school head shall prepare a report at the end of the annual NLC that includes the highlights, challenges, and issues encountered throughout the policy implementation. The said report shall be submitted to the SDO for collation and analysis. The SDOs shall then prepare a consolidated report analysis for submission to the ROs.

35. All NLC Coordinators designated by the Regional Directors, in coordination with the Finance Division, shall oversee and monitor the utilization of the funds. The Regional NLC Coordinator shall prepare a consolidated Accomplishment Report which must be submitted to the DepEd Central Office - CT Strand, through the Bureau of Learning Delivery (BLD), not later than **August 30, 2024**, through the link: <http://tinyurl.com/Regional-NLCReports>, to be used in evaluating the policy for continuous improvement of its design and implementation.

36. Submission of the Accomplishment Report shall be closely monitored by BLD to ensure compliance of all regions. The Accomplishment Report template is provided in Annex 7 of this Memorandum.

37. For clarifications or inquiries, please contact the **Office of the Director of the BLD** through email at bld.od@deped.gov.ph or telephone number (02) 8637-4347.

38. Immediate dissemination of and compliance with this Memorandum is desired.

Copy Furnished:

ATTY. REVSEE A. ESCOBEDO
Undersecretary for Operations



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

Annex 1: The National Learning Camp Registration Template

Name: _____

Grade Level: _____

Section: _____

Age: _____

Residential Address: _____

Parent/Guardian:

Name: _____

Contact Number: _____

To be filled out by the Adviser/Learning Area Teacher:

If Grades 1 to 3, assessment results in:

CRLA _____

RMA _____

Recommended Camp Placement:

Reading _____

Mathematics _____

If Grades 7, 8,9, 10, academic performance and/or NLCA results:

English _____

Science _____

Mathematics _____

Recommended Camp Placement:

English _____

Science _____

Mathematics _____

Teacher Adviser in the currently enrolled Grade Level:

Name: _____

Contact Number: _____



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

**Annex 3: GUIDELINES ON THE ENGAGEMENT OF LEARNING CAMP
VOLUNTEERS (LCVs)**

I. Rationale

1. In support of the implementation of the National Learning Camp (NLC) pursuant to DepEd Order (DO) No. 014, s. 2023, *Policy Guidelines on the Implementation of the National Learning Camp*, the Department of Education (DepEd) shall engage the services of Learning Camp Volunteers (LCV) to facilitate the enhancement, consolidation, or intervention programs in critical learning areas, particularly on Reading, English, Science, and Mathematics.
2. With the adjustment of the school calendar for SY 2023-2024 in accordance with DO 003, s. 2024, *Amendment to DepEd Order No. 022, s. 2023, Implementing Guidelines on the School Calendar and Activities for the School Year 2023-2024*, LCVs shall render services in the Intervention Camp, Consolidation, and Enhancement Camp from July 01 to 19, 2024.
3. While DepEd incumbent/in-service teachers may take part in the NLC program, the department recognizes the importance of affording them (public school teachers) a well-deserved break during the End-of-School Year (EOSY). As such, other licensed teachers external to DepEd who are willing and able to facilitate learning in the three camps shall be engaged as LCVs.
4. The engagement of the LCVs is a crucial part of the National Learning Recovery Program (NLRP) of the Department of Education's (DepEd) strategic initiatives aligned with the MATATAG: Bansang Makabata, Batang Makabansa Agenda.

II. Scope

5. This DepEd Memorandum provides for the mechanisms, procedures, and standards that shall guide all DepEd offices and schools as well as other stakeholders in the recruitment, selection, and engagement of Learning Camp Volunteers in public elementary and secondary schools, including senior high schools, in 2024 EOSY break.

III. Definition of Terms

6. For purposes of this Memorandum, the following terms shall be defined and understood as follows:

- a. **Learning Camp Volunteer** refers to a DepEd or non-DepEd licensed teacher who renders tailored instructional services to a target group of learners within a specific period.
- b. **Job Order** refers to piece of work (pakyaw) or intermittent or emergency jobs needed for a short duration and for a specific piece of work.

IV. Procedures

A. Determining the Need for Learning Camp Volunteers

- 7. In determining the need to employ Learning Camp Volunteers, SDOs and/or schools shall observe the following parameters:
 - a. Schools shall be guided by the provisions of DepEd Order No. 14, s. 2023, *Policy Guidelines on the Implementation National Learning Camp and its amendments* on the conduct of early registration, and administration of post-assessment for incoming Grades 1 to 12 for NLC.
 - b. Based on the assessment results, schools do the placement of the pre-registered learners into the three (3) camps - intervention, consolidation, and enhancement.
 - c. Guided by the standard class size per camp (*Intervention Camp - maximum of 10, Consolidation Camp - maximum of 35, and Enhancement Camp - maximum of 35*), the schools determine the number of LCVs needed per camp, per learning area, and per grade level.
 - d. Schools report to the district offices the number of LCVs needed. District offices through the PSDS **explore the possibility of merging enrollments from nearby schools to optimize the services of LCVs**, and report to SDOs.
 - e. SDOs report to the ROs the total number of LCVs needed for computing the fund requirement to be requested by the central office.

B. Job Functions and Nature of Engagement

- 8. The following job functions, duties, and responsibilities shall be performed by the Learning Camp Volunteer, depending on the needed support identified by the schools:
 - a. Facilitate the learning delivery in one (1) or more learning camp/s in a learning area aligned to his/her specialization with the supervision of the school head or other authorized representative/s;
 - b. Contextualize lesson plans and other NLC resources to facilitate learning through relevant, appropriate, and responsive teaching strategies;
 - c. Track learners' progress, update learners' records, and provide feedback to the learner's parents/guardians;
 - d. Participate actively in collaborative expertise sessions to ensure readiness in content and pedagogy for effective lesson delivery;
 - e. Coordinates with the teacher-adviser before and after the NLC duration.

9. Non-DepEd LCVs shall be hired under **Job Order** status, subject to relevant and applicable policies, issuances, rules, and regulations. Furthermore, the following guidelines shall be observed:
- a. They shall be engaged for a period of three (3) to five (5) weeks.
 - b. They shall render four hours and thirty minutes (4.5 hours) of actual teaching from Tuesdays to Thursdays, with collaborative expertise sessions for 4.5 hours on Mondays and Fridays.
 - c. They shall work in collaboration with the previous teacher adviser or school head to get the assessment results of individual learners in class and turn over the records/documents showing progress after the NLC. They shall be under the overall supervision of the school head, regardless of the source of funds for their incentives. All administrative actions and decisions about the engagement relations shall be exercised by the SDS or the School Head as designated by the SDS.
 - d. They shall receive remuneration for services rendered, the amount of which shall not be below the minimum daily wage rates set by the National Wages Productivity Commission per region.

C. Application, Selection, and Hiring Process

10. Upon issuance of this memorandum, the SDO shall issue a Memorandum or Call for Application duly signed by the SDS stipulating the following, such as, but not limited to:
- a. Vacant Position
 - b. School
 - c. Nature of Engagement and Corresponding Remunerations/Salary
 - d. Minimum Qualifications
 - e. Selection Criteria
 - f. Documentary Requirements and Deadline of Submission of Application Documents
 - g. Timeline of Selection and Hiring Activities.

The duration of the call is announced in a separate memorandum.

11. Applicants for Learning Camp Volunteer must meet the following minimum qualifications:
- a. Education: Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education
 - b. Training: None required
 - c. Experience: None required
 - d. Eligibility: Licensed Professional Teacher (LPT)
 - e. Age: At least 21 years old but not more than 59 years old
 - f. Preferably resident of the community/barangay where the school is located
 - g. Other preferred qualifications as may be determined by the OUCT/SDO and/or school relative to the specific considerations of the specific school/s concerned such as but not limited to the **subject**

area specialization most preferably **Reading, English, Science, and Mathematics.**

12. Consistent with Item 12, the following are eligible to volunteer:

- a. DepEd incumbent teachers who are willing to volunteer;
- b. Remaining LET-eligible applicants in the recent and/or previous Registries of Qualified Applicants (RQAs) who are not given appointments;
- c. Other LET-eligible in the locality such as but not limited to teachers from private schools, SUCs/LUCs, and other teaching practitioners in the community; and
- d. Other LET-eligible teacher applicants in the above-mentioned RQAs who did not meet the cut-off score per existing DepEd hiring guidelines;

13. Interested applicants shall submit the following documentary requirements:

- a. Letter of intent addressed to the SDS, or to the highest human resource officer designated by the SDS (*prescribed template is attached in Appendix A of Annex 3*);
- b. Duly accomplished PDS (CS Form No. 212, Revised 2017); and
- c. Other documents as may be required such as but not limited to the following:
 - i. Photocopy of Certificate of LET Eligibility/Rating/License/ID;
 - ii. Photocopy of scholastic/academic records, such as but not limited to Transcript of Records (TOR) and True Copy of Grades;
 - iii. Photocopy of Service Record or Certificate of Employment, if there is any;
 - iv. Photocopy of Certificates of Training, if there is any;
 - v. Photocopy of the latest Performance Rating, if there is any.

14.A special HRMPSB sub-committee for LCVs shall be designated to evaluate the applications for LCVs. The sub-committee shall:

- a. Receive applications and check the completeness, authenticity, and veracity of documents submitted by the applicants;
- b. Conduct the initial evaluation of the applicants' qualifications vis-a-vis the minimum and **preferred** qualifications stipulated in Items 11 and 12, and submit to the SDS a list of applicants along with the result of the initial evaluation using the prescribed form in Appendix B as **Assessment and Selection Report**; and
- c. Assess the qualified non-DepEd applicants based on the evaluation and selection criteria as defined in this Memorandum.

15. Consistent with Item 12, eligible applicants mentioned in **12 (a, b, and d) shall no longer undergo assessment.**

16. **Only the applicants in 12(c) who meet the minimum & preferred qualification** shall undergo the assessment and selection process to be conducted by the designated LCV sub-committee.

17. The LCV sub-committee shall adopt the following evaluative assessments. They may devise the evaluation and selection criteria, tools, and rubrics for each evaluative assessment based on the needs of the learning camps.
- a. **Document Review.** Applicants with the following qualifications/credentials shall be **preferred** based on the needs of the program:
 - i. LET/PBET Eligibility
 - ii. Tertiary units above the minimum Education requirement that is relevant to the learning area/specialization
 - iii. Training in relevant to the learning area/specialization
 - iv. Previous experience, such as tutoring, relevant to the learning area/specialization
Note: For applicants with previous experience, performance rating, should there be any, shall be taken into consideration.
 - v. Other qualifications in the applicants' portfolio aligned with the needs of the program.
 - b. **Interview.** The interview shall focus on the collection of detailed and complete information about the applicant relative to the job function of an LCV. The objective of the interview is to assess potential, characteristics, traits, and fitness to the position, and to predict how the applicant will perform on the job. The interview shall also be an avenue to validate the qualifications and credentials submitted by the applicant.
18. It is the responsibility of the LCV sub-committee to finalize the Assessment and Selection Report (*Appendix B of Annex 3*). They shall recommend the final list of applicants recommended for hiring based on the following parameters:
- a. **Merit and fitness.** The SDS shall select the candidate deemed most qualified for NLC. The following factors shall be taken into consideration:
 - i. Learning area specialization (Reading/English, Science, and Mathematics)
 - ii. Knowledge and background in ECCD, Special Education (SPed) including handling learners with disabilities, Indigenous Peoples (IP) Education, and Madrasah Education, among others, depending on the needs of the school.
 - b. **Location.** Applicants who reside within the community/barangay where the school and/or households in need are located shall be prioritized in hiring.
 - c. Other parameters as may be defined by the LCV sub-committee.
19. Guided by the Assessment and Selection Report validated and recommended by the LCV sub-committee and in the exercise of sound discretion, the SDS shall select from the list of recommended applicants, insofar as practicable, the candidate deemed most qualified for hiring.
20. Upon receipt of the SDS' approval of the list of candidates for hiring, the HRMO shall facilitate the execution of the contract with the successful candidates.

A prescribed Employment Contract is attached in *Appendix C of Annex 3*.

Development. The template of the report is enclosed in *Appendix E of Annex 3* which details the following information:

- a. Number of LCVs hired
- b. Nature of Engagement
- c. Funding Source
- d. Amount of remuneration and other compensation and benefits received
- e. Challenges encountered
- f. Anticipated future needs

28. References

DO 003, s. 2024, *Implementing Guidelines on the School Calendar and Activities for the School Year 2023–2024*

DepEd Order No. 014, s. 2023, *Policy Guidelines on the Implementation of the National Learning Camp*

COA-DBM Joint Circular (J.C.) No. 1, s. 2020, *Interim Guidelines Contract of Service (COS) and Job Order (JO) Workers in Government for the Duration of the State of Calamity and Community Quarantine Due to the Corona Virus Disease 2019 (Covid-19)*

CSC-COA-DBM J.C. No. 1, s. 2018, *Amendment to the CSC-COA-DBM Joint Circular No. 1, S. 2017*

CSC-COA-DBM JC 1, s. 2017: *Rules and Regulations Governing Contract of Service and Job Order Workers in the Government*

DepEd Order No. 012, s. 2020 *(Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency)*

DepEd Order No. 21, s. 2019 *(Policy Guidelines on the K to 12 Basic Education Program)*

Appendix A of Annex 3. Template for Expression of Intent as a Volunteer Teacher

Expression of Intent

I, _____ hereby express my intent to be a Learning
Camp _____
(Complete Name)

Volunteer _____ in _____,

(Name of School) (Address of the School)

during the implementation of the National Learning Camp for 2024 EOSY
break, scheduled this July 1 to July 19, 2024. I am willing to attend an
orientation activity on the program implementation.

Furthermore, I hereby grant the Department of Education the right to
collect and process my personal information and profile as provided below, for
purposes relevant to the hiring of learning camp volunteers in the Department.

Personal Information	
Age:	
Sex:	
Complete Residential Address:	
Mobile/Telephone Number:	

Academic and Employment Details	
Bachelor's Degree & Specialization:	
Master's Degree & Specialization (if any):	
Present Employment (if any):	
Present Position (if any):	
Grade Level Assignment (if any):	
Length of Service as a Teacher (if any):	

Signature Over Printed Name
Date Signed: _____



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

Appendix C of Annex 3

JOB ORDER CONTRACT

KNOW ALL MEN BY THESE PRESENTS:

This Contract, made and entered into by and between:
The Department of Education - (Schools Division, DepEd Region NO. ____), a
government agency with office address at
_____, represented by (Schools
Division Superintendent), (Designation, Office), herein referred to as the "First
Party",

-and-

_____, of legal age, Filipino and with
residence address at
_____, hereinafter
referred to as the "Second Party".

-WITNESSETH -

1. That the First Party, in the exigency of the service, engages the services of the Second Party to facilitate the effective and efficient implementation of the Learning Camp;
2. That the Second Party has signified his/her intention, to which the First Party has accepted, to provide the services needed by the latter;
3. That the Second Party hereby possesses the education, experience, training, skills and other qualifications and/or skills required to perform the job as described herein, as represented by the Second Party in his/her Personal Data Sheet, interview, and other qualification documents submitted to the First Party;
4. That the Second Party hereby attests that he/she has not been previously dismissed from government service by reason of an administrative offense; and that he/she has not already reached the compulsory retirement age of sixty-five (65);
5. That in view hereof, the Second Party is hereby contracted to render service as Learning Camp Volunteer for the period _____ to _____, in consideration of the monthly rate of _____ (Php_____) to be paid after the engagement; subject to applicable taxes and liabilities, if any, and corresponding deductions for tardiness, undertime and absence incurred

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DepEd Philippines



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@DepEd_PH



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during the engagement and submission of accomplishment report to justify payment;

6. That the Second Party is expected to perform the following functions:
 - a. Facilitates the learning delivery in one (1) or more learning camps with the supervision of the school head or other authorized representative/s;
 - b. Contextualizes lesson plans that would facilitate learning through relevant, appropriate, and responsive teaching strategies and learning resources and contextualizes NLC resources to ensure developmental, age, and cultural appropriateness of lessons for the target learners;
 - c. Monitors and evaluates learners' progress during the NLC;
 - d. Participates actively in collaborative expertise sessions to ensure readiness in content and pedagogy for effective lesson delivery;
 - e. Maintains updated learners' records, and tracks their academic and behavioral progress, which may be provided as feedback to the learner's parents/guardians; and
 - f. Coordinates with the teacher-advisers before and after the NLC duration.
7. That it is understood that this contract does not create an employer-employee relationship between the First Party and the Second Party, that the services rendered hereunder are not considered and will not be accredited as government service; and that the Second Party is not entitled to benefits enjoyed by the regular personnel of the First Party, unless otherwise provided by law;
8. That the Second Party shall observe the standards of personal conduct in the discharge and execution of functions/services in accordance with the Code of Conduct and Ethical Standards for Public Officials and Employees under RA 6713;
9. That the Second Party shall hold and maintain the Confidential Information in strict confidence; and shall carefully restrict access by third parties without clearance from the authorized First Party officer;
10. That the Second Party acknowledges and agrees that the Department is the sole owner of any and all outputs prepared, created and/or designed; and that the Second Party shall turn-over to the First Party any and all records, notes, and other written, printed, tangible or intangible materials (soft and hard copies); and
11. That either party may terminate this contract for causes authorized by law and upon written notification to the other party, to be submitted prior to the termination of this contract.

IN WITNESS WHEREOF, both parties have hereunto set their hands this ____ day of _____, 20__ at Pasig City, Philippines.
DEPARTMENT OF EDUCATION:

First Party

Second Party

Signed in the presence of:

ACKNOWLEDGMENT
REPUBLIC OF THE PHILIPPINES)
CITY OF) S.S.

BEFORE ME, a Notary Public, for and in the above jurisdiction,
personally appeared the following:

Name	Gov't. Issued ID No.	Date/Place Issued
_____	_____	_____
_____	_____	_____
_____	_____	_____

known to me as the same persons who executed the foregoing instrument and
acknowledged to me that the same are their own free will and voluntary act
and deed.

This instrument consists of three (3) pages including this page wherein
this acknowledgment is written, and is signed by the parties and their
instrumental witnesses on each and every page hereof.

WITNESS MY HAND AND SEAL, this _____ day of _____ at
Pasig City, Philippines.

Doc. No. : _____
Page No. : _____
Book No. : _____
Series of _____

Appendix D of Annex 3. Registry of Learning Camp Volunteers

School: _____ SDO: _____
 Region: _____ School ID: _____
 Complete School Address: _____

Registry of Learning Camp Volunteer for Reading Grades 1 to 3

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for Mathematics Grades 1 to 3

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for English Grades 7 to 10

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for Science Grades 7 to 10

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for Mathematics Grades 7 to 10

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Prepared by:

 HRMPSB



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

Appendix E of Annex 3

DEPARTMENT OF EDUCATION

REGIONAL SUMMARY REPORT ON LEARNING CAMP VOLUNTEERS

Name of Region: _____

Period of: _____

PART A. Learning Camp Volunteer Complement

I. REGION PROPER

NATURE OF ENGAGEMENT	NO. OF LEARNING CAMP VOLUNTEERS HIRED IN THE REGION		NO. OF LEARNING CAMP VOLUNTEERS HIRED IN THE REGION				NO. OF RECEIVED APPLICATIONS FOR LEARNING CAMP VOLUNTEERS		
	Male	Female	Special Education Fund (SEF)	SDO MOOE	School MOOE	Other Fund Source (if applicable)	Remaining teacher applicants in the current or previous RQA	Teacher applicants who did not meet the cut-off score per existing DepEd hiring guidelines	Other LET Passers in the Locality
Job Order									
Others (Pro-bono Volunteers)									
TOTAL									

24



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II. SCHOOL DIVISION OFFICE LEVEL

Name of SDO: _____

NATURE OF ENGAGEMENT	NO. OF LEARNING CAMP VOLUNTEERS HIRED IN THE SDO		NO. OF LEARNING CAMP VOLUNTEERS HIRED IN THE SDO				NO. OF RECEIVED APPLICATIONS FOR LEARNING CAMP VOLUNTEERS		
	Male	Female	Special Education Fund (SEF)	SDO MOOE	School MOOE	Other Fund Source (if applicable)	Remaining teacher applicants in the current or previous RQA	Teacher applicants who did not meet the cut-off score per existing DepEd hiring guidelines	Other LET Passers in the Locality
Job Order									
Others (Pro-bono Volunteers)									
TOTAL									

PART B. Challenges encountered and Anticipated Needs in the Region

Challenges encountered in Engaging Learning Camp Volunteers	Anticipated need/s in the future (HR needs, financial, etc.)

Annex 4: Sample Learning Camp Volunteer Program

Name of LCV: _____

Specialization: English

A. Teaching-Learning Engagement (Tuesdays, Wednesdays, Thursdays)

Learning Focus	Time	No. of Minutes	Class	Camp
English Lesson 1	8:25 - 9:10	45 minutes	Grade 7 Section A	Intervention Camp
English Lesson 2	9:15 - 10:00	45 minutes		
English Lesson 3	10:15 - 11:00	45 minutes		
English Lesson 1	11:05 - 11:50	45 minutes	Grade 7 Section B	Intervention Camp
English Lesson 2	1:00 - 1:45	45 minutes		
English Lesson 3	1:50 - 2:35	45 minutes		
Total Teaching Load in minutes		270 minutes		
Total Teaching Load in hours		4.5 hours		

B. LCV Timetable for Collaborative Expertise (Monday)

Start Time	Activity	Time (Minutes)	Notes on Focus
8:00 am	Personal reading of materials	30	Focus is on teacher personally understanding what is expected and provided
8:45 am	Collaborative discussion and sharing of ideas on materials presented	50	Focus is on lesson plans and approach/content and teacher notes as well as students' worksheets
9:30 am	RECESS		
9:45 am	Personal reading and initial planning	30	Teachers think of lesson goals, what they will do and how they will do it
10:30 am	Collaborative discussion and sharing on initial planning Personal Reading & Initial Planning: Teachers think of lesson goals, what they will do and how they will do it	60	Teachers share their perspectives and discuss any issues, and seek clarification
11:15 am	Personal lesson preparation	30	With gathered information teachers finalize their approach
12:00 nn	LUNCH BREAK		
1.00pm	Collaborative discussion and sharing	60	Final approach shared with peers
2.00pm	Insights and Closure	10	Teachers wrap up discussion
2:10 pm	End of Day	270 Minutes	
		Estimated Duration: 4.5 hours	

C. LCV Timetable for Collaborative Expertise (Friday)

Start Time	Activity	Time (Minutes)	Notes on Focus
8:00 am	Personal organization of ideas and feedback about lessons: content, components, learnings within a grade and a subject	30	Focus is on each teacher to reflect on their point of view about the lesson content and how the content was presented
8:30 am	Collaborative discussion and sharing about lessons: content, components, learnings, key observations noted within a grade and a subject	60	Focus on sharing teacher observations and hearing from peers in the same grade and subject area
9:30 am	RECESS		
9:45 am	Personal organization of ideas and feedback about student performance: abilities, processes used, interesting occurrences, teacher learnings within a grade and a subject.	30	Focus is on each teacher reflecting on how students performed in class
10:15 am	Collaborative discussion and sharing about student performance: abilities, processes used, interesting occurrences, teacher learnings. Key observations noted within a grade and a subject	60	Focus is on sharing teacher perspectives on how students performed in class, how they reacted to the lesson, and how the content was presented with peers from the same grade and subject
11:15 pm	Collaborative discussion and sharing with teachers within a grade and a subject	45	Focus is on sharing and hearing teacher perspectives on how students performed in class and how they reacted to the lesson, and how the content was presented.
12:00 nn	LUNCH		
1:00 pm	Collaborative discussion and sharing with teachers. 1. Key global observations. 2. Celebrate the week's work	35	Focus on sharing and hearing perspectives across different grades and subjects
1:35 pm	Insights and Closure	10	Teachers wrap up discussion
1:45 pm	End of Day	270 Minutes	
		Estimated Duration: 4.5 hours	

I hereby accept the teaching loads and engagement in collaborative expertise sessions above; and shall fulfill this in the National Learning Camp from Mondays to Fridays, July 1 to 19, 2024.

Signature Over Printed Name
Learning Camp Volunteer

Date Signed: _____

Approved:

Signature Over Printed Name
School Head
Date Signed: _____

C. LCV Timetable for Collaborative Expertise (Friday)

Start Time	Activity	Time (Minutes)	Notes on Focus
8.00 am	Personal organization of ideas and feedback about lessons: content, components, learnings within a grade and a subject	30	Focus is on each teacher to reflect on their point of view about the lesson content and how the content was presented
8:30 am	Collaborative discussion and sharing about lessons: content, components, learnings, key observations noted within a grade and a subject	60	Focus on sharing teacher observations and hearing from peers in the same grade and subject area
9:30 am	RECESS		
9:45 am	Personal organization of ideas and feedback about student performance: abilities, processes used, interesting occurrences, teacher learnings within a grade and a subject.	30	Focus is on each teacher reflecting on how students performed in class
10:15 am	Collaborative discussion and sharing about student performance: abilities, processes used, interesting occurrences, teacher learnings. Key observations noted within a grade and a subject	60	Focus is on sharing teacher perspectives on how students performed in class, how they reacted to the lesson, and how the content was presented with peers from the same grade and subject
11:15 pm	Collaborative discussion and sharing with teachers within a grade and a subject	45	Focus is on sharing and hearing teacher perspectives on how students performed in class and how they reacted to the lesson, and how the content was presented.
12:00 nn	LUNCH		
1:00 pm	Collaborative discussion and sharing with teachers. 1. Key global observations. 2. Celebrate the week's work	35	Focus on sharing and hearing perspectives across different grades and subjects
1:35 pm	Insights and Closure	10	Teachers wrap up discussion
1:45 pm	End of Day	270 Minutes	
		Estimated Duration: 4.5 hours	

I hereby accept the teaching loads and engagement in collaborative expertise sessions above; and shall fulfill this in the National Learning Camp from Mondays to Fridays, July 1 to 19, 2024.

Signature Over Printed Name
Learning Camp Volunteer

Date Signed: _____

Approved:

Signature Over Printed Name
School Head

Date Signed: _____

Annex 5: THE LESSON FORMAT AND DESIGN

I. Lesson Short Review

This component offers teachers the chance to settle the class quickly, and review or preview previously encountered information and/or content in the form of a few targeted questions that are relevant to the current lesson. Students should be expected to start the lesson by responding to the questions by writing down answers/solutions. The teacher will then elicit answers from the class addressing issues that may arise. The component is completed when the teacher identifies how students performed on the questions.

Reminding students of *relevant* information at the start of a lesson, prior to encountering the main focus of learning, can enhance the brain's ability to access information to:

- (i) be used in problems/questions/information to come,
- (ii) make future plans, and
- (iii) further consolidate ideas in long-term memory.

Component 1 acts as a partial advance organizer for the brain. When done carefully, this replay of previous information directed at what is to come in the lesson helps future decision-making and memory recall.

On a practical note, the lesson is 45 minutes long. Timing is important. Every minute is important and needed. Teachers need to work efficiently but should not rush. The lesson should start as quickly as possible so that every minute of the lesson serves a useful purpose. The student's brain needs time to work. This time must be available (but it might take time for students and some teachers to acquire these good habits).

Over time it is important that teachers remove mental clutter in their lessons. Teachers should:

- (i) limit the amount of teacher-talk in a lesson (as teachers become more experienced this becomes more difficult, but lessons are about student doing – student learning, not the teacher);
- (ii) not talk when the class is working and/or students are answering questions;
- (iii) focus on what the class needs. When the teacher needs to say something important, they need to pick the time to say it, and in these cases, all students should be listening.

Note: Cognitive load/working memory suggests that after even a short period of teacher talk, students will not take in very much information from the spoken word.

II. Lesson Purpose

This component offers teachers a brief chance to acquaint students with the purpose and/or direction of the lesson. The explanation should be directed to the comprehension level of the students and the language used should be familiar to students. It might not be just a statement but a diagram or picture. Also, it is valuable if students see a link here with their prior knowledge or experience.

Teachers can help activate mental 'structures' or ideas already relevant to the student that will help them ground their new learning experiences and assist them

make sense of any new information by incorporating it into their already established neural networks.

The brief statement provides the teacher with the chance to provide a context that will facilitate student engagement in the lesson and/or offer briefly what students might aim to achieve. It might be about answering a question or something that may have some intrinsic interest in the class.

III. Lesson Language Practice

This component concerns language use – speaking, hearing, listening, comprehension. The focus here is on words or phrases that the student has not encountered or might be poorly known or seldom used.

Deliberate practice of unfamiliar or unknown language can help students reduce cognitive load (reduce working memory) enabling them to allocate greater resources to solving a problem, explaining a concept, or describing a story. Familiarity can be achieved by saying the word/phrase, being able to spell it, or using it in a specific context.

These words or phrases have been identified by considering the whole lesson and identifying those words/phrases that have the potential to cause difficulties for the students through speech or interpretation or understanding. Typically, the language identified should be restricted to about 6 words/phrases so that there is enough time to use a variety of approaches in the practice.

IV. Lesson Activity

The early components, lesson short review, lesson purpose, and lesson language practice, can be seen as bringing together the required information that will place the student in the best possible place to be successful in component 4 – lesson activity. This is achieved by having students meet important pre-requisite knowledge that they have already considered in previous years at school.

Lesson Activity represents the most substantial part of the lesson in terms of time and student effort. Overall, the lesson activity has four aspects, 4A, 4B, 4C, and 4D. Students are first presented with the Stem (stimulus or passage/text or diagram or ...) and then three/four questions related to the Stem. This process of a set of three questions based on the same Stem is then repeated two times – one set of questions in each of 4B and 4C. 4D is a reflection on the time allocation is 20 minutes, i.e., 4 lots of approximately 5 minutes.

Lesson Activity focuses on a 'key' idea and requires students to interpret the meaning of the Stem correctly and then answer a few questions of differing degrees of complexity. The Stem is a part of the item that holds the needed information that will be the basis for the questions. Underneath the Stem is a small number of questions that can be answered by utilizing in some form, the students' background content knowledge, skills, and understandings, together with information in the Stem.

To begin the Lesson Activity the initial focus is on **Component 4A**.

Component 4A Reading and Understanding the Stem

4A involves understanding the language of the Stem. The purpose here is for the teacher to model fluent reading of the Stem (first) and then students to read the passage or describe the figure, etc. It is important that teachers identify any unfamiliar language (possibly addressed in Component 3) and for the students to hear and experience fluency in reading the Stem. Other activities here could include students: reading to each other or reading silently to themselves as well as exploring the meaning of vocabulary.

Component 4B Solving the First Set of Questions

Students are asked to address the questions associated with the Stem (4A). The students will note they have a Stem (previously met in **4A**) and that this is followed by a small set of questions. Have students read the Stem and then find their own way to a response to each question. The students write down responses or attempts to each question. When they are finished students provide answers to the questions and the teacher marks the questions and discussion takes place about the quality of correct answers and the implications of errors and what this tells the class about the content.

Teachers can seek out different responses or approaches or thinking exhibited. Errors made by students should be acknowledged and appreciated for their contribution to the class discussion and student learning. Those who achieved correct answers to different questions should be acknowledged. *Note: the 3 or 4 questions are of increasing difficulty from basic to more complex.*

Component 4C Solving the Second Set of Questions

Using the same Stem from 4A, **4C** repeats the same process as **4B** by asking a second batch of questions again in order of increasing difficulty, similar to 4B. When all questions are completed, as was the case in 4B, students provide answers to all questions, i.e., the students write down responses or attempts to each question. When they are finished, the teacher marks the questions and a discussion takes place about the quality of correct answers and the implications of errors, and what this tells the class about the content. *Note: 4C provides a new start for students regardless of how they performed in 4B. It allows a refresh for student brain processing by marking a new starting point for them. It also allows the class to become centered around a common action.*

For teachers, this approach serves two purposes. First, it is a practical way to bring all students in the class back together to proceed as a group. This way the issues discussed can be considered by every student in the class at the same time. Second, the teacher will understand and practice activities where different sets of questions can usually be used with a single Stem. The efficiency of this approach means that students obtain more problem-solving practice on the specific content to be considered.

Component 4D Comparing/contrasting the two sets of questions from 4B and 4C

The focus of **4D** is to seek student observations on any aspects noticed by them concerning the Stem and questions in 4B and 4C. The idea is to identify what underlying student learning has occurred, and student observations about any problem-solving aspect. Student perspectives, issues, or concerns should be revealed.

The brain focus is on a deeper consideration of the problems of students. This is a metacognitive approach. Metacognition is typically described as a person thinking about their own thinking. Most of the talking in 4D is from the students. Teacher talk would be mainly asking questions and/or making clarifications. *Note: the teacher should gain much insight from this work will help them in their future lessons with the class.*

In practical terms, students should be asked to identify: What connections they notice between questions in 4B and 4C. Students could order questions from both sets from easy to hard or lower-order to higher-order and give their justification/reasons for decisions. Other possibilities concern identifying similarities and differences between the two sets of questions. Can students offer deeper insights about the Key idea (the focus of the lesson)? A teacher may use a diagram or picture to facilitate a discussion about Component 4 as a catalyst to stimulate student discussion and reflection.

Component 5 Lesson Conclusion – Reflection/Metacognition on Student Goals

Component 5 is designed to offer a wrap-up to the lesson. The focus for Component 5 is on the whole lesson. In particular, the focus is on helping students reflect on their progress, achievement, or partial achievement, of goals and their performance and understanding during the lesson. Like Component 4D, Component 5 has a high metacognitive aspect for students – thinking about their own thinking – which can be further enhanced by teacher modelling.

Annex 6: Sample Daily and Weekly Class Programs

SAMPLE DAILY CLASS PROGRAM FOR GRADES 3 Intervention Camp

From	To	No. of Mins.	Activity
8:00	8:05		Movement to Class
8:05	8:50	45	Lesson 1 Reading
8:50	8:55		Class Break
8:55	9:40	45	Lesson 2 Reading
9:40	10:00		Recess
10:00	10:45	45	Lesson 3 Reading
10:45	10:50		Class Break
10:50	11:35	45	Lesson 1 Mathematics
11:35	12:35		LUNCH BREAK
12:35	1:20	45	Lesson 2 Mathematics
1:20	1:25		Class Break
1:25	2:10	45	Lesson 3 Mathematics
2:10	Onward		Camp-like Interest Activities

Note: Each Camp shall be deployed with 1 LCV. For a LCV to teach in Grade 3 Reading Intervention Camp, LCV shall have an experience/training in teaching Reading.

SAMPLE CLASS PROGRAM FOR GRADES 7 Consolidation Camp

From	To	No. of Mins.	Activity
8:00	8:05		Movement to Class
8:05	8:50	45	Lesson 1 English
8:50	8:55		Class Break
8:55	9:40	45	Lesson 2 English
9:40	10:00		Recess
10:00	10:45	45	Lesson 1 Mathematics
10:45	10:50		Class Break
10:50	11:35	45	Lesson 2 Mathematics
11:35	12:35		LUNCH BREAK
12:35	1:20	45	Lesson 1 Science
1:20	1:25		Class Break
1:25	2:10	45	Lesson 2 Science
2:10	Onward		Camp-like Interest Activities

Note: Each Camp shall be deployed with 1 LCV considering the specialization. For Grade 7 Mathematics Consolidation Camp, LCV shall be specialized in Mathematics.

SAMPLE WEEKLY SCHEDULE FOR GRADES 3
Intervention Camp

TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	8:05	COLLABORATIVE EXPERTISE SESSION (LCV Planning & Preparation)	Movement to Class			COLLABORATIVE EXPERTISE (LCV Review of Instruction)
8:05	8:50		Lesson 1 Reading	Lesson 1 Reading	Lesson 1 Reading	
8:50	8:55		Class Break	Class Break	Class Break	
8:55	9:40		Lesson 2 Reading	Lesson 2 Reading	Lesson 2 Reading	
9:40	10:00		RECESS			
10:00	10:45		Lesson 3 Reading	Lesson 3 Reading	Lesson 3 Reading	
10:45	10:50		Class Break	Class Break	Class Break	
10:50	11:35		Lesson 1 Mathematics	Lesson 1 Mathematics	Lesson 1 Mathematics	
11:35	12:35		LUNCH BREAK			
12:35	1:20		Lesson 2 Mathematics	Lesson 2 Mathematics	Lesson 2 Mathematics	
1:20	1:25		Class Break	Class Break	Class Break	
1:25	2:10		Lesson 3 Mathematics	Lesson 3 Mathematics	Lesson 3 Mathematics	
2:10	Onward	Camp-like Interest Activities				
Estimated Total Teacher-Learner Engagement = 4.5 Hours						

SAMPLE LEARNING CAMP WEEKLY SCHEDULE FOR GRADE 7
Consolidation Camp

TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:00	8:20	COLLABORATIVE EXPERTISE SESSION (LCV Planning & Preparation)	School Assembly			COLLABORA TIVE EXPERTISE (LCV Review of Instruction)	
8:20	8:25		Movement to Class				
8:25	9:10		Lesson 1 English	Lesson 1 English	Lesson 1 English		
9:10	9:15		Class Break	Class Break	Class Break		
9:15	10:00		Lesson 2 English	Lesson 2 English	Lesson 2 English		
10:00	10:15		RECESS				
10:15	11:00		Lesson 1 Mathematics	Lesson 1 Mathematics	Lesson 1 Mathematics		
11:00	11:05		Class Break	Class Break	Class Break		
11:05	11:50		Lesson 2 Mathematics	Lesson 2 Mathematics	Lesson 2 Mathematics		
11:50	1:00		LUNCH BREAK				
1:00	1:45		Lesson 1 Science	Lesson 1 Science	Lesson 1 Science		
1:45	1:50		Class Break	Class Break	Class Break		
1:50	2:35		Lesson 2 Science	Lesson 2 Science	Lesson 2 Science		
2:35	Onward		Camp Fun-filled Activities				
		Estimated Total Teacher-Learner Engagement = 4.5 Hours					