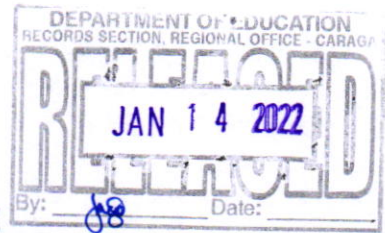




Republic of the Philippines
Department of Education
CARAGA REGION



January 14, 2022

REGIONAL MEMORANDUM

No. 0037, s. 2022

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

**PILOT IMPLEMENTATION OF THE INDUCTION PROGRAM FOR BEGINNING
TEACHERS (ENHANCED TEACHER INDUCTION PROGRAM FOR SY 2021-2022)**

1. Please refer to the attached Memorandum signed by Atty. Nepomuceno A. Malaluan, Chief of Staff and Undersecretary re: Pilot Implementation of the Induction Program for Beginning Teachers (Enhanced Teacher Induction Program for SY 2021-2022).
2. All HRD SEPS/EPS-II shall accomplish the list of newly hired teachers who are eligible to undergo the IPBT starting SY 2021-2022 through <https://tinyurl.com/CaragaTIP> not later than January 21, 2022.
3. Immediate dissemination of this memorandum is highly desired.

for: [Signature]
MA. GEMMA MERCADO LEDESMA
Regional Director
[Signature]

Encl/s.: None

Reference/s: As stated

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

INDUCTION PROGRAM

NEWLY HIRED TEACHERS

HRD/rsr
1/14/2022



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2022-01-0536

Document Control No:
DepEdRO13-F-REC-013/R3/02-18-2020



Republic of the Philippines
Department of Education
OFFICE OF THE SECRETARY

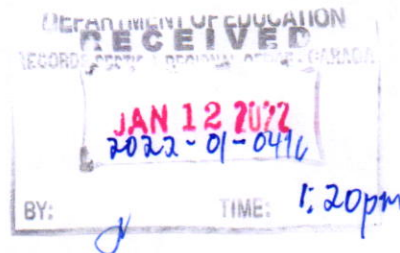
MEMORANDUM

TO : ATTY. REVSEE A. ESCOBEDO
Undersecretary for Field Operations
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

FROM : *Nepomuceno A. Malaluan*
ATTY. NEPOMUCENO A. MALALUAN
Chief of Staff and Undersecretary

SUBJECT : PILOT IMPLEMENTATION OF THE INDUCTION PROGRAM FOR
BEGINNING TEACHERS (ENHANCED TEACHER INDUCTION
PROGRAM FOR SY 2021 - 2022)

DATE : 21 December 2021



1. The Department of Education (DepEd) is committed to provide integrated professional development programs for teachers and school leaders, through the National Educators Academy of the Philippines (NEAP). NEAP undertakes the development, design, and delivery of such programs, including those intended for beginning teachers. In line with this, NEAP issues this memorandum on the **Pilot Implementation of the Induction Program for Beginning Teachers (IPBT)**.
2. The main objective of this Pilot Implementation is to further streamline the processes and practices vis-a-vis the draft Implementing Guidelines for IPBT. It also aims to test the draft guidelines, and gather insights from participating teachers, mentors, and school leaders through surveys and focused group discussions.
3. In line with this, NEAP is respectfully requesting all Regional Offices through the Human Resource Development Division (HRDD)/NEAP in the Region, to **submit the list of all newly hired teachers who are eligible to undergo the IBPT starting School Year 2021-2022.**
4. Using the aforementioned list of newly hired teachers, NEAP will identify who will be participating in the Pilot IBPT Implementation. The list will also be utilized to update NEAP's records of teachers who are attending recognized programs.
5. Regional focal persons are requested to follow the format and accomplish the sheet given in the link below: <https://bit.ly/TIPProfileDownloadExcel>. Please submit the

accomplished sheet through email at pdd.pdi@deped.gov.ph on or before January 28, 2022.

6. A separate memorandum will be issued on the Orientation for the Pilot Implementation which will be held in February 2022.

7. Enclosed is a copy of the Draft Implementing Guidelines of the IPBT for the guidance and information of all concerned.

8. For questions or concerns, please contact **Ms. Richie Vesagas** of NEAP-PDD through email at pdd.pdi@deped.gov.ph.

9. Immediate dissemination of and appropriate action on this memorandum are earnestly desired.

Enclosure 1

DRAFT IMPLEMENTING GUIDELINES OF INDUCTION PROGRAM FOR BEGINNING TEACHERS

I. Rationale

1. Schools worldwide use induction programs to support new teachers in their first years of teaching by way of contributing to their sense of well-being and professional development (Partlow, 2006). A good induction program addresses the important issues of transition from being a preservice teacher to being a teacher and sets the tone for a teacher's personal and professional identity (Ryan, 2018). It should assist the beginning teacher to understand their responsibilities to students, the public, and the profession. Beginning teachers need to continue to develop their own personal and professional philosophy as to what it means to be a professional teacher.
2. DepEd Order No. 43 s. 2017 or The Teacher Induction Program (TIP) Policy is issued to serve as a guide in the implementation of TIP. The program is institutionalized to provide a systematic and comprehensive support system for teacher inductees in order to seamlessly immerse them to the teaching profession in the public school system. Based on the results of the study conducted by Peñafiel (2020), there are several considerations and concerns raised by the respondents as regards the implementation of TIP that may be considered for policy enhancement such as but not limited to selection of mentor, proper orientation in the school level, revisiting of TIP Modules, and the implementation plan in the school.
3. In 2019, following the provisions of **DO No. 11, 2019** (Implementation of the NEAP Transformation), NEAP is mandated to take charge of the design, development and delivery of programs supporting teachers and school leaders. This will include the Teacher Induction Program (TIP). It was further recommended that NEAP assume full responsibility for the Teacher Induction Program (TIP) through establishing policies and support materials to build capacity of in-school mentors and coaches, and enhance peer observation skills and strengthen Learning Action Cells (LACs).
4. To align with NEAP's goal of developing a fully integrated professional development program, the Teacher Induction Program (TIP) was transferred from the Teacher Education Council (TEC) Secretariat to NEAP. It is for this reason that the TIP, as implemented by D.O. No. 43, s. 2017, needs to be revisited. After a series of consultative workshops with teachers and field implementers, TIP will be renamed to **Induction Program for Beginning Teachers (IPBT)**.
5. This revision from TIP to IPBT is aimed to i) strengthen the orientation for teacher inductees; ii) review the program modules to streamline content and avoid duplication of content topics; iii) make monitoring and

evaluation systematic, organized, and relevant; and iv) adapt a detailed implementation plan.

6. Specifically, the IPBT aims to guide **beginning teachers** to:
 - a. demonstrate knowledge and understanding of DepEd— its vision, mission, goals, and strategic directions; systems and processes; school policies and procedures—and teacher rights and responsibilities;
 - b. articulate and apply knowledge, skills, attitudes, and values (KSAVs) required of beginning teachers as specified in the PPST and DepEd Core Values; and
7. c. improve practice towards career progression based on set professional development goals. The IPBT will serve as the foundation for the professional development of beginning teachers and, subsequently, for the improvement of student learning.

II. Scope

8. This DepEd order provides a set of guidelines on the implementation, procedure, and monitoring and evaluation of IPBT. This policy shall cover the beginning teachers starting 2022.
9. IPBT is for **all beginning teachers in DepEd**. This covers teachers who are newly hired or with 0 – 3 years of teaching experience in the public school system. Profile of newly hired teachers is as follows:
 - a. Fresh graduates from teacher education institutions (TEIs)
 - b. Past education graduates without teaching experience
 - c. Non-education graduates and/or professionals
 - d. Non-education graduates who took the Certification in Teaching Program (CTP)
 - e. Teachers from private schools
 - f. Other cases (such as those who have worked for DepEd offices and are now shifting to teaching, teachers who have applied for a leave of absence but would like to return to teaching, etc.)

III. Definition of Terms

10. The following are definitions of significant terms as found in the IPBT Policy.
 - a. **Beginning Teachers** are teachers who have zero to three years of experience in DepEd. They have gained the qualifications recognized for entry into the teaching profession.

- b. Career Progression** refers to the teachers' movement in the promotion system across the positions or salary grades (SG) as defined by the Civil Service Commission (CSC). It aims to improve the teaching practice as measured by the achievement of standards defined in the PPST.
- c. Coaching** is an interactive process where raters and ratees aim to close performance gaps, teach skills, impart knowledge, and inculcate values and desirable work behaviors.
- d. Community of Practice** is a group that comes together collectively to share and address common concerns and problems related to their professional practice, and fulfill both individual and group goals through agreed learning platforms and strategies.
- e. Coursebooks** refers to the resource material that facilitates learning and reflection to guide the newly hired teachers' professional journey with their mentors and co-teachers. Working through the coursebooks is self-paced and self-directed to provide flexibility and autonomy to teachers.
- f. Differentiated Supervision** is a type of supervision that uses evaluation tools such as Classroom Observation Tools (COT) to assess the teachers' professional needs and support their goals to improve instructional skills.
- g. Induction Program for Beginning Teachers (IPBT)** is a systematic and comprehensive professional development program for beginning teachers with 0 to 3 years of teaching experience that has been developed to improve their knowledge, skills, attitudes, and values (KSAVs), and increase their confidence in teaching to make them effective and efficient teachers who nurture the potentials, abilities and talents of every learner.
- h. IPBT Mentor** is a Department Head/Head Teacher, Master Teacher, or School Head who is assigned to orient, mentor, and supervise a beginning teacher.
- i. Job-embedded learning** refers to learning that occurs in the workplace. It is designed to closely connect the actual professional practice to teachers' professional development to improve the teaching-learning process.

- j. Learning Action Cell (LAC)** is a community of practice involving a group of teachers in the DepEd who engage in collaborative learning to solve shared challenges encountered in the school facilitated by the school head or a designated LAC Leader. (D.O. No. 35, s. 2016)
- k. Learning Resource Packages (LRP)** are materials specific for the implementers, mentors, and inductees. These will guide them towards the implementation and monitoring of the program. LRPs include Coursebooks, Monitoring and Evaluation Tools and Forms, Guidebooks for mentors and teachers, and orientation materials.
- l. Mentoring** is a process of helping beginning teachers with their personal and professional development by establishing collaborative learning relationships with experienced teachers who share mutual responsibility and accountability towards the achievement of clear and mutually defined learning goals.
- m. Multimodal learning** is the use of different modes to create meaning and facilitate learning. It promotes active learning and practical application of knowledge.
- n. Newly hired teachers** are teachers who have just entered the public school system. These teachers include fresh graduates from teacher education institutions (TEIs), past education graduates without teaching experience, non-education graduates who took the Certification in Teaching Program (CTP), teachers who came from private schools, and other cases (such as those who have worked for DepEd offices and are now shifting to teaching, teachers who have applied for leaves of absence but would like to return to teaching, or teachers who chose to take the program as a refresher course,) among others).
- o. Philippine Professional Standards for Teachers** is a set of professional standards that articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do, and value to achieve competence, improve student learning outcomes, and subsequently, quality education (D.O. No. 42, s. 2017).
- p. Scenario-based learning** is a problem-based learning approach that promotes the practical application of learning to the classroom. It

promotes contextualized understanding of the PPST to prepare newly hired teachers to respond to common scenarios and challenges encountered in the professional practice.

IV. Policy Statement

11. DepEd, through the NEAP, commits to provide teachers with professional development programs which are responsive to their needs and relevant to their career progression. Through the IPBT, the DepEd shall support teachers to:
 - a. meet expectations of standards as articulated in the PPST;
 - b. link professional development programs with career progression based on set professional development goals; and
 - c. enhance teaching practice towards the improvement of student learning outcomes, and consequently the attainment of quality education.
12. Generally, IPBT intends to improve teachers' knowledge, skills, attitude, and values (KSAVs), and further enhance their competence to make them efficient and confident, and eventually commit themselves to nurture every learner and become passionate in teaching.
13. This program employs different IPBT Learning Activities such as the use of modules either through organized in-service training or self-directed learning; job-embedded learning; mentoring; differentiated supervision; LAC sessions; and other INSET activities in different modes such as face-to-face, online, blended learning, and other related modalities. It also utilizes learning approaches and activities that are developmental, learner-centered, inclusive, research-based, culture responsive and gender sensitive, need and competence based, integrative, and flexible and dynamic.

V. Conceptual Framework of IPBT

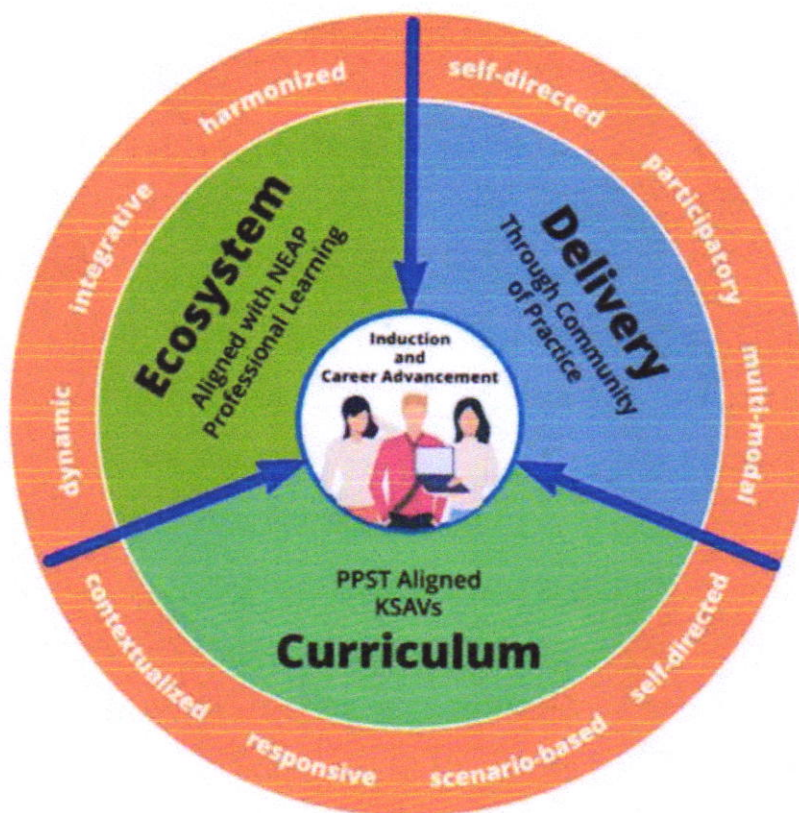


Figure 1. Conceptual Framework

14. IPBT is comprised of a professional development Curriculum that is supported by Delivery, and the Ecosystem. The 'Curriculum' helps teachers transition and adapt to work in DepEd and provides opportunities to improve their KSAVs towards being capable and efficient teachers. The 'Delivery' provides teachers with a multi-modal delivery platform that supports the curriculum. The 'Ecosystem' enables harmonized and dynamic cooperation within linkages and resources.
15. The curriculum supports induction and career advancement of teachers through PPST-aligned courses that promote contextualized and responsive understanding of the PPST, support the principles of inclusive education and self-directed learning, and utilize scenario-based approach towards a more meaningful completion of the IPBT courses. These IPBT courses were developed to help beginning teachers undergo a seamless transition from preservice education to in-service training.
16. In the development of the Basic Education Curriculum, also known as the K to 12 Program under Republic Act 10533 the DepEd shall produce

and develop learning materials (Section 10.3). The production and development of locally produced teaching and learning materials shall be encouraged.

17. The delivery helps teachers towards building a community of practice via self-directed, participatory, and multiple modalities. Among the learning platforms are Learning Action Cells (LAC); Job-embedded Learning (JEL); Online and print-based learning; Coaching and mentoring; and Teacher conferences.
18. The 'Ecosystem' facilitates an integrative and harmonized professional learning ecosystem for the induction of beginning teachers.

VI. Procedure

19. NEAP Central Office shall organize and lead a nationwide orientation program and accompanying roll-out activities for regional implementers. The orientation program shall be designed to introduce the three-year induction program prior to the beginning of the school year and capacitate the regional implementers in program rollout in the regions.
20. The Regional Offices shall organize and lead an orientation program for division implementers. The orientation program shall introduce the three-year induction program prior to the beginning of the school year and capacitate the division implementers in the rollout of the program in the division.
21. The Division Offices shall organize and lead an orientation program for school heads and mentors. The orientation program shall introduce the three-year induction program prior to the beginning of the school year and capacitate the school heads and mentors in the rollout of the program in schools.
22. The School Heads shall oversee the implementation of IPBT in their respective schools. This will include the orientation of beginning teachers, the assignment of mentors, and the distribution of coursebooks to mentors.

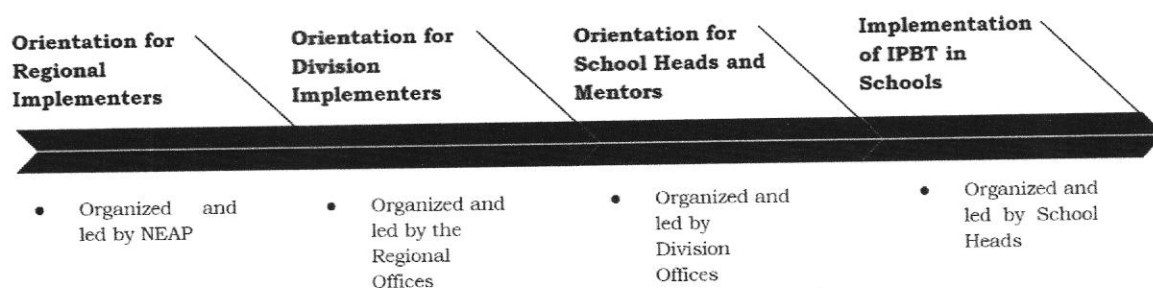


Figure 2. Flowchart of the Series of Orientations

23. Mentors shall follow the Guide for Mentors in the conduct of the in-school mentoring.
24. Certificate of completion shall be issued to successful inductees upon their completion of the program. Mentors will also be awarded with certificates of recognition. The awarding of certificates during the Completion Ceremony shall be spearheaded by the division or district office.

VII. Roles and Responsibilities

1. NEAP CO

- a. Coordinates with other Central Office Bureaus on IPBT-related processes to achieve the set of objectives within timelines
- b. Develops/revises IPBT Courses
- c. Ensures that funds for IPBT-related activities are available
- d. Orients RO and Divisions on the program implementation
- e. Provides technical assistance to NEAP R in the implementation of the course
- f. Provides technical assistance to the Regional QAD in the monitoring and evaluation of the IPBT implementation
- g. Submits reports to appropriate authorities as may be required

2. Regional Office

NEAP-R

- a. Serves as the IPBT Coordinator in the Region
- b. Leads in the implementation of the IPBT in the region

- c. Coordinates with the Divisions with the implementation of the IPBT
- d. Provides TA to the divisions in the IPBT Implementation

CLMD

Provides TA in terms of content and pedagogies

FTAD

Provides TA on the IPBT-related processes as seemed necessary

QAD

Assesses and evaluates the IPBT implementation in the Region

3. Schools Division Office (SDO)

Schools Division Superintendent

- a. Organizes IPBT Management Team composed of ASDS, CID and SGOD Chiefs, and HRD SEPS
- b. Designates the IPBT Manager and IPBT Coordinator
- c. Ensures integration of IPBT in the DED

Assistant Schools Division Superintendent

Co-leads in the planning and implementation of the IPBT in the Schools Division especially in the conduct of the Division Orientation for PSDSs, SEPS, Program Specialists, and Section Chiefs Division for the Orientation of School Heads and Mentors

School Governance and Operations Division Chief

- a. Serves as the IPBT Manager in the Division
- b. Co-leads the planning and implementation of IPBT
- c. Provides TA to IPBT Implementers (school heads, mentors, mentees, and others) on administrative concerns

CID Chief

Provides TA to the Division IPBT Players on curriculum concerns

Public Schools District Supervisor

Coordinates with the school head in monitoring the implementation of IPBT at the school level

HRD Senior Education Program Specialist

- a. Collects and consolidate data on the prospective inductees
- b. Coordinates with the school head, mentors, and mentees about IPBT related processes in the School Division

4. School

School Heads

- a. Leads the IPBT Implementation in the school
- b. Provides school orientation on IPBT
- c. Shows an appreciation of the mentoring relationship
- d. Supports, encourages, and guides beginning teachers
- e. Be involved in the selection of mentors and pairing of mentors with their mentees
- f. Facilitates opportunities for partners to collaborate
- g. Ensures consistency of the program
- h. Promotes collaboration within the whole school
- i. Considers new teacher assignments carefully

Mentor

- a. Attends the Orientation for In-School Mentors
- b. Meets with the beginning teacher throughout the program
- c. Familiarizes himself/herself with the IPBT Courses
- d. Collaborates with the beginning teacher to provide support in completing the coursebooks
- e. Provides insight, support, guidance, advice, encouragement, information and reflection
- f. Assists in solving problems through coaching and mentoring
- g. Provides feedback to the beginning teacher
- h. Acts as a role model, and confidante

Roles of the Beginning Teacher

- a. Attends the IPBT Orientation
- b. Finishes the IPBT Coursebooks and completes the required outputs
- c. Participates in the IPBT activities
- d. Meets regularly with mentor throughout the duration of the IPBT
- e. Solicits advice as needed
- f. Attends other in-service training throughout the program
- g. Participates in an evaluation of the program

Organizing the In-School Mentoring

25. The beginning teachers will be provided Self-Learning Coursebooks to be completed within one school year. Coursebooks will be available online. Schools Leaders may opt to give hard copies of the coursebooks depending on the availability of the budget.

26. The Learning Action Cells (LACs) and In-School Mentoring shall be utilized to support the teachers undertaking the guided self-study.

27 Differentiated supervision and formal classroom observation will be provided by the School Heads and master teachers, department heads, and other senior teachers.

28. The IPBT Mentor is a Department Head, Master, or Key Teacher who is assigned to orient, mentor, and supervise a beginning teacher. Mentoring includes the intellectual, moral, and emotional support given by more experienced teachers for the personal well-being/growth and professional development of beginning teachers especially in their first until the third year of teaching. Through one-on-one mentoring, whether done face-to-face or virtual, the IPBT Mentors will guide the beginning teachers in:

- completing the IPBT Courses;
- applying the knowledge, skills, and attitude that they have learned in actual instruction;
- continuing the learning process that begins during the IPBT; and
- improving their teaching practices and job performance as stipulated in the PPST.

29. For IPBT, the School Heads may assign mentors to the beginning teachers based on subject areas, grade levels, and even personal compatibility. A mentoring agreement is prepared and signed by both parties including the areas the mentee would like to be supported/assisted, strategies of support, and frequency/schedule of meetings.

30. As partners, the mentor and the beginning teacher should:

- share mutual goals
- work collaboratively to develop the new teacher's goals and complete the mentoring agreement
- maintain confidentiality
- determine what the beginning teacher knows and what the mentor can provide
- develop an openness/rapport enabling two people to agree/disagree with dignity
- protect some on-the-job time for needed dialogue
- establish regular times for some pre-planned meetings together

Organizing the LACs

1. The School Heads can organize the Learning Action Cells among the teachers including the beginning teachers such that each LAC, composed of no more than 15 members per DepEd Order 35 s. 2016, will have a senior teacher as LAC Facilitator.

Senior teacher refers to:

- a. Master Teacher
 - b. Head Teacher
 - c. Department Head
 - d. Other senior teachers who have proven competence and potential to lead the Learning Action Cell (LAC)
2. The LAC Facilitator shall closely coordinate with the School Head for the:
 - a. Assignment of roles of the LAC members
 - b. Organizing and leading the team in the LAC sessions
 - c. Monitoring of progress of individual members
 3. The LACs in the context of the IPBT will be the support system for the beginning teachers in terms of understanding the learning areas/key stages and its application in the classroom instruction.
 4. The SDO, through their division and district supervisors, shall serve as the LAC Coaches to the LAC Leaders.
 5. The division coach assigned to the Learning Action Cells shall be responsible for coordinating with the LAC leaders in terms of:
 - organizing and assigning roles in the LAC
 - monitoring the progress of the LAC
 - monitoring progress of individual members of the LAC in the course modules
 - providing individual technical assistance and/or coaching as may be requested and as indicated in the TA/coaching Plan

Program Implementation

31. In the first year, beginning teachers, with the guidance of mentors, will accomplish six (6) Coursebooks and the LDM modules mainstreamed into IPBT. The mentors will also review teachers' outputs and provide corresponding feedback. LAC Sessions, additional classroom observations, and other relevant activities can also be organized.

32. In the second to third years of the program, beginning teachers will utilize coaching and mentoring and differentiated supervision at least twice in a quarter. Outputs and agreements from the coaching and mentoring, LAC sessions and differentiated supervision may be utilized as means of verification (MOV) in the teachers' portfolios. In case a beginning teacher was

not able to complete the program due to unforeseen circumstances, he/she must be given an extension not exceeding three months to finish the program.

33. Beginning teachers with 1 year experience in DepEd, will have to complete Year 1 to Year 2 of the IPBT and for beginning Teachers with 2 - 3 years of experience, they will have to undertake Year 1 of the IPBT.

Table 1: General IPBT Implementation Guide

Years of Experience in DepEd	Assigned Task
Newly hired Teachers	will undergo Year 1 to Year 3 of the IPBT
Beginning Teachers with 1 year experience	will undergo Year 1 to Year 2 of the IPBT
Beginning Teachers with 2 - 3 years of experience	will undergo Year 1 of the IPBT

Table 2: Detailed IPBT Implementation Guide

Year		Courses	In-school Mentoring	Other Activities
Year 1	Quarter 1	Orientation and Guide for Mentors and Teachers Coursebook 1	Coaching and Mentoring Differentiated Supervision	1 Formal Classroom Observation every quarter LAC Sessions
	Quarter 2	Coursebook 2	Submission of outputs and exit quizzes to be checked by the mentors. Feedback will be	Job-embedded Learning
		Mainstreamed LDM Modules		Other relevant PD programs or

	Quarter 3	Coursebook 3	discussed with the mentees.	Teacher Conferences
		Coursebook 4		
	Quarter 4	Coursebook 5		
		Coursebook 6		
Submission of Year 1 Portfolio				
Year 2		Coaching and mentoring Differentiated supervision	LAC Sessions 1 Formal Classroom Observation every quarter Job-embedded Learning Other professional development programs or interventions	
Submission of Year 2 Outputs embedded in the RPMS Portfolio				
Year 3		Coaching and mentoring Differentiated supervision	LAC Sessions 1 Formal Classroom Observation every quarter	

			Job-embedded Learning
			Other professional development programs or interventions
Submission of Year 3 Outputs embedded in the RPMS Portfolio			
Completion Ceremony			

VIII. Expenses

34. Expenses relative to the implementation of IPBT shall be charged to the following:

- NEAP HRD Funds - National Orientation of Trainers (NOT)
- Regional Training Fund - Regional Training
- Division Training Fund - Division Training
- School MOOE - School-based IPBT Activities

IX. Monitoring and Evaluation

35. NEAP Central Office in coordination with NEAP-R shall conduct annual monitoring and evaluation (M&E) of the program implementation. Regional Offices (ROs) through QAD shall also conduct annual monitoring, provide technical assistance, and gather best practices and feedback on the program. SDO through SGOD M&E Unit shall conduct quarterly monitoring of the implementation of IPBT.

36. ROs shall ascertain that SDOs are in compliance with the policy herein for quality implementation of the IPBT. SDOs shall also ascertain that schools are in compliance with the provisions in the policy.

DRAFT IMPLEMENTING GUIDELINES OF INDUCTION PROGRAM FOR BEGINNING TEACHERS