



DepEd – DIVISION OF QUEZON

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March 13, 2018

Division Memorandum

DM No. 58, s. 2018

REGIONAL GUIDELINES ON COMPREHENSIVE READING POLICIES

To: Public School District Supervisors, Schools Heads, Reading Coordinators, Teachers

Attached herewith is a Regional Guidelines on Comprehensive Reading Policies, to which this division is bound to comply.

For more information and inquiries about the guidelines, all concerned may contact ANGELINA B. CASTILLO or JOSEPH E. JARASA, Education Program Supervisors of Curriculum and Implementation Division of this Schools Division at telephone number 09063744793 or 09063744776.

Immediate dissemination of and strict compliance with this policy is earnestly desired.

MERTHEL M. EVARDOME, CESO VI
Schools Division Superintendent

DEPED - QUEZON ICT UNIT
UPLOADED
Date/Time: <u>3/13/18 1:20 PM</u>
By: <u>RACHEL</u>
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Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
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TO : SCHOOLS DIVISION SUPERINTENDENTS
FROM : DIOSDADO M. SAN ANTONIO
Director IV-A
SUBJECT : REGIONAL GUIDELINES ON COMPREHENSIVE READING POLICIES
DATE : February 14, 2018

*For James
and for Reyes
for approval
and*

The Department of Education Region IV A – CALABARZON, through the Curriculum and Learning Management Division, issues the Regional Guidelines on Comprehensive Reading Policies.

This policy aims to intensify the region’s program for reading development; establish link between and among the Department of Education (DepED), Department of Interior and Local Government (DILG), Department of Social Worker and Development (DSWD), Non-Governmental Organizations (NGOs) and respective Local Government Units (LGUs) for the integration of the Comprehensive Reading Policies in their social programs; and provide financing to aid in the massive and effective implementation of school reading programs.

The enclosed guidelines shall cover the underlying issues and concerns about reading that fall in the following categories: learners, curriculum, teachers, resources, assessment, evaluation and monitoring, parent and community involvement.

For more information and inquiries, all concerned may contact **JENNIFER E. LOPEZ** or **ELENA L. LOPEZ**, Education Program Supervisors of Curriculum and Learning Management Division at telephone numbers 682-5773 or 647-7487 local 110.

Immediate dissemination of and strict compliance with this policy is directed.

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REGIONAL GUIDELINES ON COMPREHENSIVE READING POLICIES

Introduction

The K to 12 is top of the agenda of the Philippine government since 2012. Yet despite teacher trainings and many well-intentioned reform efforts, the performance of many school systems has barely improved. Actual student outcomes, as measured by the Department of Education's own national assessment program, stayed almost the same or even lower – more specifically at DepED CALABARZON as evidenced by its recent record in the National Achievement Test (NAT).

According to the 2010 Mc Kinsey education report, the main driver to improve school systems are as follows: getting the right people to become (reading) teachers; developing them into effective (reading) teachers; and ensuring the system is available to deliver the best possible (reading) instruction for every child.

With the several opportunities to confront issues on reading that are of mutual interest and concern, DepED CALABARZON demonstrates its support for ECARP, the flagship program of DepED. To uphold this program and bridge the gap in literacy particularly in reading, the Regional Guidelines on Comprehensive Reading Policies are hereby directed.

Purpose

This policy aims to intensify Region IV - A's program for reading development; establish link between and among DepEd, DILG, DSWD NGOs and respective LGUs for the integration of the Comprehensive Reading Policies in their social program; and provide financing to aid in the massive and effective implementation of school reading programs.

This policy shall apply to all learners in all public and private educational institutions in the region.

Problem and Significance

During the three-day forum workshop in the development of regional policy on reading, several issues and concerns were raised by the broad range of stakeholders – practitioners, policy makers, community members, reading expert, and others. This event aimed to provide ongoing opportunities to identify and confront issues on reading that are of mutual interest and concern. In the series of discussions, there are underlying issues and concerns about reading that fall in the following categories: learners, curriculum, teachers, evaluation and monitoring, resources, and parent/community involvement.

Policy Coverage

A. Curriculum

1. The Region acknowledges that **all teachers are Reading Teachers**, hence, all teachers in the region must undergo training in enhancing their pedagogy in teaching reading in all subject areas.
2. All schools in the regions should allot time for reading.
3. The Region, through the Curriculum and Learning Management Division (CLMD), shall adopt a standard for reading teacher qualification and reading competency standards for all its students at all grade levels.

4. School administrators must ensure that each learner is provided a copy of their textbook. Library resources such as but not limited to, supplementary materials, indigenous and localized materials, and IT resources, are available and accessible.

B. Learning Delivery

1. The Region, through the SDO, will align teaching assignments with the teachers' qualification and specialization. If this will not be possible due to lack of available experts and in exigency of service, teachers must be provided with ample training from authorized Continuing Professional Development (CPD) providers in the area where the teacher is assigned.
2. All Schools must have a qualified Reading Specialist who will assist in the implementation of the reading program.
3. Scholarship grant can be provided to teachers by LGUs, TEIs and/or NGOs who are willing to pursue their studies in reading education.
4. Schools can also avail of the assistance of well-trained retired teachers, pre-service teachers, student mentors in providing remedial/ reading intervention to students in need, and training of teachers in reading instruction. The funding for the hiring of these teachers could be sourced out from LGUs and supported with a Memorandum of Agreement.
5. Specific 'reading time' for all schools in the region shall be set to develop a reading habit for all learners. This shall be done through 'conditioning', that is, when they hear certain song/tune, they will read a pre-identified material.
6. A 'reading competition' to demonstrate understanding of the importance of reading by expressing it through different reading activities, strategies, and approaches; advocacy on social consciousness and environmental awareness; and enhancement of reading skills through healthy and friendly competitions shall be intensified.
7. Rewards and incentives such as but not limited to service credits to teachers serving as reading teachers shall be provided.
8. The roles and responsibilities of reading teachers or reading team shall be defined.
9. School administrators shall demonstrate strong support to the reading program by exercising just and fair implementation.

C. Assessment, Evaluation and Monitoring

The TWG shall be responsible for the assessment, evaluation and monitoring of the effectiveness of the school-based reading program. The results must serve as feedback to improve student outcomes.

D. Region-wide Reading Program

All schools should have a reading program which is research-based and data driven/evidence based.

E. Establishing Link with the Local Government Units (LGUs), Teacher Education Institutions (TEIs) and Private Institutions/Organizations

1. TEIs, in collaboration with the CLMD, can design a "specialized training course" in teaching reading to be offered to all education fourth year students.
2. LGUs, TEIs and private institutions/organizations can help in the monitoring of parent involvement in the reading by providing community-based programs. They too can reproduce the reading packets to be read at home with parental supervision.
3. LGUs, TEIs and private institutions/organizations can tap the support of parents by providing a merit system to those parents who are advocates of reading as evidenced by their sons/daughters' improved reading levels.
4. Establishment of community library where learners can access a variety of reading materials is highly encouraged.
5. LGUs, TEIs and private institutions/organizations shall be tapped for funding of functional library or reading hub.

Impacts and Outcomes

This comprehensive reading policies is expected to yield learners who are successful readers.

Technical Working Group (TWG)

The TWG shall be responsible for the management and implementation of the reading development program.

1. List of personnel and offices involved in the implementation of the policy at all levels, i.e. Regional Office - Regional Director/Assistant Regional Director, CLMD Chief, Education Program Supervisors; Division Offices - Division Superintendents/Assistant Schools Division Superintendents, CID Chiefs Supervisors, Principals, Reading Teachers, etc., their roles and responsibilities
2. List of LGU and/or TEIs and/or Private Institutions/Organizations representative at all levels

Funding

Enactment of an ordinance mandating Local School Board institutionalizing the Reading Development Program and providing funds thereof out of Special Education Fund

Effectivity

These regional guidelines take effect immediately and shall remain in force and effect, unless sooner repealed, amended or rescinded.