



## DepEd – DIVISION OF QUEZON

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June 21, 2018

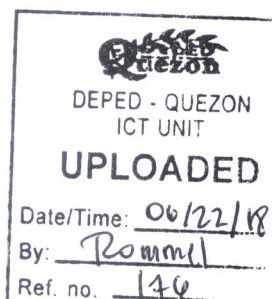
### DIVISION MEMORANDUM

DM No. 146, s. 2018

#### ADOPTION OF RECOMMENDED POLICIES ON MASTER TEACHERS' WORKLOADS

**To:** Assistant Schools Division Superintendents, CID Chief, SGOD Chief, Education Program Supervisors, Education Program Specialists, Public School District Supervisors, Elementary and Secondary School Heads, Teachers and all other concerned

1. DepEd Quezon, in its desire to better serve its clients, announces the **Adoption of Recommended Policies on Master Teachers' Workload**, an output of a research study entitled "Illuminating the Duties and Responsibilities of Master Teachers in DepEd Quezon." (Please see attached **Policy Note** for details.)
2. To insure the full implementation of the recommended policies, all **Public School District Supervisors (PSDSs)** are enjoined to check the workloads of teachers in their respective school districts giving emphasis on the Master Teachers' workloads.
3. Likewise, this office commends the valuable contribution of the researchers of the study, "Illuminating the Duties and Responsibilities of Master Teachers in DepEd Quezon" and at the same time encourages the researchers in DepEd Quezon to conduct researches that would address the problems felt in their respective workplaces.
4. Immediate dissemination of this Memorandum is desired.



  
**MERTHEL M. EVARDOME, CESO VI**  
Schools Division Superintendent

parjam06/21/2018

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### POLICY NOTE

#### I. **Topic:** Adoption of Policy on Master Teachers' Workloads

#### II. **Overview**

This policy note presents policy recommendations on giving of workloads to DepEd Quezon Master Teachers. Anchored on research findings, this policy note addresses the work related-problems encountered by the Master Teachers in the Schools Division of Quezon. Implementation of policy recommendations is hoped to increase the Master Teachers' work productivity and DepEd Quezon's school performance as a whole.

#### III. **Authors**

ASDS Gerlie M. Ilagan, SGOD Chief Elizabeth de Villa, and SEPS Juanito A. Merle

#### IV. **Background and Rationale**

In 2017, a research entitled "Illuminating the Duties and Responsibilities of Master Teachers in DepEd Quezon" was conducted by ASDS Gerlie M. Ilagan, SGOD Chief Elizabeth M. de Villa, and SEPS Juanito A. Merle. It was conducted with the belief that productivity of any organization begins with clear delineation of functions of people comprising the organization. Thus, duties and responsibilities of employees are well defined for they provide direction in the fulfilment of the organizational goals.

In the Department of Education (DepEd), people are appointed guided by the defined functions. With this, personnel are made aware of their roles in the institution. However, there are also instances when clarity of roles seems forgotten for there are people in the workplaces who are burdened with so many duties and responsibilities and most of them are considered ancillary functions. This makes DepEd Quezon employees particularly the Master Teachers less productive.

The result of the study conducted by Ilagan, et al. revealed the following findings: (1) Out of seven defined functions of Master Teachers, only three of them were always performed by the respondents; (2) Comparing the frequency of performance of the

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MT's duties and responsibilities, it revealed no significant difference among the MT's in the four Congressional Districts of Quezon and between the MT – I and MT – II; (3) It is also disclosed in this research that 37.61%, 30.02%, and 25.13% Master Teachers in DepEd Quezon are not engaged in research making, introduction of curriculum innovation, and initiation of training programs respectively; (4) Concerning the Master Teachers involvement in research presentation, an average of 93.43% of them did not have any research presentation; (5) Non-performance of other MTs' defined functions can be attributed to the respondents' performance of the other 11 tasks which are identified in this research; (6) The other functions performed by the Master Teachers of DepEd Quezon based on the responses of the Master Teachers are (a) supervision of instruction; (b) management of students' behavior; (c) management of school's physical facilities, environment and materials; (d) management of school financial resources; (e) handling teachers' trainings for growth and development; (f) management of DepEd PPA's; (g) committee membership; (h) coordinatorship; (i) record management; (j) management of school events; (k) administrative responsibilities; and (l) networking; (7) In the job summary for Master Teachers, the Department of Education expects these teachers to perform 30 – 50% teaching load; takes charge of curriculum enrichment, teacher coaching/mentoring, research, community linkages, professional development (30%) and provide at least 20% assistance to school head in program implementation; (8) About the training programs attended in the last five years of the Master Teachers of DepEd Quezon, data gathered from the respondents revealed that they participated in the DepEd-sponsored trainings and conferences. DepEd Quezon Master Teachers also attended trainings and conferences sponsored by other professional organizations and HEIs.

### V. Policy Recommendations

Since Master teachers of DepEd Quezon are found to be doing plenty of tasks which are considered their secondary functions (ancillary service functions), the following set of policies are proposed by the researchers:

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1. The Schools Division of Quezon, through the designated school heads, shall prioritize the DepEd prescribed functions in the discharge of duties and responsibilities of Master Teachers;
2. The Schools Division of Quezon, through the school heads, shall require all Master Teachers to prepare at least one action research in a year;
3. The Schools Division of Quezon, through the school heads, shall include in the IPCRF of Master Teachers the task of introducing curriculum innovation and initiating training programs for fellow teachers;
4. The Schools Division of Quezon, through the school heads, shall create Learning Action Cells (LAC) with Master Teachers as designated leaders for teachers' continuous professional and personal advancement;
5. The Schools Division of Quezon, through the school heads, shall require the Master Teachers to present at least one complete research in a research plenum/convention/conference.
6. The Schools Division of Quezon, through the school heads, shall consider the DepEd Quezon Guide for Working Time Percentage Allocation of Master Teachers in discharging their duties and responsibilities as professional teachers.

Prepared by:

  
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### DEPED QUEZON'S GUIDE ON MASTER TEACHERS' WORKING TIME PERCENTAGE ALLOCATION

DUTIES AND RESPONSIBILITIES OF MASTER TEACHER I AND MASTER TEACHER II		PERCENTAGE OF WORKING TIME
1	Teaches all subjects in the assigned grade level/s.	75
2	Assumes leadership in the environment of instructional programs and preparation of instructional materials in at least two grade levels.	8
3	Conducts instructional training programs in the school, district or division.	3
4	Provides professional assistance to teachers like coaching and mentoring.	5
5	Develops and/or implements at least one innovative functional teaching approaches and strategies every school year.	3
6	Serves as demonstration teacher and or consultant in the school and/or district level.	1
7	Conducts action research.	2
8	Leads analysis and utilization of test results.	2
9	Does related work.	1

  
**MERTHEL M. EVARDOM, CESO VI**  
Schools Division Superintendent

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