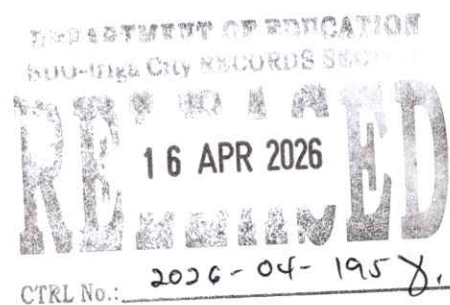




Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG LUNGSOD IRIGA



April 15, 2026

DIVISION MEMORANDUM

NO. 195 s. 2026

**CALL FOR APPLICATION FOR RECLASSIFICATION OF TEACHING
AND SCHOOL PRINCIPAL POSITIONS FY 2026**

TO: Asst. Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
OIC, Public Schools District Supervisor
Public Elementary and Secondary School Heads
Section/Unit Heads
Teachers and Non-Teaching Personnel
All Others Concerned

1. In accordance with the **Memorandum DM-OUHRODI-2026-0802 and RM No. 00480, s. 2026** or the **Guidance on the Reclassification of Teaching and School Principal Positions for FY 2026** dated March 13 and 26, 2026, respectively, this Office hereby announces the submission of application for reclassification for the following positions:

a) Classroom Teaching

- Teacher II, III, IV, V, VI positions
- Master Teacher II, III, IV and V positions

b) School Administrator

- School Principal I, II, III and IV positions

2. Interested applicants must meet the qualification standards per **DepEd Order No. 19, s. 2025** or the **Amended Qualification Standards for Teacher I-III, Master Teacher I-IV and School Principal I-IV positions and the Qualification Standards for the Newly Created Teacher IV-VII and Master Teacher V positions.**

3. They must also meet the **Performance Requirement** for the position they are applying for as indicated in **DepEd Order No. 24, s. 2025** or the **Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education.**

4. Applicants for School Principal Position must have passed the NASH, NQESH, Principal's Test, or other school head assessments to be eligible for appointment to the said position.

5. Promotion to higher positions shall be non-hierarchical provided the **Three (3) Salary Grade Limitation** is observed. Promotion, whether through reclassification or natural vacancy, shall not exceed three salary grade higher than the applicant present position.



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6. Master Teacher III incumbents who intend to apply for Master Teacher IV or Master Teacher V positions whose previous IPCRFs contain only PPST Indicators aligned with the Highly Proficient Teacher Career Stage shall undergo a **special assessment** to demonstrate performance at the Distinguished Career Stage (**DM-OUHRODI-2026-0802 Item V Further Clarifications on Transitory Provisions No. 5 a-b**).
7. **Prioritization of Reclassification**
Consistent with the President's directive that **"no teacher should retire at Teacher I,"** and pursuant to **Sections 23-25** of the IRR of EO No. 174, s. 2022 and **Section 8.0** of DBM-DepEd Joint Circular No.01, s. 2025, the following qualified incumbents who meet the 50-cut off score shall be prioritized for reclassification, regardless of their rank in the CAREER, subject to necessary assessments, applicable staffing standards, and availability of funds.
 - **Retirable Teacher I incumbents** – both mandatory and optional within five (5) years (55-64 yrs old)
 - **Head Teachers** affected by the ECP transition
 - **Special Needs Education Teacher (SNET)** and **Special Science Teacher (SST)**, pursuant to Section 33 of Enclosure No. 1 to DO No. 24, 2025
8. Attached are the following Enclosures:
 - **Enclosure No. 1 Job Description of Teaching and School Principal Positions**
 - **Enclosure No. 2 Documents for Submission**
 - **Enclosure No. 3 Schedule of assessment and HRMPSB Sub-Committee Members**
9. Qualified applicants are enjoined to submit application documents to the Personnel Section through the Administrative Records Section on or before **5:00 p.m. of May 4, 2026**. No additional documents shall be accepted after the deadline of submission.
10. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (*Data Privacy Act of 2012*) must be attested by the School Head/Administrative Officer II sworn before a public officer authorized to administer oaths.
11. The applicant shall assume full responsibility and accountability for the completeness, authenticity and veracity of the documents submitted. Any false and fraudulent document submitted shall be grounds for disqualification of the applicant from the selection process.
12. Incumbent Head Teachers are given the option to apply for **retention or retitling** within the three (3) – year transition period (February 25, 2025 – February 24, 2028) (**please refer to Section 34 a-c of Enclosure No. 1 to DepEd Order No. 024, s. 2025 and No. 17 of DepEd Order No. 034, s. 2025**)
13. Incumbent Special Needs Teachers (SNET) and Special Science Teachers (SST) who do not yet meet the qualifications for promotion to higher positions shall apply for retitling during the three (3) – year transition period. (**please refer to Section 34 d of Enclosure No. 1 to DepEd**



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Order No. 024, s. 2025, No. 17 of DepEd Order No. 034, s. 2025 and DM-OUHRODI-2026-0802 Item V Further Clarifications on Transitory Provisions 1-3).

14. The Regional Office shall conduct validation of documents, if found in order, shall recommend to the Department of Budget and Management, Regional Office V, for issuance of NOSCA subject to availability of funds and the existing budgeting and accounting and auditing rules and regulations.


15. This agency upholds Equal Employment Opportunity Principle: "that there shall be no discrimination in selection of employees on account of age, school, gender, civil status, disability, religion, ethnicity, social status, income class, paternity and filiation, political affiliation or other similar factors/personal circumstances which run counter to the principles of merit, fitness for the job and equal opportunity".

16. Expenses relative to this activity are chargeable against the MOOE-OSDS subject to the usual accounting rules and regulations.

17. Immediate and widest dissemination of this Memorandum is desired.

MARIA-MAGNOLIA F. BRIOSO
OIC, Schools Division Superintendent

By the Authority of the Schools Division Superintendent:


MAYLANI L. GALICIA
Assistant Schools Division Superintendent



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Enclosure No. 1 to Division Memorandum No. 195, s. 2026

| JOB DESCRIPTION | |
|--|--|
| Position: Teacher | |
| Job Summary | |
| The Teacher is responsible for the delivery of quality basic education curriculum. | |
| The position requires professional independence in the application of skills that are vital to the teaching and learning process. The position is expected to demonstrate skills in planning, implementing and managing teaching and learning programs that meet curriculum and assessment requirements. | |
| Key Result Areas | Duties and Responsibilities |
| Content Knowledge and Pedagogy | <ul style="list-style-type: none"> Applies developmentally appropriate and meaningful pedagogy in facilitating learning grounded on knowledge of content within and across curriculum areas and current research; Displays proficiency in the use of Mother Tongue, Filipino, and English in the teaching and learning process; Uses appropriate and innovative teaching strategies and technologies to promote high quality learning outcomes; |
| Learning Environment | <ul style="list-style-type: none"> Establishes and maintains learning-focused environments that are safe, secure, fair, and supportive in order to promote learner responsibility and achievement; Creates physical and/or virtual spaces where learner behavior is efficiently managed while providing intellectually challenging and stimulating activities in order to encourage constructive classroom interactions geared towards the attainment of high standards of learning; |
| Diversity of Learners | <ul style="list-style-type: none"> Plans and designs adaptive learning opportunities that are responsive to learner diversity; |
| Curriculum and Planning | <ul style="list-style-type: none"> Applies professional knowledge to translate curriculum, content into planning and designing well-structured and sequenced lesson wherein learning activities are contextually relevant and responsive to learners' needs; |
| Assessment and Reporting | <ul style="list-style-type: none"> Uses assessment data and strategies in a variety of ways for information and enhancement of the teaching and learning process and programs; |
| Community Linkage and Professional Engagement | <ul style="list-style-type: none"> Engages with stakeholders to establish school-community partnerships and facilitate their involvement in the educative process; |



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|--|---|
| Personal Growth and Professional Development | <ul style="list-style-type: none"> Undertakes activities towards personal growth and professional development; and |
| Secondary Duties | <ul style="list-style-type: none"> Does related work essential to the teaching and learning process. |

Position: Master Teacher

Job Summary

The Master Teacher is responsible for the effective delivery of quality basic education curriculum through a consistent display of a high level of performance in teaching practice showing a sophisticated understanding of the teaching and learning process and teaching that is grounded in global best practices.

The position requires technical expertise in the area of specialization, collaboration and mentoring skills, and an exceptional capacity to improve their own teaching practice and that of others. The position is expected to contribute to the profession, seek professional advancement in pursuit of teaching quality and excellence, and exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.

| Key Result Areas | Duties and Responsibilities |
|--------------------------------|---|
| Content Knowledge and Pedagogy | <ul style="list-style-type: none"> Models exemplary practice in the effective applications of content knowledge and its interconnectedness and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning; Models and supports colleagues in the exceptional advocacy and skills of the use of Mother Tongue, Filipino, and English in the teaching and learning process; Displays a wide range of effective verbal and non-verbal communication strategies, teaching strategies, and technologies to support learner understanding, participation, engagement, and achievement in different learning contexts; |
| Learning Environment | <ul style="list-style-type: none"> Utilizes and models effective strategies in creating and providing learning-focused environments that are safe, secure, fair, and supportive in order to promote learner responsibility and achievement; |
| Diversity of Learners | <ul style="list-style-type: none"> Models exemplary teaching practices that are adaptive and responsive to learner diversity; |
| Curriculum and Planning | <ul style="list-style-type: none"> Models and applies professional knowledge to plan, design, and manage individually or collaboratively well-structured and developmentally sequenced lessons that meet curriculum requirements and varied teaching contexts; |

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| | |
|---|---|
| Assessment and Reporting | <ul style="list-style-type: none"> Exhibits exemplary skills and leads initiatives to support colleagues in establishing and maintaining community partnerships aimed at enriching effective learning environments, as well as the community's engagement in the educative process; |
| Community Linkage and Professional Engagement | <ul style="list-style-type: none"> Models exemplary practice and empowers colleagues establishing and maintaining community partnerships aimed at enriching effective learning environments, as well as the community's engagement in the educative process; |
| Personal Growth and Professional Development | <ul style="list-style-type: none"> Demonstrates proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching as a profession and by leading reforms in enhancing professional development programs based on in-depth knowledge and understanding of the Philippine Professional Standards for Teachers; and |
| Secondary Duties | <ul style="list-style-type: none"> Does related work essential to the teaching and learning process. |

Position: School Principal

Job Summary

The School Head/Principal is responsible and accountable for taking care of the people in school (people effectiveness) while maximizing organizational performance and health (school effectiveness) by setting the direction of the school, managing its systems and processes, promoting quality teaching and learning, nurturing self and others, engaging stakeholders in initiatives towards the improvement of school communities.

The position is expected to show and, as one grows in practice, model the highest standards of practice in performing its functions as instructional leaders and administrative managers.

| Key Result Areas | Duties and Responsibilities |
|---|--|
| Leading Strategically | <ul style="list-style-type: none"> Sets the directions, goals, and objectives of the school and ensures that these are understood and embraced by all stakeholders with complete understanding of the school's current and desired states; Supports stakeholders in executing various collaborative strategies to respond appropriately to the dynamic and rapidly evolving needs of the school; |
| Managing School Operation and Resources | <ul style="list-style-type: none"> Implements laws, policies, guidelines, and issuances that relate to the management of school operations and resources (human, financial and material) and establishes a culture of transparency and accountability in the continuous delivery of basic education services; |



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|-----------------------------------|--|
| Focusing on Teaching and Learning | <ul style="list-style-type: none">• Provides instructional leadership and technical assistance that relates to curriculum; practice and performance towards improving competence among teachers and outcomes among learners;• Creates a learner-centered environment that ensures access to inclusive, excellent, relevant, and liberating education; |
| Developing Self and Others | <ul style="list-style-type: none">• Develops self and others by reflecting on personal and professional growth to enhance own practice in leading and developing people, while providing opportunities to learn, reflect, lead, and progress in the profession; |
| Building Connections | <ul style="list-style-type: none">• Engages stakeholders in initiatives towards the improvement of school communities and builds relationships with individuals and organizations anchored on mutual trust, honesty, openness, respect, and commitment towards sharing the same vision for the attainment of institutional goals; and |
| Secondary Duties | <ul style="list-style-type: none">• Does related work |



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Enclosure No. 2 to Division Memorandum No. 195, s. 2026

| DOCUMENTS FOR SUBMISSION |
|--|
| FOR TEACHING POSITIONS |
| Basic Requirements <ol style="list-style-type: none">1. Reclassification Form for Teaching Positions (RFTP)2. Letter of intent addressed to the SDS containing the following information:<ol style="list-style-type: none">i. Statement of Purpose/ Expression of interestii. Position applied for3. Duly accomplished PDS (CS Form 212, Revised 2025/ with Work Experience Sheet;4. Photocopy of valid and updated PRC License/ID;5. Certificate of Competency level issued by authorized body (if applicable);6. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-Graduate units/ degrees, if available);7. Photocopy of duly signed Service Record and/or Certificate of Employment (previous and current work experience whether acquired in the government or private sector8. Photocopy of latest appointment;9. Photocopy of certificate/s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/ s of relevant specialized trainings or professional development programs, if any;10. Photocopy of Technical Education and Skills Development Authority (TESDA) National Certificate (NC) II, Trainers Methodology Certificate (TMC) (for SHS applicants in the Technical-Vocational-Livelihood (TVL) track only);11. Photocopy of the required Performance Ratings with at least Very Satisfactory rating (Note: The applicant shall submit at most three (3) performance ratings depending on the performance requirements indicated in page 31 of DO 24, s. 2025. The latest performance rating shall cover one (1) year complete performance rating period in the current position);12. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (Data Privacy Act of 2012) |
| Other documentary requirements for Comparative Assessment <ol style="list-style-type: none">1. Portfolio containing the applicant's MOVs for the assessment of identified PPST non-classroom observable indicators (NCOI) for teachers |

Forms can be downloaded at: <https://tinyurl.com/Reclass-Forms>



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| DOCUMENTS FOR SUBMISSION |
|--|
| FOR SCHOOL PRINCIPAL POSITIONS |
| Basic Requirements <ol style="list-style-type: none">1. Reclassification Form for School Principal Positions (RFSPP)2. Letter of intent addressed to the SDS containing the following information:<ol style="list-style-type: none">i. Statement of Purpose/ Expression of interest;ii- Position applied for;3. Duly accomplished PDS (CS Form 212, Revised 2025) with Work Experience Sheet;4. Photocopy of valid and updated PRC License/ID;5. Certificate of Competency level issued by Authorized body (if applicable)6. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available);7. Photocopy of duly signed Service Record and/or Certificate of Employment (previous and current work experience whether acquired in the government or private sector8. Photocopy of certificate/ s of completion of National Educators Academy of the Philippines (NEAP)-accredited professional development programs/ courses, or certificates of training issued by NEAP-accredited public and private institutions or Photocopy of certificate/ s of relevant specialized trainings or professional development programs, if any;9. Certificate of Rating (COR) in the School Head Assessment (National Qualifying Examination for School Heads (NQESH) or Principal's Test or other school head assessment, as may be administered by DepEd);10. Photocopy of latest appointment;11. Photocopy of the Performance Rating with at least Very Satisfactory rating in the last rating period covering one (1) complete performance rating period in the current position prior to the deadline of submission;12. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (Data Privacy Act of 2012) |
| Other documentary requirements for Comparative Assessment <p>For complete details and requirements, please refer to Enclosure No. 3 of DepEd Order No. 007, s. 2023 and DepEd Order No. 21, s. 2024</p> <ul style="list-style-type: none">• Outstanding Accomplishments• Application of Education• Application of Learning and Development |

Forms can be downloaded at: <https://tinyurl.com/Reclass-Forms>



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| DOCUMENTS FOR SUBMISSION |
|---|
| FOR RETITLING OF POSITION |
| a. Retitling Form (<i>Annex T of DO No. 24, s. 2025</i>) |
| b. Duly accomplished Personal Data Sheet (CSC Form 212, Revised 2025) with Work Experience Sheet |
| c. Photocopy of scholastic/academic record (i.e., Special Orders, Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available); |
| d. Certificates of relevant training attended, sufficient to meet the required number of hours for the equivalent position |
| e. Photocopy of valid and updated PRC License/ID; |

Forms can be downloaded at: <https://tinyurl.com/Reclass-Forms>



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Enclosure No. 3 Schedule of Assessment and Sub-Committees/Assessors

| ACTIVITIES | DATE | IN-CHARGE |
|---|--|--|
| Submission of Application Documents at the respective schools | April 16-May 4, 2026 | AO II of respective schools |
| Initial Evaluation of Basic Requirement against Qualification Standards (QS) | May 5-8, 2026 | School Screening Committee |
| Submission of IER and application documents to the SDO Personnel Section | May 11, 2026 | AO II of respective schools |
| Documents Evaluation | May 12-29, 2026 8:00 am – 5:00 pm SDO Conference Room | HRMPSB, Sub-Committee, and Secretariat |
| Classroom Observation Portfolio Assessment (Non-Classroom Observation) <i>(Simultaneous activity, date of classroom observation shall be scheduled by the assigned team of assessors)</i> | June 1-19, 2026 | HRMPSB Sub-Committees/Assessors |
| Preparation of the Comparative Assessment Result | June 22 -July 12, 2026 8:00 am – 5:00 pm SDO Conference Room | HRMPSB and Secretariat |
| Posting of CAREr | July 15, 2026 | HRMPSB and Secretariat |
| Submission of Documents for Reclassification to DepEd Regional Office | August 3, 2026 | HRMPSB and Secretariat |



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HRMPSB and Secretariat

Maylani L. Galicia
Noel G. Cabaltera
Jerson V. Toralde
Arthur M. Ramboyong
Maricel L. Intia
Ludevina Ester D. Bolante
Leo B. Sarmiento
Maria Lourdes B. Bayta

Shena A. Ampongan
Princess V. Bitao
Geneva Rose N. Balistoy
Chamique Faye S. Argamusa

SUB-COMMITTEES/ASSESSORS

| TEAM A | TEAM C |
|--|---|
| Claudia Marilou S. Marpuri Sahlee B. Cerillo Pedro N. Morada | Florenia C. Toralde Ricky B. Sergio Rey A. Tabarangao |
| TEAM B | TEAM D |
| Rechie O. Salcedo Randy A. Bona Leopoldo R. Dato, Jr. | Helen Z. Cornelio Alfie O. Gascon Noel L. Desquitado |
| TEAM E | |
| Cynthia T. Montañez Belen B. Pili Ludevina Ester D. Bolante | |



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