



Republic of the Philippines
Department of Education
 REGION IX, ZAMBOANGA PENINSULA
 SCHOOLS DIVISION OF DAPITAN CITY

**Office of the Schools Division
 Superintendent**

DIVISION MEMORANDUM

No. 33 series 2026

21 January 2026

**POLICY GUIDELINES OF NON-ASSIGNMENT OF NEWLY HIRED AND
 UNTRAINED TEACHERS TO KINDERGARTEN CLASSES**

To : Assistant Schools Division Superintendent
 Functional Division Chiefs -CID & SGOD
 Education Program Supervisors
 Division Kindergarten Coordinators
 Public Schools District Supervisors/PICDs
 Elementary Public and Private School Heads
 This Division

1. Pursuant to Department Order No. 32, series 2012 re: “ Implementing Rules and Regulations of Republic Act (RA) No. 10157, Otherwise known as “ Kindergarten Education Act” , reiterating 7 (e) states that, “Hiring and Deployment: A Kindergarten Teacher shall have at least 18 units of Early Childhood Education (ECE) or its equivalent units determined by the appropriate agency.” and in line with the Department of Education’s commitment to provide quality early childhood education , this policy is issued to give proper guidance on the assignment of teachers to kindergarten classes.

2. The attached policy guidelines further provide a comprehensive Kindergarten Education Policy covering on non-assigning of newly hired , no experience in Early Childhood Education and experience in handling young children, particularly kindergarten children.

3. Immediate dissemination of and compliance with this Memorandum is earnestly desired.

JAY S. MONTEALTO , CESO VI
 Schools Division Superintendent
 Department of Education
 Division of Dapitan City

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Enclosure No. 01 of DM No. ____ s. 2026

**POLICY GUIDELINES ON THE NON-ASSIGNMENT OF NEWLY HIRED
AND UNTRAINED TEACHERS TO KINDERGARTEN CLASSES**

I. RATIONALE

Kindergarten is a critical stage in a child development where foundational skills in language, socialization, emotional regulation and early literacy and numeracy are formed. Learners at this level require teachers who possess adequate training experience and strong understanding of Early Childhood Education (ECE) and Developmentally Appropriate Practices (DAP).

Newly hired and those without formal training or experience in Early Childhood Education. May not yet fully equipped to address the unique development needs of kindergarten learners. Assigning unprepared teachers to kindergarten classes may affect the quality of instruction, classroom management and over-all learners development.

Along this line, the Schools Division through the Curriculum Implementation Division (CID) issues this policy guidelines to ensure quality kindergarten instruction and to protect the best interest of young learners.

II. LEGAL BASES

This policy is anchored on the following issuances, namely:

1. Republic Act No. 10157 - "Kindergarten Education Act"
2. DepEd Order No. 47 series 2016 - "Omnibus Policy on Kindergarten Classes"
3. DepEd Order No. 8, s. 2023 - "Policy Guidelines on Early Childhood Education"
4. DepEd Order No. 32, s. 2012 - Implementing Rules and Regulations (IRR) of RA 10157

III. POLICY STATEMENT

The Schools Division of Dapitan City shall ensure that only qualified, trained and experienced teachers are assigned to handle kindergarten classes. Newly hired, transferred teachers from other school and those teachers without training in Early Childhood Education (ECE) shall not be assigned to kindergarten classes particularly during the first years of service.



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IV. SCOPE OF THE POLICY

This guidelines shall apply to :

1. All public elementary schools in the SDO of Dapitan City;
2. All public elementary school heads, kindergarten coordinators and teachers;
3. Newly hired teachers regardless of employment status;
4. Teachers without ECE -related training or kindergarten teaching experience'
5. Transferred teachers whose are secondary in educational background.

V. POLICY GUIDELINES

1. Non-Assignment of Newly Hired Teachers
Newly hired teachers shall not be assigned to handle kindergarten classes during their first year of service;
2. Teachers without Training , Academic Background
Teachers without training, academic background in Early Childhood Education (ECE) shall not be assigned to kindergarten classes;
3. Priority in Assignment
 - A. Have completed ECE or kindergarten-related trainings.
 - B. Have attended recognized training or seminar on kindergarten in Developmentally Appropriate Practice (DAP) and play-based learning.
 - C. Have demonstrated experience and competence in handling early childhood learners.
4. Temporary Arrangement
In cases where there is a shortage of qualified kindergarten teachers, School heads shall :
 - A. Seek guidance from the Division Office;
 - B. Assign the most experienced and trained teachers;
 - C. Ensure mentoring and supervision before assigning.
5. Future Eligibility
Newly hired teachers maybe considered for kindergarten assignment only after:
 - A. Completion of required training
 - B. Demonstrated readiness and competence
 - C. Recommendation of the school heads and approval of the Division Office.

VI. ROLES AND RESPONSIBILITY

- A. School Heads
 1. Strict compliance with these policy guidelines;
 2. Assign qualified teachers to kindergarten classes;
 3. Monitor teacher readiness and performance; and,
 4. Review teacher qualifications before assigning to



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kindergarten classes.

B. Division Office

1. Monitor compliance with this policy.
2. Provide capacity- building activities and Technical assistance related to ECE.
3. Review and validate kindergarten Teacher assignments during monitoring and validation activities.

VII. MONITORING AND COMPLIANCE

The Division Office shall regularly monitor the implementation of this policy through school visits, reports, and validation activities. Non-compliance shall be subject to existing DepEd rules and regulations.

The Schools Governance and Operation Division (SGOD) are required to conduct monitoring and provide Technical Assistance to elementary school heads.

It is required that Education Program Supervisors, PSDSs/PICDs and elementary school heads are in compliance with the herein policy for quality implementation of the Kindergarten Education program (KEP).

VIII. EFFECTIVITY

The policy guidelines shall take effect immediately upon issuance and will remain in force and in effect unless modified or revoked through a subsequent issuance.



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Policy Recommendation on the Kindergarten Education Program Implementation

**Title : NO ASSIGNMENT OF NEWLY HIRED
/UNTRAINED/SUBSTITUTE TEACHERS ON KINDERGARTEN
CLASSES IN THE DIVISION OF DAPITAN CITY**

Submitted by:

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Education Program Supervisor-Kindergarten



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**POLICY RECOMMENDATION ON THE KINDERGARTEN
EDUCATION PROGRAM IMPLEMENTATION**

**“NO Assignment of Newly Hired /Untrained/Substitute Teachers on
Kindergarten Classes in the Division of Dapitan City”
School -Year 2025-2026**

I. RATIONALE/BACKGROUND OF THE PROGRAM

Pursuant to Republic Act No. 10157 titled, “ Kindergarten Act and in the DepEd Revised MATATAG K to 10 Curriculum” Kindergarten serves as the foundation of every learner’s educational journey. Effectively early childhood education requires teachers who possess adequate pedagogical skills , child development knowledge, and familiarity with age-appropriate strategies.

In addition, DO No. 32 series 2012 re: “ Implementation Rules and Regulation of RA No. 10157, /section 10 states that “ Hiring and Deployment , A Kindergarten teacher shall have at least 18 units of Early Childhood Education (ECE) or its equivalent units as determined by the appropriate agency.”. This was also supported in DepEd Order No. 47, s. 2016 and DO No. 81 series 2017.

However, in the Division of Dapitan City, there were schools kindergarten classes handled by untrained and newly assigned or newly transferred teachers from other schools/districts. This was observed during CID team monitoring and supervision of classes. We all know these teachers are qualified under civil service and DepEd hiring



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standards but they still lack the necessary trainings and experience in handling young learners especially they are not ECE graduate .

To ensure quality instruction and learner readiness for Kindergarten to Grade 3 or Key Stage 1, there is a need to develop and institutionalize a policy that regulates and guides the assignment of newly hired and untrained teachers in kindergarten classes.

II. POLICY STATEMENT

This policy recommends that newly hired or untrained teachers shall not be assigned to handle kindergarten classes without undergoing orientation, mentoring, and capacity-building programs on early childhood education. Assignment to kindergarten should prioritize teachers who are trained, experienced and certified in handling early learners.

III. OBJECTIVES

The policy aims to

1. Ensure that only trained and competent teachers are assigned to kindergarten classes;
2. Provide proper orientation and mentoring to newly hired teachers before their assignment to early grade levels;
3. Strengthen the quality of kindergarten instruction in alignment with the MATATAG K to 10 Curriculum;
4. Promote learner-centered, developmentally appropriate and inclusive early childhood education.



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IV. SCOPE AND COVERAGE

This policy applies to all public elementary schools in the Division of Dapitan City, particularly focusing on school heads, kindergarten teachers and newly hired teacher 1 personnel under jurisdiction of the Schools Division Office.

V. STRATEGIES AND IMPLEMENTATION MECHANISM

1. Orientation and Capacity -Building

Conduct division or district-led orientation for newly hired teachers on kindergarten standards, curriculum and classroom management.

2. Mentoring Program

Assign School heads/Master Teachers to mentor teachers for at least one (1) to three (3) years before independent kindergarten assignment.

3. Assignment Guidelines

Priority in kindergarten assignment shall be given to teachers with early childhood education background or prior kindergarten teaching experience.

4. Monitoring and Evaluation

Division supervisors/PSDSs shall include compliance in the regular school monitoring and supervisor plan.



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VI. EXPECTED OUTPUTS

1. Clear guidelines on assigning newly hired teachers in kindergarten classes.
2. Increase competence and confidence of newly hired teachers.
3. Improved classroom practice and learner outcomes in kindergarten.
4. Strengthening mentoring and support system in schools.

VII. PERFORMANCE INDICATORS

Indicator	Means of Verification	Target
Number of Newly hired teachers oriented on kindergarten standards	Attendance and training reports	100% of newly hired teachers
Number of mentoring pairs established	School mentoring program records	1 mentor per new teacher
Improvement in kindergarten instruction quality	Observation reports, lesson plan	At least 80% satisfactory
Reduction in reassignment or turnover of teachers	Deployment records	Decrease by 20% annually



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VIII. FUNDING SOURCE

Funding shall be sourced from:

- ❖ Division MOOE/INSET Funds/SEF
- ❖ School MOOE (for mentoring and materials)
- ❖ Partnership with LGUs and community stakeholders

IX. RECOMMENDATION

It is hereby recommended that the Division of Dapitan City adopt and implement this policy on the **NO Assignment of Newly Hired/Untrained/Substitute Teachers in Kindergarten Classes** to ensure the delivery of quality early childhood education and adherence to the MATATAG Curriculum goals.

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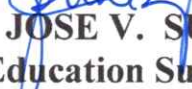
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