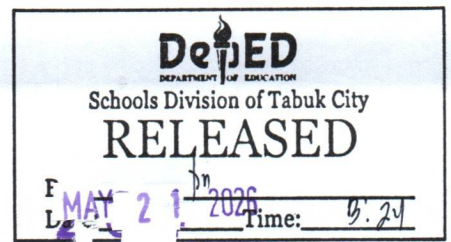




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
Schools Division of Tabuk City



Office of the Schools Division Superintendent

May 21, 2026


DIVISION MEMORANDUM

No. 235 s. 2026

DIVISION ORIENTATION AND TRAINING WORKSHOP ON REVISED ALS CURRICULUM AND LEARNING MATERIALS DEVELOPMENT

TO: Chief Education Supervisor- Curriculum Implementation Division
Education Program Specialist for ALS
School Heads Handling ALS CLCs
ALS Teachers
All Others concerned

1. In reference to DepEd Order No.001 s. 2026 "Titled Implementing Guidelines of the Enhanced Alternative Learning System," and the Revised ALS Curriculum, this office through the Curriculum Implementation Division (CID) will conduct a Division Orientation and Training Workshop on Revised ALS Curriculum and Learning Materials Development on May 26-29, 2026 at Kagitingan Hall, SDO Tabuk City.
2. The activity aims to strengthen ALS Implementers' understanding on the updated ALS Curriculum Framework, Standards, Instructional Design and teachers' competencies in developing contextualized learning materials.
3. Please see attached enclosures of the List of Participants, Indicative Program of Activities, and Program Management Team.
4. Immediate dissemination of and strict compliance with this memorandum are desired.


CHRISTOPHER C. BENIGNO PhD, EdD, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent



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 DepEd Tayo Tabuk City

LIST OF PROGRAM MANAGEMENT TEAM/ TECHNICAL WORKING GROUP

| Committee | Person Responsible | Position |
|--|---|------------------------------|
| Steering Committee | Chair: Christopher C. Benigno PhD, EdD, CESO VI Co-Chair: Ginadine L. Balagso | OIC- SDS ASDS |
| Program Manager | Chair: Ramonchito A. Soriano Co-Chair: Marionette S. Dooma | CES-CID EPS-ALS Focal |
| Program Owner/ Focal | Marionette S. Dooma | EPS- ALS Focal |
| Monitoring and Evaluation | Vincent B. Martinez | EPS II- M& E |
| PMT/ TWG | Chair: Marionette S. Dooma | EPS- ALS Focal |
| | Russendyll L. Guilay | EPSA |
| | Jessica T. Polig | EPSA |
| | Lanie D. Addamo | Teacher I |
| | Lizette Mae B. Dayawon | Teacher III |
| | Krytal Mae S. Manzanillo | Teacher III |
| | Hilda C. Miguel | Teacher VI |
| | Dexter R. Quanso | Teacher VI |
| | Vic Wegan B. Loton | Teacher VI |
| | Cesar C. Ranjo | Teacher VI |
| | Susan A. Wandag | Teacher VI |
| | Rode T. Pascua | Teacher III |
| | Rose Eileen U. Bulwayan | Teacher III |
| Overall Technical/ Planning Committee | Chair: Marionette S. Dooma | EPS |
| | Russendyll L. Guilay | EPSA |
| | Jessica T. Polig | EPSA |

List of Participants per District

| No. | Name | Learning Strand | District |
|------------|--|------------------------|-----------------|
| 1 | Ceferino Pasabing | LS 1 | NTD 1 |
| 2 | Liberty Medrano | LS 1 | STD 3 |
| 3 | Bernalyn Balnao | LS 1 | WTD 2 |
| 4 | Shirley Pekas | LS 2 | NTD 1 |
| 5 | Janeth Alcantara | LS 3 | WTD 2 |
| 6 | Freda Pascua | LS 5 | WTD 1 |
| 7 | Hubert Elig | LS 4 | ETD 3 |
| 8 | Regina Dagyo | LS 6 | ETD 3 |
| 9 | Melchor B. Langbisan / Joy Rosario L. Pasalosdos | | ETD 1 |
| 10 | Concepcion P. Olya-On/ Belinda M. Wailan | | ETD 1 |
| 11 | Annabelle C. Pasingan/ Rowena L. Alunday | | ETD 2 |
| 12 | Maribel B. Gayodan/ Rebecca A. Silip | | ETD 2 |
| 13 | Jose R. Quanso/ Maribel G. Ticnang | | ETD 2 |
| 14 | Aquino B. Dulliyao/ Romel O. Chac-ip | | ETD 2 |
| 15 | Leonardo T. Egalan | | ETD 2 |

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|----|--|-------|
| 16 | Adoracion A. Cudal/Adelaida S. Dulliyao | ETD 3 |
| 17 | Linda W. Kissob/ Myrna T. Dalo | ETD 3 |
| 18 | Geraldo L. Baligod/ Jacquelyn R. Ya-eng | ETD 3 |
| 19 | Judith A. Sagayo/ Feliza N. Waclin | WTD 1 |
| 20 | Ruth M. Banao/ Annie B. Sumarita | WTD 1 |
| 21 | Flordeliza A. Sannadan/ Filipina T. Bencan | WTD 2 |
| 22 | Lorraine Anne B. Marcos/ Remedios G. Denna | WTD 2 |
| 23 | Rafael S. Gonayon | WTD 2 |
| 24 | Amado B. Danao/ Florie Anne R. Licudine | WTD 2 |
| 25 | Dorothy A. Pacia | WTD 2 |
| 26 | Jocelyn B. Baculi | WTD 2 |
| 27 | Josephine Ann T. Osong/ Myline L. Salvador | NTD 1 |
| 28 | Danmax L. Cortez/ Juan M. Bag-Ay | NTD 1 |
| 29 | Marciana M. Annogui/ Imelda C. Uboan | NTD 1 |
| 30 | Severa P. Tugas/ Juana D. Gacadan | NTD 1 |
| 31 | Nelyn D. Clemencia/ Ashlyn M. Colangao | NTD 2 |
| 32 | Jay-Ar C. Dalimag/ Sirikit B. Odan | NTD 2 |
| 33 | Petronila G. Buslig/ Junalyn W. Ubuan | NTD 2 |
| 34 | Marilyn B. Pecua/ Eleonor D. Panesa | NTD 2 |
| 35 | Joy A. Taynan/ Lorie M. Luda | NTD 2 |
| 36 | Airen L. Amiyao/ Jona T. Balcanao | STD 1 |
| 37 | Lilia G. Manarpaac/ Judith G. Chumalan | STD 1 |
| 38 | Theresa D. Reglos/ Margie S. Manoli | STD 1 |
| 39 | Ernesto A. Cabanes/ Mira M. Bog-ac | STD 2 |
| 40 | Jodelyn L. Dangatag/ Helen L. Comia-as | STD 2 |
| 41 | Matt B. Paclay/ Leah Mae B. Dawadao | STD 3 |
| 42 | Masilyn L. Talingdan/ Abigail H. Lacquiao | STD 3 |

Program Management Team

| | | |
|----|--------------------------|----------------|
| 43 | Marionette S. Dooma | EPS- ALS Focal |
| 44 | Russendyll L. Guilay | EPSA |
| 45 | Jessica T. Polig | EPSA |
| 46 | Lanie D. Addamo | Teacher I |
| 47 | Lizette Mae B. Dayawon | Teacher III |
| 48 | Krytal Mae S. Manzanillo | Teacher III |
| 49 | Hilda C. Miguel | Teacher VI |
| 50 | Dexter R. Quanso | Teacher VI |
| 51 | Vic Wegan B. Loton | Teacher VI |
| 52 | Cesar C. Ranjo | Teacher VI |
| 53 | Susan A. Wandag | Teacher VI |
| 54 | Rode T. Pascua | Teacher III |
| 55 | Rose Eileen U. Bulwayan | Teacher III |
| 56 | Vincent B. Martinez | EPS II- M & E |

TRAINING MATRIX

Program Title: Conduct of Division Training Workshop on ALS Revised Curriculum and Learning Materials Development

Results Objective

At the end of the orientation, participants shall demonstrate enhanced understanding and readiness in implementing the provisions of DepEd Order No. 001, s. 2026 to ensure effective, consistent, and learner-centered delivery of the Enhanced Alternative Learning System (ALS). There is a significant increase in the percentage of A&E program completers and A&E passers.

Application Objective

Participants will be able to apply the provisions, standards, policies, learning delivery mechanisms, assessment procedures, and learner support systems stipulated in DepEd Order No. 001, s. 2026 in their respective ALS programs, Community Learning Centers (CLCs), and schools. Design and deliver learning sessions aligned with the revised ALS K to 10 Curriculum, responsive to learner contexts, using localized instruction and appropriate assessment tools.

Terminal Objective

By the end of the training, participants shall be able to explain, interpret, and operationalize the key provisions of DepEd Order No. 001, s. 2026 in relation to ALS curriculum implementation, learning assessment, ILA-RLP preparation, learning resources utilization, and learning environment management. Design a sample learning session that integrates contextualized instruction and relevant assessment strategies aligned with learner realities and the revised curriculum.

Enabling Objectives

At the end of each session, participants shall be able to:

1. Identify the key changes and additional provisions under DepEd Order No. 001, s. 2026;
2. Explain the salient features and general provisions of the Enhanced ALS policy;
3. Discuss the revised ALS curriculum and appropriate learning delivery modalities;
4. Describe the assessment, certification, and micro-certification processes in ALS;
5. Demonstrate understanding of the preparation and utilization of the ILA-RLP and ALS program duration; and
6. Recognize appropriate learning resources and learning environments for effective ALS implementation.

Day 1

| ENABLING OBJECTIVES | TIME ALLOCATION | SESSION/TOPIC | SESSION OBJECTIVE |
|--|------------------------|--|--|
| Identify the key changes and additional provisions in the implementation of the Enhanced ALS under DepEd Order No. 001, s. 2026. | 8:00 – 8:30 AM | Registration and Opening Program | Orient participants on the objectives, flow, and expectations of the one-day ALS policy orientation. |
| Explain the major revisions and additional provisions introduced in DepEd Order No. 001, s. 2026. | 8:30 – 9:30 AM | Session 1: Key Changes and Additional Provisions in the Implementation of the Enhanced Alternative Learning System (ALS) under DepEd Order No. 001, s. 2026 | Discuss the major revisions, updates, and additional provisions introduced in DepEd Order No. 001, s. 2026 compared to previous ALS policies. |
| Explain the salient provisions, scope, and implementation framework of DepEd Order No. 001, s. 2026. | 9:30 – 10:15 AM | Session 2: Overview of DepEd Order No. 001, s. 2026: Implementing Guidelines of the Enhanced ALS | Explain the scope, legal bases, objectives, general guidelines, and implementation framework of the Enhanced ALS policy. |
| Reflect on the importance of policy alignment and effective ALS implementation. | 10:15 – 10:30 AM | Health Break | Provide participants time for reflection, networking, and wellness break. |
| Discuss the features of the Revised ALS Curriculum and appropriate learning delivery modalities. | 10:30 – 11:15 AM | Session 3: ALS Curriculum and Learning Delivery | Describe the features of the Revised ALS Curriculum and demonstrate appropriate ALS learning delivery modalities and strategies. |
| Describe the ALS learning assessment, certification, and micro-certification processes. | 11:15 AM – 12:00 PM | Session 4: Learning Assessment | Explain ALS assessment processes including entry assessment, formative assessment, summative assessment, certification, and micro-certification opportunities. |
| Strengthen collaboration and professional engagement among participants. | 12:00 – 1:00 PM | Lunch Break | Allow participants to rest and prepare for afternoon sessions. |
| Demonstrate understanding of the preparation, monitoring, and utilization of the ILA-RLP and ALS program duration. | 1:00 – 2:00 PM | Session 5: Individual Learning Agreement and Record of Learner's Progress (ILA-RLP) and Duration of ALS Program | Demonstrate understanding of the preparation, monitoring, and utilization of ILA-RLP and explain the flexible duration of ALS programs based on learner needs. |

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| Recognize appropriate learning resources and learning environments that support effective ALS implementation. | 2:00 – 3:00 PM | Session 6: Learning Resources and Learning Environment | Identify appropriate ALS learning resources, modalities, Community Learning Centers (CLCs), and learning environments that support effective ALS implementation. |
| Synthesize key learnings and clarify implementation concerns related to the Enhanced ALS policy. | 3:00 – 3:15 PM | Health Break | Provide participants time for refreshments and informal discussion. |
| Share insights, raise concerns, and consolidate learning from the orientation sessions. | 3:15 – 4:15 PM | Workshop / Open Forum / Processing | Clarify participants' questions and allow them to synthesize key learnings from the orientation sessions. |
| Demonstrate commitment to effective and learner-centered ALS implementation. | 4:15 – 5:00 PM | Evaluation and Debriefing | Gather participants' feedback and reinforce commitment to effective ALS policy implementation. |

Day 2

| Enabling Domain | Day/Time Allocation | Session/Topic | Session Objectives |
|---|---|--|--|
| Analyze the key changes in the ALS K to 10 Curriculum Analyze strand-specific revisions and implications for instruction and assessment. | 8:00 – 8:30 AM 8:30 – 10:00 AM (90 minutes) | Preliminaries Input Session 1: Foundations and Rationale of the Revised ALC Curriculum a. Rationale and Background b. The Goals of the Revised ALS Curriculum c. A&E Program Curriculum | a. Explain reasons (challenges and gaps) for the revision of the ALS curriculum. b. Articulate the goals and guiding principles of the revised ALS curriculum. c. Describe the features and purpose of the A&E program curriculum. |
| | 10:00 – 10:15 AM 10:15 AM – 12:00 PM (120 minutes) | Health Break Input Session 2: Structure and Features of the Revised Curriculum a. Features of the Revised ALS Curriculum | a. Discuss the core features of the revised ALS curriculum. |

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| | | b. Parts of the Revised ALS Curriculum | b. Describe the key structural components of the revised ALS curriculum. |
| | 12:00 – 1:00 PM | Lunch Break | |
| | 1:00 – 1:15 PM | Continuation of Session 2 | |
| | 1:15 – 3:00 PM (180 minutes) | <p>Input Session 3a: Learning Strands in Focus: Key Changes in the Learning Strand Curriculum</p> <p>a. Overview of the Seven Learning Strands b. Key changes in the curriculum per learning strand: new or reworded competencies; new or revised learning content c. Added sub-strands or themes (e.g., media literacy; financial literacy) d. Shift in cognitive demand (e.g., from recall to application) <i>Highlight shift in focus, depth, and learner outcomes</i></p> | <p>a. Identify the key revisions in each Learning Strand (LS) of the ALS curriculum. b. Analyze key shifts in focus, depth, and learning outcomes in each Learning Strand (LS) of the revised ALS curriculum. c. Determine instructional and assessment implications of the key changes in the learning strand curriculum.</p> |
| | | <p>Input Session 3b: Learning Strands in Focus: Implications of Strand-level Changes on Instruction and Assessment Guide Questions/Discussion Points:</p> <p>1. What opportunities do curriculum changes create for deeper/better learning? 2. In what ways does the revised curriculum support more focused instruction? 3. How might the present learning competencies influence the way teachers set learning objectives? 4. In what way does the revised curriculum help design instruction responsive to learners' needs? 5. How does the revised curriculum help in designing more accurate assessments?</p> | |
| | 3:00 – 3:15 PM | Health Break | |
| | 3:15 – 4:30 PM | Continuation of Session 3 | |
| | 4:30 – 5:00 PM | Debriefing | |

Day 3

| Enabling Domain | Day/Time Allocation | Session/Topic | Session Objectives |
|-----------------|-----------------------------------|---|---|
| | 8:00 – 8:30 AM | Preliminaries | |
| | 8:30 – 10:00 AM (90 minutes) | Input Session 4: Analyzing ALS Learners' Demographics and Learning Profiles | <p>Participants will identify at least three key characteristics of ALS learners and describe how these influence instructional choices, using a learner-context mapping tool.</p> <ol style="list-style-type: none"> Identify key demographic characteristics of ALS learners (e.g., age, socioeconomic status, literacy levels, employment status). Interpret learner profiles to determine readiness, interests, and barriers to learning. Recognize implications of learner diversity for instructional planning and delivery. |
| | 10:00 – 10:15 AM | Health Break | |
| | 10:15 AM – 12:00 PM (105 minutes) | Input Session 5: Contextualizing Teaching Strategies According to Learner Realities and Community Contexts | <ol style="list-style-type: none"> Explain the principles of contextualized instruction in the revised ALS K to 10 curricula. Adapt instructional approaches that reflect learners' lived experiences and community issues. |
| | 12:00 – 1:00 PM | Lunch Break | |
| | 1:00 – 3:00 PM (120 minutes) | Input Session 6: Designing Teaching Strategies Suited to ALS Learner Profiles | <ol style="list-style-type: none"> Match teaching strategies to learner readiness, interests, and preferred modalities. Apply differentiated instruction techniques to support mixed-proficiency groups. Integrate active, multimodal, and inclusive strategies to foster engagement and retention. |
| | 3:00 – 3:15 PM | Health Break | |
| | 3:15 – 4:30 PM (95 minutes) | Input Session 7: Designing and Adapting Inclusive and Relevant Assessment Methods | <ol style="list-style-type: none"> Identify appropriate assessment methods for ALS learners (e.g., performance tasks, portfolios, community-based outputs). Align assessment strategies with instructional goals, learner profiles, and curriculum standards. Design contextualized assessment tools that reflect real-world application and learner diversity. |

4:30-5:00 PM Debriefing

Day 4

| Enabling Domain | Day/Time Allocation | Session/Topic | Session Objectives |
|-----------------|---|--|--|
| | <p>8:00 – 8:30 AM</p> <p>8:30 – 10:00 AM (90 minutes)</p> | <p>Preliminaries</p> <p>Workshop 1: Designing a Sample Lesson Plan <i>Note: It's a requirement that the trainer is able to provide teachers with a sample proficient output to show participants what success looks like.</i></p> <p>Sample Instructions:</p> <ul style="list-style-type: none"> • Identify at least three key characteristics of ALS learners and describe how these influence instructional choices using a learner-context mapping tool. • Select one learning strand and accurately extract relevant competencies, explaining their instructional and assessment implications through a guided analysis activity. • Design an instructional activity that reflects local realities, cultural relevance, and learner | <ul style="list-style-type: none"> a. Analyze learner profiles and community contexts to inform instructional design. b. Analyze selected learning competencies to guide session planning. c. Apply principles of contextualized instruction in designing or adapting learner-responsive activities. d. Design or adapt inclusive and relevant assessment tasks aligned with the selected competencies. e. Produce a session plan that includes SMART objectives, contextualized instructional strategies, and relevant assessment tools. |

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| | | needs using a contextualization checklist. <ul style="list-style-type: none"> • Create one formative and one summative assessment task that demonstrate alignment with revised competencies and learner contexts, supported by a rubric or scoring guide. | |
| | 10:00 – 10:15 AM | Health Break | |
| | 10:15 AM – 12:00 PM (165 minutes) | Workshop 2: Demonstration Teaching and Peer Feedback | <ul style="list-style-type: none"> a. Facilitate a sample learning session that integrates contextualized instruction and strand-aligned assessment. b. Demonstrate appropriate teaching strategies that reflect learner profiles and community contexts. c. Use inclusive and authentic assessment tools during session delivery. d. Reflect on strengths and areas for improvement in instructional delivery through peer feedback and self-assessment. |
| | 12:00 – 1:00 PM | Lunch Break | |
| | 1:00 – 2:00 PM | Continuation of Workshop 2 | |
| | 2:00 – 3:15 PM (75 minutes) | Workshop 3: Refining Practice: Enhancing Learning Session Plans through Feedback and Reflection | <ul style="list-style-type: none"> a. Review peer and facilitator feedback from the demonstration workshop to identify specific areas for improvement in learning session plans. b. Revise learning session plans by enhancing contextualized instruction, inclusive strategies, and aligned assessment tools based on feedback. c. Present the improved learning session plan to the group, highlighting key adjustments made and the rationale behind those changes. d. Reflect on how feedback-informed revisions can strengthen instructional delivery and learner engagement in ALS contexts. |
| | 3:15 – 3:30 PM | Health Break | |
| | 3:30 – 4:45 PM (75 minutes) | Planning for Workplace Application | <ul style="list-style-type: none"> a. Identify key learnings from the training that are relevant to ALS teaching contexts and learner needs. b. Determine specific action steps to facilitate application of learnings in the workplace, aligned with curriculum standards and policy requirements. |

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| | | | c. Map out action steps, timelines, resources, and indicators of success. d. Anticipate potential challenges in implementation and propose solutions or support mechanisms. |
| | 4:45 – 5:15 PM (30 minutes) | Closing Program/ Debriefing | |