



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
Merced Avenue, Pasig City

OFFICE OF THE SECRETARY

November 14, 1997

DECS ORDER
No. 96, s. 1997

**POLICIES AND GUIDELINES IN THE ORGANIZATION AND OPERATION OF
MULTIGRADE (MG) CLASSES**

TO: Undersecretaries and Assistant Secretaries
Regional, Bureau, Center, Service Directors
Schools Division Superintendents

1. Pursuant to the provisions of the Constitution that the State shall protect and promote the rights of all citizens to quality education at all levels and take appropriate steps to make education accessible to all, it is a declared policy of the DECS to build a school in school-less barangays where enrolment and population growth trends warrant the establishment of new schools and to organize multigrade classes to offer the complete six (6) grade levels to children in the remote barangays.

2. In support of this program, the following policies and guidelines in the organization and operation of Multigrade Classes in the country are being issued:

I. **Definition.** A multigrade class is defined as a class of 2 or more grades under one teacher in a complete or incomplete elementary school.

II. **Organization of Multigrade Classes**

Regional Directors and Schools Division Superintendents shall organize Multigrade classes to provide access to schools for children in far-flung barangays and to complete incomplete schools. **The minimum enrolment of 8 pupils and the maximum of 35 pupils per class shall be observed. Whenever possible and when teachers and other facilities warrant, MG classes composed of more than three (3) grades per class should be converted to at most 3 grades to a class.**

III. School Plant, Facilities, and Furniture of Multigrade Classes

Regional Directors and Schools Division Superintendents shall **give priority to multigrade classes in:**

a) **allocating 3-room school building to MG classes** without standard building or where the existing building is in need of total rehabilitation. The existing standards for schoolbuildings shall apply to MG schools.

The classroom layout as well as furniture should facilitate multigrade teaching and learning. It should allow for: grouping/regrouping of school children according to age, grade level, ability level or interest; the creation of learning center or corners; and easy circulation of both teachers and students. Suggested classroom layout of MG classroom is found in Enclosure 1 while features of an effective MG classroom/environment are found in Enclosure 2.

b) **the provision of textbooks and other support instructional materials as follows:**

i) Minimum Multigrade Instructional Package (MIP) for teachers which shall consist of: 1) Minimum Learning Competencies for MG Classes (MLC-MG), 2) Budget of Work for MG Classes (BW-MG), 3) Lesson Plan for MG Classes (LP-MG), and 4) Multigrade Teachers Handbook (MG-HB).

ii) Minimum Learning Package (MLP) for multigrade pupils consisting of: 1) textbooks in all learning areas on at least 1:2 textbook-pupil ratio or as much as possible on a 1:1 ratio, 2) the Multilevel Materials (MLMs) on at least 1 set to 3 pupils ratio.

c) **allocating teacher items and/or assigning teachers**

In assigning teacher items, priority should be given to schools with multigrade classes having an enrolment of more than 35 per class and classes with more than 3 grades to a class.

IV. The Multigrade Curriculum and Program

Multigrade schools/classes shall offer the New Elementary Schools Curriculum (NESC) and adopt any of the suggested class program. Divisions may use any of the suggested program options found in Enclosure 3 on a tryout basis and report on the findings of the experiment after one school year. Full implementation or use of a program should be based on results of the tryout.

V. Support, Welfare and Incentive Program for Multigrade Teachers

To attract and retain effective teachers in multigrade schools the following measures should be implemented:

a) regular monitoring of MG classes to sustain training gains and to provide them with technical as well as instructional support. In consideration of the difficulty in reaching these schools due to distance and poor and/or irregular transportation facilities, principals or supervisors are authorized to collect actual transportation expenses incurred during monitoring and/or supervisory visits.

b) regular training of MG teachers on multigrade teaching in the district, division and/or regional level should be given priority share from the 5% INSET funds.

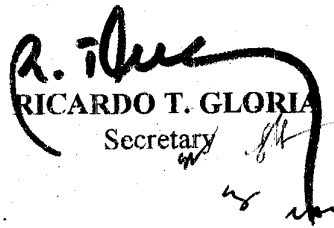
c) whenever resources/situations permit, at least one(1) classroom should be designated as lodging place of teachers/school administrators whose residences are considerably far from the school.

d) granting of the Special Hardship Allowance for MG Teachers (SHA-MG). All MG teachers qualified to avail of the "Hardship Allowance to Eligible Public School Teachers" provided for in DECS Order No. 73, s. 1996, shall receive said incentive under the said scheme. However, MG teachers who shall not meet the requirements stipulated in the same scheme shall be granted the "Special Hardship Allowance for MG Teachers", for handling multigrade classes. Criteria for the availment of the Hardship Allowance for multigrade teachers shall be issued in separate DECS Order on a year to year basis.

3. Provisions of DECS Order 38, s. 1993 not superseded in this Order are deemed still in effect.

4. This Order shall take effect immediately.

5. Immediate dissemination of and compliance with this Order is directed.


RICARDO T. GLORIA
Secretary

Incls.:

As stated

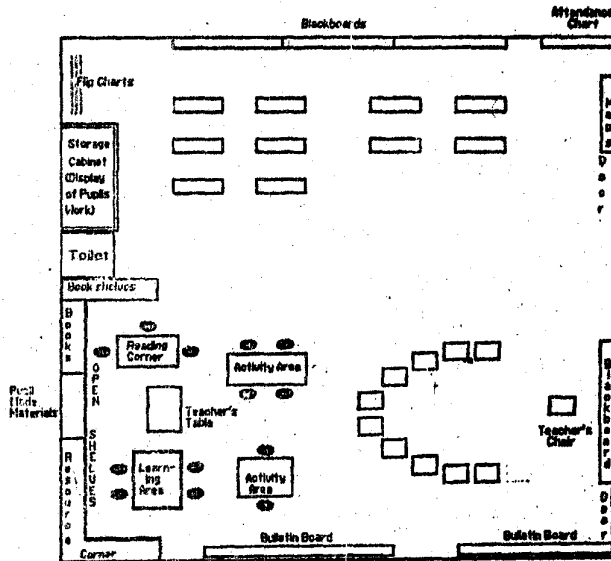
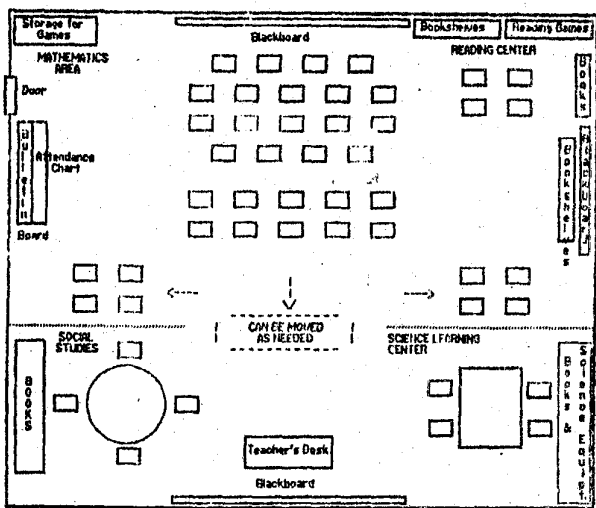
Reference:

DECS Order (No. 38, s. 1993)

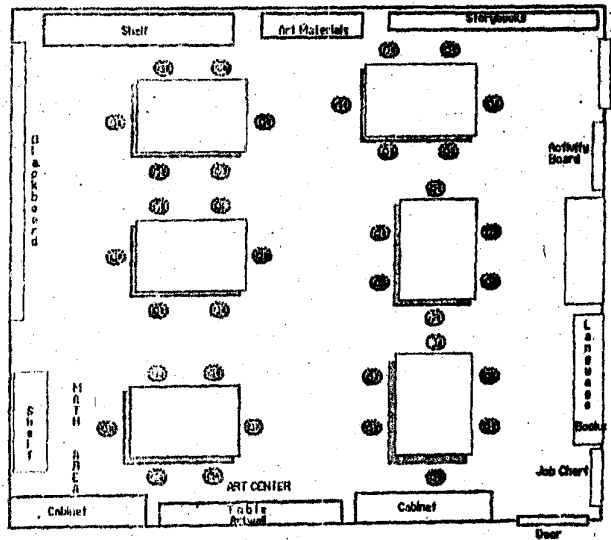
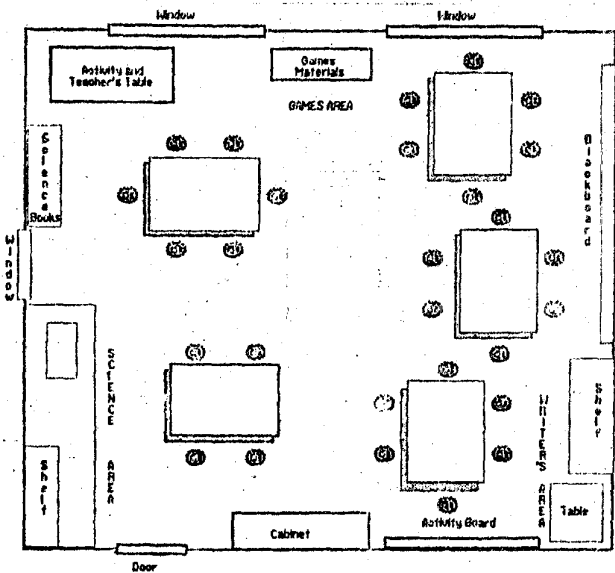
To be indicated in the Perpetual Index
under the following subjects:

CLASSES
POLICIES
PUPILS
SCHOOLS

**SUGGESTED PHYSICAL ARRANGEMENT/LAYOUT OF
 MULTIGRADE CLASSROOMS**



*MG Classroom Layout of
 Ligaya Primary School
 Lianera, Nueva Ecija*



Enclosure 2

DECS Order No. 96 s. 1997

FEATURES OF MULTIGRADE CLASSROOM/ENVIRONMENT

Effective multigrade teaching-learning is better facilitated in a conducive learning environment. The physical layout and/or arrangement of the classroom affect to large extent the conduct of pupils activities. The following are some basic features that should be considered in planning the layout of a multigrade classroom/environment.

- 1. Learning Corners/Centers/or Areas.** These are semi-private spaces (ideally partially enclosed by a low blackboard, easel or shelf) for small group or individual work, with or without teachers guidance/supervision depending upon the nature of the activity. Each center shall contain rich collection of materials designed to cater to several ability levels, interests and learning needs of school children. Said materials which could be gradually built/organized by the teacher herself, could be teacher or pupil made or purchased according to needs. Learning centers/areas promote among children independent or self-directed work as well as encourage and/or develop pupil leadership during group work.
- 2. Blackboards.** As much as possible these should be placed on opposite walls of the room to permit flexibility in arranging and moving about the classroom.
- 3. Classroom furniture** such as tables, chairs, small benches, or desks. Arrangement shall be flexible to give the class freedom to form large or smaller work place to facilitate learning. With mobile furniture, teachers will have more flexibility in arranging/rearranging furniture to suit class needs/activities.
- 4. Display boards/shelves.** These are open or closed display or storage cabinets for books and materials in use. For maximum use arrangement/positioning of these cabinets should be so that even the back of the furniture is used (e.g. as display are for sub-groups). Lockable cabinets should also be available for storing materials/equipment needing extra care (e.g. Science equipment).
- 5. Ventilation and lighting.** All parts of an MG classroom should be well ventilated and adequately lighted. As much as possible sitting students in direct sunlight or inadequately lighted areas should be minimized or totally avoided.
- 6. Outdoor space.** Part of an MG learning environment is the outdoor space which should be utilized to the fullest during fine weather. The outdoor space is the best learning laboratory for several subjects like Science and Health, Edukasyong Pantahanan at Pangkabuhayan, Sibika at Kultura/HKS, and Music/Art, & Physical Education.

Enclosure 3

DECS Order No. 96, s. 1997

SUGGESTED PROGRAM OPTIONS FOR MULTIGRADE CLASSES

Multigrade teaching forces teachers to rely the least on rote methods of teaching and use varied delivery methods. However, choice of method will depend on the nature of the subject being taught, and the teacher and class personality. While flexibility in class programs is encouraged, the number of contact time per week or per month must be maintained. Some program options are presented below:

1. Subject Staggering

Subjects requiring more teacher-pupil interaction are grouped with those requiring less, e.g. in a 3-grades class, one or two grades work independently on Arts while the teacher works intensively with another group in English or Math. The two grades maybe assigned different activities with pupil leaders monitoring the activity.

2. Subject Integration

Subjects which easily lend themselves to integration are presented by the teacher to all grades at the same time. This may be done in Filipino and Sibika at Kultura or Good Manners and Right Conduct, or in English and Science and Health.

3. Common Timetable

A subject is presented to all grades by the teacher in a given schedule with each grade having prescribed work program planned by the teacher. Age, grade level, and/or ability of pupils should be considered by the teacher in designing the work program. For example, in a class of 3-grades Grades 1,2, & 3 may be undertaking Science and Health from 9:00 to 9:40 A.M. then Mathematics for 60 minutes after recess. All the other subjects follow the same pattern.

4. Integrated Day

There is no fixed timetable in this option. Pupils as independent learners are free to choose what subjects to study and when. This approach is usually difficult to use in large classes because it demands lots of pupil-pupil interaction and close monitoring on the part of the teacher.

5. Subject Grouping

Subjects using Filipino as medium of instruction such as CE/GMRC; SK/Heograpiya, Kasaysayan at Sibika; Edukasyong Pantahanan at Pangkabuhayan, Music, Art, Physical Education; and Filipino as a subject are taught on Mondays, Wednesday, and Fridays while those in English like Mathematics, Science and Health, and English as a subject are taught on Tuesdays and Thursdays.