



Republic of the Philippines  
**Department of Education**  
REGION VIII  
SCHOOLS DIVISION OF NORTHERN SAMAR

December 15, 2025

**DIVISION MEMORANDUM**

No. 443, s. 2025

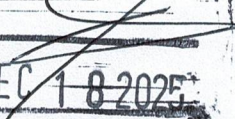
**UPDATES ON THE CONDUCT OF THE SY 2025-2026  
IN-SERVICE TRAINING (INSET) FOR TEACHERS**

To: Assistant Schools Division Superintendent  
Functional Division Chiefs  
Education Program Supervisors  
Public Schools District Supervisors/Principals In-Charge  
District HRD Focal Persons  
Public Elementary and Secondary School Heads  
All Others Concerned

1. This Office, through the Division Program on Awards and Incentives for Service Excellence (PRAISE) Committee and the Human Resource Development Section (HRDS), informs all concerned regarding some updates in the conduct of the **SY 2025-2026 In-Service Training (INSET) for Teachers**.
2. Pursuant to the unnumbered Memorandum from the Assistant Secretary Carmela C. Oracion, Officer-In-Charge, Office of the Undersecretary for Learning Systems, re: Declaration of Midyear Break as Wellness Break and Guidelines for Professional Development, this Office, through the Human Resource Development Section (HRDS) issues internal guidelines on the implementation of the quality-assured INSET proposals of schools (see Annex A for the updated guidelines).
3. Immediate and wide dissemination of this Memorandum is highly desired.

  
**GAUDENCIO C. ALJIBE JR., PhD, CESO V**  
Schools Division Superintendent

DepEd Northern Samar  
**RELEASED**

By:   
Date: **DEC 18 2025**



## UPDATED GUIDELINES ON THE CONDUCT OF THE SCHOOL YEAR 2025-2026 IN-SERVICE TRAINING FOR TEACHERS (INSET)

- a. Paragraph 3 of the unnumbered Memorandum from the Assistant Secretary states that *“schools must conduct In-Service Training (INSET) and professional development programs on any other preferred dates within the remaining days of School Year 2025-2026 since these activities are intended to enhance teaching competencies and instructional effectiveness and to align the core programs and strategic initiatives of the Department.”*
- b. With this, the Schools Division, through the HRDS, upon recognizing the multiple priorities of schools – including the rollout and implementation of the ARAL Program, ongoing interventions, classroom observations under the Performance Management and Evaluation System (PMES) for SY 2025-2026, preparation for the Quarter 3 assessment, and catch-up days due to typhoons/weather disturbances and class suspensions — schools may conduct their INSET from **January to March 2026**.
- c. Schools may choose from the following options:

### (1) Conduct the designed INSET program through Learning Action Cell (LAC):

- If LAC is selected, it should be integrated into the 3-month LAC Plan to be submitted to the HRD starting this December until January 7, 2026, following the processes and templates from the LAC training attended by Master Teachers (MTs).
- Master Teachers who attended the training shall provide technical assistance to schools without MTs within their districts.
- There shall be no funding requirement for the LAC option.

### (2) Proceed with INSET implementation on a staggered basis:

- Schools may conduct INSET on weekends (Saturday and Sunday) or holidays (Teachers shall be granted 1.5 days **Vacation Service Credits (VSC)** per eight (8) hours of rendered services, inclusive of the maximum limitation under DepEd Order No. 13, s. 2024, while non-teaching personnel involved in the conduct of INSET shall be granted **Compensatory Time Off (CTO)** in accordance with CSC and DBM Joint Circular No. 2, s. 2004).
- The original INSET proposal will be retained, with adjustments only to the implementation dates (to be finalized at the SDO during the CPD Application Workshop for District HRD Focal Persons).
- Funding may also be retained.



- d. A Capacity Building on the **Application of School-led Quality-Assured PD Programs (INSET) for CPD Accreditation in the CPDAS** for HRD Focal Persons will be conducted on January 7-9, 2026 at a venue to be announced in a separate issuance. To ensure a smooth conduct of the activity, all Districts must adhere to the following process:
- i. **Preparation of Accreditation Documents:** Prior to the capacity building activity, the INSET Proponent, Master Teacher, or School Head must complete the required CPD Accreditation files.
    - a. Access the required forms here: <https://tinyurl.com/NSCPDFiles>.
    - b. Submission Deadline: All documents for the CPD accreditation application must be submitted to the District HRD Focal Person on or before January 6, 2026.
  - ii. **Compilation and Quality Assurance:** The District HRD Focal Person shall compile all INSET program designs. These will be submitted to the Human Resource Development Section (HRDS) for the issuance of a Certificate of Quality Assurance.
- e. INSET Proponents and School Heads are reminded to strictly adhere to **quality standards as per DepEd Memorandum No. 44, s. 2023** in the conduct of INSET. To support this, schools **may engage** Resource Persons or Subject Matter Experts (SMEs) from within or outside the district. However, schools are **strongly encouraged** to prioritize the **Division/NEAP Pool of Learning Facilitators** when selecting speakers.
- f. To ensure adherence to quality standards, attached is the **Training Program Delivery Checklist** (Annex B).



<b>TRAINING PROGRAM DELIVERY CHECKLIST</b>		
<b>Program Phase</b>	<b>Category</b>	<b>Standard / Task</b>
<b>I. Pre-Program</b>	<b>Program Design &amp; Materials</b>	The program management team and resource speakers/subject-matter experts have reviewed the quality-assured program design and learning resource materials.
	<b>Communication</b>	Details of the program (objectives, date, accommodation, etc.) are officially communicated to concerned offices/units and target participants.
	<b>Participant Registration</b>	Attendance is confirmed Training kits are distributed (if available)
	<b>Participant Needs</b>	Special needs of participants are noted.
<b>II. Venue &amp; Logistics</b>	<b>Training Venue</b>	- Located in an accessible, safe, secure, and peaceful location.  -Has facilities for individuals with disabilities or special needs (e.g., ramps)  - Has a sufficient number of clean and accessible toilets and washrooms.
	<b>Session Rooms</b>	- Can accommodate enough participants.  - Well-lit, well-ventilated, and spacious.  - Arranged according to the session objectives and methodologies.
	<b>Equipment &amp; Resources</b>	- All quality-assured learning resource materials are adequate and readily available.  - Provision for fast and reliable internet access is available.  - Soft copies of printed learning resource materials are available.
	<b>Health &amp; Safety</b>	- An adequate number of health personnel and a first aid kit are available.



		<ul style="list-style-type: none"> <li>- Information on the venue's emergency evacuation plan is disseminated.</li> </ul>
	<b>Environmental</b>	<p>The PMT promotes good solid waste management in the venue by adopting the "clean as you go" practice.</p>
<b>III. During Program</b>	<b>Daily Opening/Closing</b>	<ul style="list-style-type: none"> <li>- A daily management of learning is facilitated to prepare learners for the day (leveling of expectations, objectives, norms).</li> <li>- A daily closing is facilitated (recap, clearing session of previous learning)</li> <li>- Daily attendance checks are done by the PMT.</li> </ul>
	<b>Schedule &amp; Timeliness</b>	<ul style="list-style-type: none"> <li>- Learning activities are carried out as scheduled.</li> <li>- Adequate session breaks (15-20 min snacks, 1-hour lunch) are provided in a timely manner.</li> <li>- "Working breaks" are avoided to the extent possible.</li> </ul>
	<b>Monitoring &amp; Documentation</b>	<ul style="list-style-type: none"> <li>- The PMT monitors the resource speakers/subject-matter experts.</li> <li>- Program proceedings and participants' engagement are monitored and documented.</li> <li>- Daily debriefing with the PMT and resource speakers is carried out and documented.</li> </ul>
	<b>Assessments</b>	<ul style="list-style-type: none"> <li>- The PMT consolidates the results of the participants' pre-assessment.</li> <li>- The evaluation tool for Level 1 is administered at the end of the day.</li> </ul>
	<b>Participant Welfare &amp; Inclusivity</b>	<ul style="list-style-type: none"> <li>- Socially-inclusive, gender-sensitive, non-discriminatory, and non-stereotypical language is used.</li> <li>- Healthy, nutritious, and appropriate meals that consider special dietary requirements are provided</li> <li>- Zero tolerance on sexual harassment, bullying, and intimidation is observed.</li> </ul>



		- Emerging welfare needs of all involved are addressed.
	<b>Program Ceremonies</b>	- A short opening program is facilitated. - A short closing program is facilitated.
<b>IV. Post-Program</b>	<b>Final Assessment</b>	- The post-assessment is done at the end of the program according to the design. - The PMT consolidates the results of the participants' post-assessment.
	<b>Certification</b>	- Certificates of appearance, participation, and completion are distributed as applicable. - Certificates of recognition are distributed to invited resource speakers/subject-matter experts.
	<b>Reporting</b>	A PD Program completion report is prepared and submitted within 30 working days after the implementation using the prescribed format.