



Republic of the Philippines
Department of Education
REGION X - NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY

September 22, 2025

DIVISION MEMORANDUM
NO. 396, s. 2025

INVITATION TO APPLY FOR RECLASSIFICATION OF TEACHING POSITIONS

To: Assistant Schools Division Superintendent
Chief CID, SGOD
Education Program Supervisors
Section Heads
All Division Office Personnel
All Public Elementary Schools
All Public Secondary Schools
This Division

1. This Office hereby announces the call for applications for reclassification of the following teaching positions, until **December 1, 2025, 5:00 PM**:
 - a. Teacher II – Teacher VII
 - b. Master Teacher II – Master Teacher III
2. The reclassification shall be based by the following guidelines:
 - a. **QUALIFICATION STANDARDS: DepEd Order No. 19, s. 2025** - Amended Qualification Standards for Teacher I-III, Master Teacher I-IV, and School Principal I-IV Positions, and the Qualification Standards for Newly Created Teacher IV-VII and Master Teacher V Positions
 - b. **GUIDELINES: DepEd Order No. 24, s. 2025** - Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education
3. Should applicants wish to apply to more than one (1) position, they shall submit **one (1) set of application for each position applied for**. Application folders shall be ear-tagged properly and arranged following the sequence as reflected in the attached Checklist of Requirements (Annex C-2).
4. Applicants shall submit three (3) IPCRF ratings, SY 2022-2023, SY 2023-2024, and SY 2024-2025. In addition, they shall submit Means of Verification (MOVs) relative to their NCOI portfolio assessment and annotation. It is **strongly advised** that applicants should study the COIs and NCOIs in every position applied for to avoid submitting unnecessary documents which will not earn scores.
5. Teacher applicants shall strictly consider the policy on quantum leap before any application for promotion is done. All interested applicants shall submit



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REGION X - NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY

the accomplished Reclassification Form for Teaching Positions (RFTP), to be supported with the following pertinent documents:

- a. Letter of intent addressed to the Schools Division Superintendent;

RANDOLPH B. TORTOLA

Schools Division Superintendent

containing the following information:

- i. Statement of Purpose/ Expression of Interest
 - ii. Position applied for
- b. Duly accomplished Personal Data Sheet (PDS) (CS Form No. 212, Revised 2017) with work experience sheet;
- c. Photocopy of valid and updated PRC License/ID;
- d. Certificate of Competency level issued by authorized body (if applicable);
- e. 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);
- f. Photocopy of duly signed Service Record;
- g. Photocopy of latest appointment;
- h. 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;
- i. 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);
- j. Photocopy of the required Performance Ratings with at least **Very Satisfactory** rating (Note: The applicant shall submit at most three (3) performance ratings (SY 2022-2023, SY 2023-2024, and SY 2024-2025) depending on the performance requirements per item 14 of DepEd Order No. 24, 2025. The latest performance rating shall cover **one (1) year complete performance rating period** in the current position);
- k. 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), using the attached form (Annex C-2);
- l. Other documents as may be required by the HRMPSB including but not limited to portfolio for the assessment of identified PPST non-classroom observable indicators.

6. The following color-coding scheme shall be followed in the application folders:

- | | |
|-----------------------|-------------------------------|
| a. Teacher II: Green | e. Teacher VI: Pink |
| b. Teacher III: Red | f. Master Teacher II: Orange |
| c. Teacher IV: Yellow | g. Master Teacher III: Violet |
| d. Teacher V: Blue | |



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SCHOOLS DIVISION OF EL SALVADOR CITY

7. Further, this is to reiterate item no. 7, 8 and 9 of DepEd Order No. 24, s. 2025 as follows:

“7. Individuals who failed to submit complete mandatory documents (Items 6.a to 6.k of DepEd Order 24, s. 2025) on the set deadline indicated in the official memorandum shall not be included in the pool of official applicant. However, non-submission of the additional documentary requirements or those that may be required by the HRMPSB (Item 6.l) shall not warrant exclusion from the pool of official applicants.”

“8. No additional documents shall be accepted after the set deadline, as indicated in the official memorandum.”

“9. The applicant assumes full responsibility and accountability for the completeness, authenticity, and veracity of the documents submitted, as evidence by the Omnibus Sworn Statement (Item 6.k), duly signed by the applicant. The HRMO and/or sub-committee shall check and verify the completeness, authenticity, and veracity of the documents submitted. Any false and fraudulent document submitted shall be grounds for disqualification and shall cause the filing of administrative or criminal case/s against the person concerned.”

8. This Division Memorandum adheres with the Equal Opportunity Principle (EOP) in observing all policies and protocol of the said activity. Hence, all actions shall be based solely on guidelines set with no discrimination on the account of age, gender identity sexual orientation, civil status, disability, religion, ethnicity, or political affiliation.
9. For information, guidance, and compliance.


RANDOLPH B. TORTOLA
Schools Division Superintendent

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

PROCEDURE

CAREER PROGRESSION

OSDS/FMAL

CHECKLIST OF REQUIREMENTS

Name of Applicant: _____
 Position Applied For: _____
 Office: _____
 Contact Number: _____
 Religion: _____
 Ethnicity: _____
 Person with Disability: Yes () No ()
 Solo Parent: Yes () No ()

Application Code: _____

Basic Documentary Requirement	Status of Submission (To be filled-out by the applicant; Check if submitted)	Verification (To be filled-out by the HRMO/ HR Office/ sub-committee)	
		Status of Submission (Check if complied)	Remarks
a. Letter of intent addressed to the SDS containing the following information: i. Statement of Purpose/ Expression of interest ii. Position applied for			
b. Duly accomplished PDS with Work Experience Sheet (CS Form 212, Revised 2025)			
d. Photocopy of valid and updated PRC License/ID			
e. Certificate of Competency Level issued by Authorized body (if applicable)			
f. 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)			
g. Photocopy of duly signed Service Record			
h. Photocopy of latest appointment			
i. 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			
j. Photocopy of Technical Education and Skills Development Authority (TESDA) National Certificate (NC) III 1, Trainers Methodology Certificate (TMC) (for SHS applicants in the Technical-Vocational-Livelihood (TVL) track only);			
k. Photocopy of the required Performance Rating(s) with at least Very Satisfactory rating (For teaching positions: The applicant shall submit at most three (3) performance ratings depending on the performance requirements. The latest performance rating shall cover one (1) year complete performance rating period in the current position)			
l. Certificate of Rating (COR) in the School Head Assessment (National Qualifying Examination for School Heads (NQESH) or Principal's Test) (for School Principal positions only);			
m. 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)			
n. Other documents as may be required by the HRMP SB For Teaching: portfolio for the assessment of identified PPST non-classroom observable indicators. For School Principal: Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, Application of Learning and Development reckoned from the date of last issuance of appointment			

Attested:

 Human Resource Management Officer

OMNIBUS SWORN STATEMENT

CERTIFICATION OF AUTHENTICITY AND VERACITY

I hereby certify that all information above are true and correct, and of my personal knowledge and belief, and the documents submitted herewith are original and/or certified true copies thereof.

DATA PRIVACY CONSENT

I hereby grant the Department of Education the right to collect and process my personal information as stated above, for purposes relevant to the recruitment, selection, and placement of personnel of the Department and for purposes of compliance with the laws, rules, and regulations being implemented by the Civil Service Commission.

 Name and Signature of Applicant

Subscribed and sworn to before me this _____ day of _____, year _____.

 Person Administering Oath

In consonance with Republic Act No. 8792 or the "Electronic Commerce Act of 2000", (e)lectronic documents shall have the legal effect, validity or enforceability as any other document or legal writing and a) (w)here the law requires a document to be in writing, that requirement is met by an electronic document if the said electronic document maintains its integrity and reliability and can be authenticated so as to be usable for subsequent reference.



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____
 Position Applied: _____ Item Number of Current Position: _____
 Station/School: _____ SG/Annual Salary: _____

Level: _____ Kindergarten _____ Junior High School
 _____ Elementary _____ Senior High School

I. QUALIFICATION STANDARDS

Elements	QS of the Position	QS of the Applicant	Remarks
Education	<i>To be filled-out by the HRMO</i>	<i>To be filled-out by the HRMO</i>	
Training			
Experience			
Eligibility			

Note: Indicate the QS of the Position Applied for based on the CSC-Approved QS

II. PERFORMANCE REQUIREMENTS

- Copy of duly approved IPCRF for the school year immediately preceeding the application.
- The applicant must meet the following performance requirements depending on the position applied for.

Position Applied	Performance Requirements
Teacher II	At least 6 Proficient COIs at Very Satisfactory; and At least 4 Proficient NCOIs at Very Satisfactory
Teacher III	At least 12 Proficient COIs at Very Satisfactory; and At least 8 Proficient NCOIs at Very Satisfactory
Teacher IV	21 Proficient COIs at Very Satisfactory; and 16 Proficient NCOIs at Very Satisfactory
Teacher V	At least 6 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Outstanding
Teacher VI	At least 12 Proficient COIs at Outstanding; and At least 4 Proficient NCOIs at Very Satisfactory and 4 Proficient NCOIs at Outstanding
Teacher VII	At least 18 Proficient COIs at Outstanding; and At least 6 Proficient NCOIs at Very Satisfactory and 6 Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

**Put a (/) mark if the applicant meets the required PPST indicators; if not, put an (X) mark in both the "O" and "VS" columns.*

Domain/Strand/Indicators		O	VS
No.	Domain 1. Content Knowledge and Pedagogy		
1	1.1.2 Apply knowledge of content within and across curriculum teaching areas.		
2	1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.		
3	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.		
4	1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.		
5	1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.2 Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.		
7	1.7.2 Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement		

	Domain 2. Learning Environment		
8	2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.		
9	2.2.2 Maintain learning environments that promote fairness, respect and care to encourage learning.		
10	2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.		
11	2.4.2 Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.		
12	2.5.2 Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.		
13	2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.		
	Domain 3. Diversity of Learners		
14	3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.		
15	3.2.2 Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds.		
16	3.3.2 Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.		
17	3.4.2 Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.		
18	3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.		
	Domain 4. Curriculum and Planning		
19	4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.		
20	4.2.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies.		
21	4.3.2 Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.		
22	4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.		
23	4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.		
	Domain 5. Assessment and Reporting		
24	5.1.2. Design, select, organize and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements		
25	5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.		
26	5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance.		
27	5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.		
28	5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs.		

	Domain 6. Community Linkages and Professional Engagement		
29	6.1.2 Maintain learning environments that are responsive to community contexts.		
30	6.2.2 Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.		
31	6.3.2 Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.		
32	6.4.2 Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.		
	Domain 7. Personal Growth and Professional Development		
33	7.1.2 Apply a personal philosophy of teaching that is learner-centered.		
34	7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.		
35	7.3.2 Participate in professional networks to share knowledge and to enhance practice.		
36	7.4.2 Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.		
37	7.5.2 Set professional development goals based on the Philippine Professional Standards for Teachers.		
Total Number of O and VS			

III. COMPARATIVE ASSESSMENT RESULT

Education	Training	Experience	Performance	Classroom Observable Indicators	Non-Classroom Observable Indicators	Total Score

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent

V. DEPED REGIONAL OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director



Republika ng Pilipinas
Department of Education

RECLASSIFICATION FORM FOR TEACHING POSITIONS (RFTP)

Name: _____ Current Position: _____

Position Applied: _____ Item Number of Current Position: _____

Station/School: _____ SG/Annual Salary: _____

Level: _____ Kindergarten _____ Junior High School
 _____ Elementary _____ Senior High School

I. QUALIFICATION STANDARDS

Elements	QS of the Position	QS of the Applicant	Remarks
Education	<i>To be filled-out by the HRMO</i>	<i>To be filled-out by the HRMO</i>	
Training			
Experience			
Eligibility			
Competency			

Note: Indicate the QS of the Position Applied for based on the CSC-Approved QS

II. PERFORMANCE REQUIREMENTS

- Copy of duly approved IPCRF for the school year immediately preceeding the application.
- The applicant must meet the following performance requirements depending on the position applied for.

Position Applied	Performance Requirements
Master Teacher I	21 Proficient COIs at Outstanding; and 8 Proficient NCOIs at Very Satisfactory and 8 Proficient NCOIs at Outstanding
Master Teacher II	At least 10 Highly Proficient COIs at Outstanding; and At least 5 Highly Proficient NCOIs at Very Satisfactory and 5 Highly Proficient NCOIs at Outstanding
Master Teacher III	21 Highly Proficient COIs at Outstanding; and 8 Highly Proficient NCOIs at Very Satisfactory and 8 Highly Proficient NCOIs at Outstanding

Summary of the Achievement of PPST Indicators

**Put a (/) mark if the applicant meets the required PPST indicators; if not, put an (X) mark in both the "O" and "VS" columns.*

No.	Domain/Strand/Indicators	O	VS
	Domain 1. Content Knowledge and Pedagogy		
1	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.		
2	1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.		
3	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.		
4	1.4.3 Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.		
5	1.5.3 Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.		
6	1.6.3 Model and support colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture.		
7	1.7.3 Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.		

	Domain 2. Learning Environment		
8	2.1.3 Exhibit effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.		
9	2.2.3 Exhibit effective practices to foster learning environments that promote fairness, respect and care to encourage learning.		
10	2.3.3 Work with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.		
11	2.4.3 Work with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.		
12	2.5.3 Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.		
13	2.6.3 Exhibit effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning focused environments.		
	Domain 3. Diversity of Learners		
14	3.1.3 Work with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.		
15	3.2.3 Exhibit a learner-centered culture that promotes success by using effective teaching strategies that respond to learners' linguistic, cultural, socio economic and religious backgrounds		
16	3.3.3 Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.		
17	3.4.3 Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.		
18	3.5.3 Develop and apply teaching strategies to address effectively the needs of learners from indigenous groups.		
	Domain 4. Curriculum and Planning		
19	4.1.3 Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.		
20	4.2.3 Model to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners.		
21	4.3.3 Work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels.		
22	4.4.3 Review with colleagues, teacher and learner feedback to plan, facilitate, and enrich teaching practice.		
23	4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.		

	Domain 5. Assessment and Reporting		
24	5.1.3 Work collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.		
25	5.2.3 Interpret collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.		
26	5.3.3 Use effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.		
27	5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.		
28	5.5.3 Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement.		
	Domain 6. Community Linkages and Professional Engagement		
29	6.1.3 Reflect on and evaluate learning environments that are responsive to community contexts.		
30	6.2.3 Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.		
31	6.3.3 Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations applicable to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers.		
32	6.4.3 Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders.		
	Domain 7. Personal Growth and Professional Development		
33	7.1.3 Manifest a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.		
34	7.2.3 Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school.		
35	7.3.3 Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice.		
36	7.4.3 Initiate professional reflections and promote learning opportunities with colleagues to improve practice.		
37	7.5.3 Reflect on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals.		
Total Number of O and VS			

III. COMPARATIVE ASSESSMENT RESULTS

Education	Training	Experience	Performance	Classroom Observable Indicators	Non-Classroom Observable Indicators	Total Score

Conforme:

Attested by:

Teacher Applicant

HRMPSB Chair

IV. DEPED SCHOOLS DIVISION OFFICE ACTION

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

Administrative Officer IV (HRMO)

Certified Correct

Administrative Officer V (Admin Services)

Recommending Approval:

Schools Division Superintendent**V. DEPED REGIONAL OFFICE ACTION**

Reclassification of Position				Date Processed	Remarks
From	Salary Grade	To	Salary Grade		

Evaluated by:

Teachers Credential Evaluator

Certified Correct:

Chief, Administrative Division

Approved:

Regional Director

Job Descriptions for the Teaching and School Administration Positions

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.	
Duties and Responsibilities	
Key Result Areas	Duties and Responsibilities
Content Knowledge and Pedagogy	• 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	• 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	• Plans and designs adaptive learning opportunities that are responsive to learner diversity;
Curriculum and Planning	• Applies professional knowledge to translate curriculum content into planning and designing well-structured and sequenced lessons wherein learning activities are contextually relevant and responsive to learners' needs;
Assessment and Reporting	• Uses assessment data and strategies in a variety of ways for information and enhancement of the teaching and learning process and programs;
Community	• Engages with stakeholders to establish school-

Linkages and Professional Engagement	community partnerships and facilitate their involvement in the educative process;
Personal Growth and Professional Development	• Undertakes activities towards personal growth and professional development; and
Secondary Duties	• 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.	
Duties and Responsibilities	
Key Result Areas	Duties and Responsibilities
Content Knowledge and Pedagogy	• Models exemplary practice in the effective applications of content knowledge and its interconnectedness within 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	• 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	• Models exemplary teaching practices that are adaptive and responsive to learner diversity;
Curriculum and Planning	• 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;
Assessment and Reporting	• Exhibits exemplary skills and leads initiatives to support colleagues in the utilization of assessment data and strategies in a variety of ways to inform and enhance the teaching and learning process and programs;

Community Linkages and Professional Engagement	Models exemplary practice and empowers colleagues in 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	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	Does related work essential to the teaching and learning process.