



Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

January 15, 2026

DIVISION MEMORANDUM

No. 005, s. 2026

**DISSEMINATION OF THE 2025 DIVISION CONSOLIDATED LEARNING
AND DEVELOPMENT (L&D) NEEDS OF TEACHERS**

TO: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Public Elementary, Secondary, Integrated School Heads
All Others Concerned

1. Pursuant to Section 31, Book V of Executive Order No. 292 known as the *Revised Administrative Code of 1987* of the Civil Service Commission, each department or agency shall prepare a career and personnel development plan which shall include provisions on in-service training, including overseas and local scholarships and training grants, and such other provisions for employees' health, welfare, counseling, recreation, and similar services.
2. The Department of Education, through the National Educators Academy of the Philippines (NEAP), is faithful to its mandate of ensuring equitable access of teachers and school leaders to responsive, data-driven, and targeted professional development programs pursuant to DepEd Order No. 011, s. 2019 titled "*Implementation of the NEAP Transformation.*"
3. As the training arm of the Department, NEAP, through the Division Human Resource Development Committee and SGOD-Human Resource Development Section under Program Creating Tomorrow's Schools Today: SGOD 360° and Project TALINO (*Training And Learning Initiatives for NON-teaching and teaching personnel*), hereby disseminates the **2025 Division Consolidated Learning and Development (L&D) Needs of Teachers.**
4. Extracted from the electronic-IPCRF Data Collection and Consolidated System (e-IPCRF DCCS) of the SGOD-HRDS, the L&D needs and functional weaknesses of teachers are categorized as (1) functional competencies and (2) core behavioral competencies and were further sorted per domain of the Philippine Professional Standards for Teachers (PPST).



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**SUMMARY OF LEARNING AND DEVELOPMENT NEEDS
(FUNCTIONAL COMPETENCIES)**

For Calendar Year 2025; sorted per professional standards

Functional Competencies

RANK	PPST	FUNCTIONAL COMPETENCY WEAKNESS	FREQUENCY
<i>Domain 1. Content Knowledge and Pedagogy</i>			
1	1.2.2	Use research-based knowledge and principles of teaching and learning to enhance professional practice.	1133
2	1.3.2	Ensure the positive use of ICT to facilitate the teaching and learning process.	797
3	1.7.2	Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.	741
4	1.4.2	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	736
5	1.1.2	Apply knowledge of content within and across curriculum teaching areas.	582
6	1.2.3	Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	95
7	1.4.3	Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.	85
8	1.7.3	Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.	75
9	1.3.3	Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.	73
10	1.1.3	Model effective applications of content knowledge within and across curriculum teaching areas.	59
11	1.6.2	Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning.	5
12	1.5.2	Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4
13.5	1.5.3	Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	1
13.5	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 learner's pride of their language, heritage, and culture.	1
<i>Domain 2. Learning Environment</i>			
1	2.5.2	Apply a range of successful strategies that maintain learning environments that motivate learners to	781

		work productively by assuming responsibility for their own learning.	
2	2.4.2	Maintain supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning.	665
3	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.	91
4	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.	64
5	2.1.2	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures.	5
6	2.2.2	Maintain learning environments that promote fairness, respect, and care to encourage learning.	4
7.5	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.	1
7.5	2.2.3	Exhibit effective practices to foster learning environments that promote fairness, respect, and care to encourage learning.	1
<i>Domain 3. Diversity of Learners</i>			
1	3.4.2	Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult instances.	981
2	3.3.2	Design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.	968
3	3.3.3	Assist colleagues to design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.	115
4	3.4.3	Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances.	110
5	3.2.2	Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.	4
6	3.5.2	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	2
7.5	3.2.3	Exhibit a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.	1
7.5	3.5.3	Develop and apply teaching strategies to address effectively the needs of learners from indigenous groups.	1

<i>Domain 4. Curriculum and Planning</i>			
1	4.3.2	Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	1266
2	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.	87
3.5	4.2.2	Set achievable and appropriate learning outcomes that are aligned with learning competencies.	1
3.5	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.	1
<i>Domain 5. Assessment and Reporting</i>			
1	5.3.2	Use strategies for providing timely, accurate, and constructive feedback to improve learner performance.	7
2	5.5.2	Utilize assessment data to inform the modification of teaching and learning practices and programs.	5
3	5.3.3	Use effective strategies for providing timely, accurate, and constructive feedback to encourage learners to reflect on and improve their own learning.	1
<i>Domain 6. Community Linkages and Professional Engagement</i>			
1	6.1.2	Maintain learning environments that are responsive to community contexts.	1195
2	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.	1117
3	6.4.2	Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	1018
4	6.1.3	Reflect on and evaluate learning environments that are responsive to community contexts.	76
5	6.3.3	Discuss with colleagues teaching and learning practices that apply existing codes, laws, and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers.	74
6	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.	59
7	6.2.2	Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	2

<i>Domain 7. Personal Growth and Professional Development</i>			
1	7.2.2	Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.	909
2	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.	39
3	7.3.2	Participate in professional networks to share knowledge and to enhance practice.	8
4	7.4.2	Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.	6

**SUMMARY OF LEARNING AND DEVELOPMENT NEEDS
(CORE BEHAVIORAL COMPETENCIES)**
For Calendar Year 2025

Core Behavioral Competencies

RANK	BEHAVIORAL WEAKNESS	FREQUENCY
1	Results Focus	2500
2	Innovation	2462
3	Service Orientation	2346
4	Self-Management	2098
5	Teamwork	2009
6	Professionalism and Ethics	1890