



Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

MEMORANDUM

CID-2026-045

TO: Asst. Schools Division Superintendent
Chief Education Supervisor-CID
Public School District Supervisors
Public Elementary, Secondary, and Integrated School Heads
All Others Concerned

FROM: 
LYNN G. MENDOZA, EdD
OIC-Schools Division Superintendent

**SUBJECT: DISSEMINATION OF REGIONAL MEMORANDUM CLMD-2026-165:
GUIDANCE ON THE IMPLEMENTATION OF DEPED ORDER NO. 016,
S. 2026 (GUIDELINES ON LESSON PLANNING AND LEARNING
DESIGN)**

DATE: June 25, 2026

1. Attached for information and guidance is Regional Memorandum CLMD 2026-165 dated June 17, 2026, issued by the Department of Education – MIMAROPA Region, titled “Guidance on the Implementation of DepEd Order No. 016, s. 2026 (Guidelines on Lesson Planning and Learning Design).”
2. The memorandum emphasizes the Department’s continuing commitment to improving the quality of teaching and learning through a strengthened framework for lesson planning. It highlights the shift toward a more meaningful, flexible, reflective, and learner-centered instructional approach.
3. All schools are directed to ensure effective implementation of the said policy, particularly in capacitating teachers to apply the ILAW Framework as the core guide in lesson planning and learning design. This includes:
 - a. clearly identifying intended learning outcomes aligned with curriculum standards and learner needs;
 - b. designing responsive teaching strategies;
 - c. utilizing appropriate resources; and
 - d. promoting improved learning outcomes.



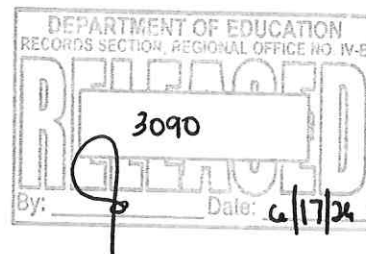
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4. School Heads are hereby instructed to:
 - a. orient all teachers on the contents of the attached memorandum;
 - b. ensure integration of the prescribed guidelines in lesson planning practices; and
 - c. provide necessary technical assistance and monitoring to support implementation.

5. Immediate and wide dissemination of this Memorandum is desired.



Republic of the Philippines
Department of Education
MIMAROPA REGION



Office of the Regional Director

MEMORANDUM

CLMD-2026- 165

**TO : SCHOOLS DIVISION SUPERINTENDENTS
CHIEF EDUCATION SUPERVISORS, CLMD AND CID
ELEMENTARY AND SECONDARY SCHOOL HEADS
ALL OTHERS CONCERNED**

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FROM : RONNIE S. MALLARI, PhD, CESO III
Director IV
Regional Director *[signature]*

**SUBJECT: GUIDANCE ON THE IMPLEMENTATION OF DEPED ORDER NO. 016,
S. 2026 (GUIDELINES ON LESSON PLANNING AND LEARNING
DESIGN)**

DATE : June 17, 2026

In support of the Department of Education's continuing commitment to improve the quality of teaching and learning, the Department issued DepEd Order No. 016, s. 2026, otherwise known as the "Guidelines on Lesson Planning and Learning Design." The policy provides a strengthened framework that repositions lesson planning as a meaningful instructional practice that supports learner engagement, responsive teaching, and improved learning outcomes.

The issuance recognizes the need to move beyond compliance-driven preparation of lesson plans and promote a more flexible, reflective, and learner-centered approach to instructional planning. It emphasizes that lesson planning should serve as a tool for teachers to make informed instructional decisions based on curriculum standards, learner needs, available resources, and classroom contexts.

In this regard, all Schools Division Offices (SDOs) and schools in MIMAROPA Region are directed to ensure the effective implementation of the said policy through the following guidelines:

1. Schools shall ensure that teachers are capacitated in applying the ILAW framework as the core guide in lesson planning and learning design:
 - a. Intentions – Teachers shall identify and clarify intended learning outcomes aligned with curriculum standards and learner needs;

CLMD-SDF



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- b. Learning Experience – Teachers shall design meaningful learning activities, strategies, and resources that promote learner engagement, collaboration, and active participation;
- c. Assessing Learning – Teachers shall integrate appropriate assessment strategies, including formative assessment and checks for understanding, to monitor learner progress and inform instructional adjustments; and
- d. Ways Forward – Teachers shall reflect on evidence of learning and determine appropriate next steps, including enrichment, reinforcement, remediation, or other learner support interventions.

Teachers and school leaders are reminded that the ILAW Framework is intended to guide instructional thinking, planning, implementation, and reflection. Its effective application shall not be measured solely by compliance with a prescribed format but by the quality of instructional decisions and their impact on learner engagement and achievement.

2. School Heads, as instructional leaders, shall ensure that lesson planning practices contribute to effective teaching and learning by:
 - a. providing coaching, mentoring, and technical assistance to teachers;
 - b. ensuring alignment of lesson intentions, learning activities, assessment strategies, and learner support mechanisms;
 - c. promoting collaborative lesson planning, sharing of best practices, and professional learning communities;
 - d. avoiding practices that require unnecessary additional forms, templates, or documentation beyond prescribed requirements; and
 - e. focusing lesson plan review and feedback on instructional quality, learner responsiveness, and opportunities for improvement.
3. In accordance with DepEd Order No. 009, s. 2026, lesson planning and learning design activities shall support the effective utilization of the Instructional Block by ensuring that instructional time is devoted to meaningful teaching, learning, assessment, intervention, remediation, enrichment, and other activities directly contributing to the attainment of learning standards.

Teachers and school leaders shall ensure that learning designs maximize available instructional time by providing purposeful learning experiences that address learner needs and promote continuous progress toward curriculum expectations.

4. During the transition period, schools shall provide appropriate support to teachers in adapting to the revised lesson planning and learning design approaches.
5. SDOs shall organize appropriate capacity-building activities, coaching sessions, and technical assistance mechanisms to ensure that teachers and school leaders develop a common understanding and application of the policy. Technical assistance, coaching, and monitoring activities shall prioritize instructional improvement, collaborative problem-solving, and professional growth rather than document checking and compliance verification.

6. The Curriculum Implementation Divisions (CIDs) and Education Program Supervisors shall provide guidance and support in monitoring the implementation of the guidelines, particularly in ensuring that lesson planning practices promote effective curriculum delivery and learner achievement.
7. Monitoring of lesson planning practices shall focus on instructional improvement rather than compliance checking. School Heads and instructional leaders are encouraged to use classroom observations, coaching conversations, and professional discussions as opportunities to strengthen teaching practices.
8. Lesson planning reviews shall consider the following:
 - a. clarity and alignment of learning intentions;
 - b. appropriateness of learning experiences;
 - c. integration of assessment for learning;
 - d. responsiveness to learner diversity and context; and
 - e. identification of appropriate next steps to support learner progress.
9. Schools shall ensure that learning designs are responsive to learners' contexts, including local culture, community realities, indigenous knowledge systems, available resources, and relevant regional contexts whenever appropriate. Teachers are encouraged to contextualize and localize learning experiences to enhance relevance, authenticity, learner engagement, and meaningful application of knowledge and skills.
10. Teachers may utilize appropriate digital tools and emerging technologies, including artificial intelligence tools, as support mechanisms in lesson preparation and instructional improvement, consistent with existing DepEd policies. However, outputs generated through artificial intelligence tools shall be subject to teacher review, validation, contextualization, and enhancement. Teachers remain accountable for the accuracy, appropriateness, inclusivity, and instructional effectiveness of all learning designs implemented in the classroom.
11. Teachers are reminded to exercise professional judgment and due diligence when utilizing lesson plans, learning designs, instructional materials, or digital resources obtained from online platforms and other external sources. The mere claim that a material is "ILAW-aligned" does not guarantee its suitability, quality, or alignment with curriculum standards. Teachers are strongly discouraged from purchasing commercially available materials solely on the basis of such claims. Instead, they are encouraged to develop, adapt, contextualize, and enhance learning designs that respond to the needs, interests, abilities, and learning contexts of their learners.
12. The Regional Office, through the Curriculum and Learning Management Division (CLMD), shall provide continuing technical assistance and monitoring support to ensure effective implementation of these guidelines.

Should there be clarifications, please contact Wendell I. Formalejo, PhD, Chief Education Supervisor, CLMD, through email at clmd.mimaroparegion@deped.gov.ph.

Immediate dissemination of and compliance with this Memorandum is desired.