



Republic of the Philippines  
**Department of Education**  
**Region VII-Central Visayas**  
**DIVISION OF CEBU PROVINCE**

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Office of the Schools Division Superintendent

September 28, 2020

Division Memorandum

No. 210, s. 2020

**DIVISION VIRTUAL ORIENTATION ON THE IMPLEMENTATION OF THE HOMEROOM  
GUIDANCE (HG) DURING CRISIS SITUATION FOR SY 2020-2021**

**To:** Assistant Schools Division Superintendents  
Chiefs, CID and SGOD  
Division Supervisors/Coordinators  
Public Schools District Supervisors/OICs  
Elementary and Secondary School Heads

1. Relative to DepEd Memorandum-DM-CI-2020-00155 entitled "**Policy Guidelines on the Homeroom Guidance(HG) during Crisis Situation for SY 2019-2020**", this Office through the Human Resource Development Section (HRDS), in coordination with the Curriculum Implementation Division Section (CID), shall conduct a **Division Virtual Orientation on the Implementation of the Homeroom Guidance (HG) during Crisis situation for SY 2020-2021** on October 2, 2020 at 1:00 AM-5:00 PM in the Philippines time via Google Meet.
2. This orientation is dedicated to address the academic, personal/social and career development needs of the learners in a developmental, comprehensive and proactive manner. This shall be realized through the collaborative efforts of family, school, community, government and other institutions.
3. This online activity specifically aims to:
  - a. discuss the important provisions of Homeroom Guidance Implementation Policy during crisis situation;



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- b. explain the HG Curriculum and its Most Essential Learning Competencies (MELCS);
  - c. determine the proper procedures in implementing the Homeroom Guidance (HG);
  - d. appreciate the important role of HG in the life skills development of learners.
4. Participants to this webinar are the following (4 participants per district):
- 4.1. One (1) School Head from Elementary (preferably a Central School Principal)
  - 4.2. One (1) School Head from Secondary (big school)
  - 4.3. One (1) Teacher Guidance Designate from Elementary level
  - 4.4. One (1) Teacher Guidance Designate from Secondary level
5. Expected participants are instructed to accomplish the Google form, access at <https://forms.gle/bNUNdmBwHeYgKLfo7> for online registration to the said activity. All Public Schools District Supervisors are requested to ensure that only their identified participants will register online on or before September 30, 2020. Google Meet invitation link will be sent to the participant's DepEd email address.
6. The PSDSs, School Heads and Teacher Guidance Designate shall conduct trainings/orientation for teachers to capacitate and prepare them for the implementation of Homeroom Guidance MELCs.
7. Immediate and wide dissemination of and compliance with this memorandum is directed.

  
**MARILYN S. ANDALES, EdD, CESO V**  
Schools Division Superintendent



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**MEMORANDUM**  
**DM-CI-2020-00155**

**TO :** Bureau and Service Directors  
Regional Directors  
Minister, Basic, Higher, and Technical Education, BARMM  
Schools Division Superintendents  
Public and Private Elementary and Secondary School Heads  
All Others Concerned

**FROM :** **DIOSDADO M. SAN ANTONIO**  
Undersecretary

**SUBJECT :** Policy Guidelines on the Implementation of the Homeroom Guidance (HG) during Crisis Situation

**DATE :** July 14, 2020

The Office of Curriculum and Instruction (CI), through the Bureau of Curriculum Development (BCD) issues these guidelines as basis for the **Implementation of the Homeroom Guidance (HG) during Crisis Situation for SY 2020-2021.**

The current pandemic has clearly affected the teaching and learning process that usually takes place in school. Certainly, our learners cannot avoid its impact in terms of their domains of development. While the Department has been responsive thru its Basic Education Learning Continuity Plan, it is crucial to cater to the life skills development of learners which will empower them to overcome the different challenges and adapt to the "new normal" brought about by the current crisis.

Though the plan was to have the complete implementation of the Homeroom Guidance in school year 2021-2022 accounting the needed preparations such as orientation, capacity-building, learning materials development and the like, the Department deemed it necessary to offer the new program to learners from Kindergarten to Senior High School with select competencies that are lifted directly from Homeroom Guidance Curriculum. However, its full implementation which includes the complete curriculum, policy and learning materials will be made available at the start of school year 2021-2022.

Homeroom Guidance is a comprehensive, developmental and proactive program designed to equip K to 12 learners with life skills on three domains:



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- a. Academic Development,
- b. Personal and Social Development, and
- c. Career Development.

Homeroom Guidance shall complement the Department's goal, which is to produce holistically developed Filipinos who are able to understand themselves, have problem-solving skills, make informed decisions, achieve academic success, plan for their future, and respect individual differences. It envisions learners who can work for the common good of society and love for our country while upholding the rights and responsibilities of global citizens.

This issuance sets the basic standards for an efficient and effective implementation of the Homeroom Guidance public and private schools nationwide. The Homeroom Guidance Observation Form and Program Monitoring and Evaluation Tool are also enclosed for reference



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**Annex I**

**Guidelines on the Implementation of the Homeroom Guidance (HG)  
during Crisis Situation for SY 2020-2021**

**I. Rationale**

The introduction and implementation of the K to 12 Basic Education Program necessitated changes and revisions on existing DepEd programs to align them with the new curriculum. The K to 12 curriculum puts emphasis on capacitating learners with skills in doing their tasks and enriching these as they progress up to Grade 12. The curriculum takes into account societal factors and the learner's developmental needs. They need to perform different tasks, confront personal and social issues, eventually decide for their curriculum exit. A responsive and proactive program in addition to the existing academic programs must address these needs.

In 1998, Revitalized Homeroom Guidance (RHG) for secondary learners was created to answer the learners' needs. However, certain considerations to make it more comprehensive, developmental, and proactive, are deemed necessary.

Contemplating on the above-mentioned concerns, the Department of Education launches the Homeroom Guidance (HG). The program is relevant as it promotes rational thinking, healthy behavior and positive disposition. Issues like academic failures, school dropouts, bullying, unhealthy sexual behavior, teenage pregnancy, drug addiction, online and social media addiction, and confusion in and/or poor career choice, and other challenges that beset our learners today were considered in developing the program.

These guidelines were formulated based on relevant current literature, and in consultation with teachers, School Heads, and Guidance and Counseling experts. This will provide clear and functional understanding about the important processes in the implementation and the proper monitoring and evaluation of the program, which is an important component for its sustainability and continual improvement.

Based on the relevant literature and the practice in other countries, Homeroom Guidance is equivalent to Guidance Class, which is just a part of the Information Services of Guidance and Counseling Office (Villar, 2007; Mendoza, 2003). Aquino and Razon (1993) defined Homeroom Guidance as *"an organized segment of the school's guidance services, which is given to a homeroom group usually a section or a class with a teacher-adviser as facilitator."* Hence, the term Guidance Class Curriculum or Guidance Class is the most common nomenclature.

Homeroom Guidance is a responsive program that equips learners with competencies to address issues not included in the formal learning areas but is very essential to their development. Learners who go through Homeroom Guidance have been found to have significantly decreased inappropriate behaviors and demonstrated positive attitudes toward school as compared to those learners who were not part of the School Counseling Program



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2. **Academic Development Domain** pertains to all academic related needs or concerns of learners. This serves as a guide to implement strategies and activities to support and maximize each learner's ability to learn which include but not limited to creative and critical thinking, communication skills and problem-solving skills.
3. **Personal and Social Development Domain** pertains to concerns or issues affecting learners' individuality (self), relationship with others and their interaction in community. It equips the learners with foundation for personal and social growth as they progress through school and into adulthood. This includes but not limited to intrapersonal and interpersonal skills, self-awareness, coping with emotions and stress, and resilience.
4. **Career Development Domain** pertains to all occupational and world of work-related concerns and issues of learners. This involves the acquisition of skills, attitudes and knowledge that enable them to make successful transition from school to the world of work, and from job to job across the life span. This includes but not limited to learners' discovery of their interests, talents and skills, decision-making, problem-solving, planning and in exploring their career options and opportunities.
5. **Portfolio** is a collection of learner's works showing his/her progress in terms of the three domains. This may include journals, reflection papers, reaction papers and the like.
6. **Performance Task**– This includes skills demonstration, group presentation, oral work, multimedia presentation or activities that show mastery of competencies and standards.
7. **Class Adviser** refers to the teacher-facilitator in charge of a class.

### III. Homeroom Guidance's Philosophy, Vision and Mission

The Homeroom Guidance's Philosophy, Vision and Mission were rooted on the Department of Education's Vision, Mission, and Core Values.

#### ***PHILOSOPHY***

Homeroom Guidance believes that every learner is unique and has the ability to develop him/herself using his or her own learning and experiences from family, community, school and society. This shall be realized through the collaborative efforts of family, school, community, government, and other institutions.

#### ***VISION***

Homeroom Guidance shall complement the Department's goal which is to produce holistically developed Filipinos who are able to achieve academic success, demonstrate healthy behavior, exemplify positive disposition and systematically plan their future. It shall produce learners who can work for the common good of society while upholding the international standards.

#### ***MISSION***

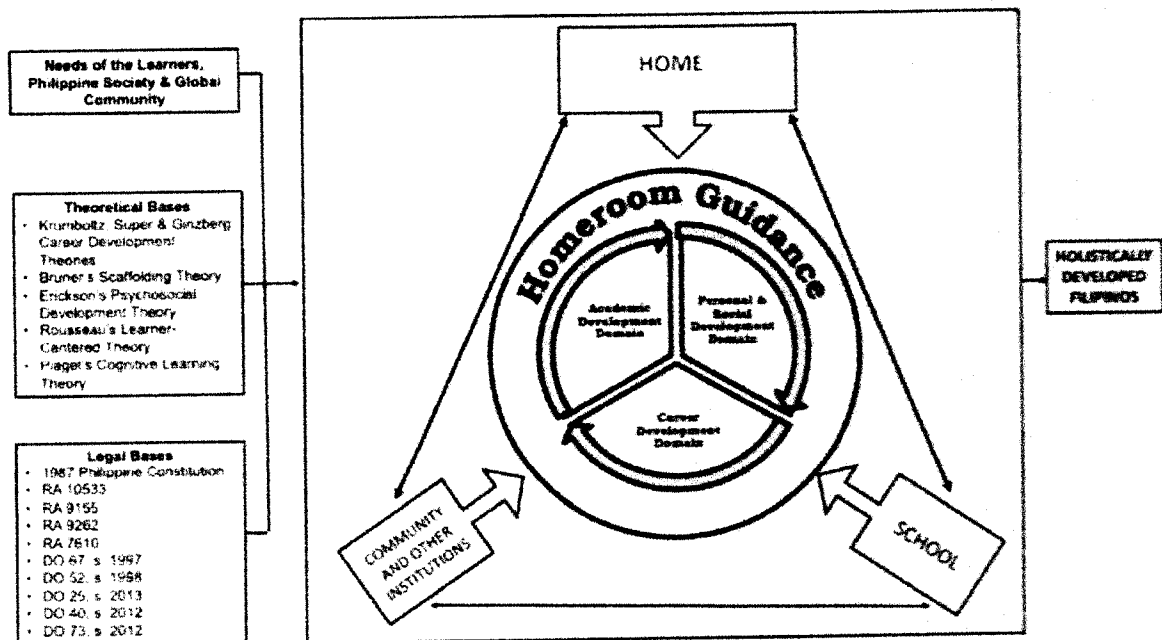


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Homeroom Guidance is dedicated to address the academic, personal/social and career development needs of the learners in a developmental, comprehensive and proactive manner. This shall be realized through the collaborative efforts of family, school, community, government and other institutions.

### Homeroom Guidance Framework



The Homeroom Guidance (HG) is guided by the American School Counseling Association (ASCA) Model which is comprised of the three domains such as Academic Development, Personal and Social Development and Career Development. The standards and competencies of HG are anchored on certain theories since each domain has its own peculiarities in consideration to the needs of Filipino learners and society.

The Academic Development is guided by Jerome Bruner's Scaffolding Theory that espouses that children will become independent learners as they mature if they are given the support and active help from their parents and teachers at the onset of their learning. The said theory states that the 'scaffold', reminiscent of a building scaffolding, of the growing child in their learning process is the knowledgeable person within their proximity, that is, their parents at home and teachers in school. ( rely to more knowledgeable people than them ) Gradually, parental and teachers' support can be removed as the learners develop independence in thinking and knowledge and skills acquisition.

Some concepts from the Learner-centered Theory of Jean Jacques Rousseau were derived for the Academic Development domain. The theory stipulates that learner's cultural capital or life experiences should be tapped in designing the learning process. In this way, a participative classroom interaction will be in place. Learners are not viewed as tabula rasa and



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they are assumed to possess cultural kit or accumulated experiences which serve as a significant factor in the learning process. If learners' experiences are ignored, thinking will be limited and meaning-making of lessons will be hardly attained.

Cognitive Learning Theory of Jean Piaget has its share in this domain. It believes that cognitive development is a continuous process as the biological maturation and environmental influence take place. Learners gain knowledge and go through the differences between what they learned and what the existing realities are. Furthermore, it claims that learning and new knowledge can be stored if there are effective cognitive processes while learners encounter learning difficulties with ineffective cognitive processes. The theory tries to illustrate the processes and mechanisms how reasoning skills and thinking using hypotheses develop by an infant as he/she becomes an adult later on. Piaget included the concept of schema which refers to "a cohesive, repeatable action sequence processing component actions that are tightly interconnected and governed by a core meaning." It is set of linked mental representations of the world which people used to make meaning and act on different situations. During the development of mental processes, schema/schemata increase in number including its complexities.

Another concept in this theory that HG embraced is the adaptation process that includes assimilation, accommodation and equilibration. Assimilation occurs when a person uses his/her schema to understand the new situation or things while accommodation happens when the previous knowledge is irrelevant and needs to be changed to understand the new situation or things. Moreover, equilibration directs the learner to attain equilibrium which happens when learner assimilates or accommodates new information.

The Personal and Social Development Domain in Homeroom Guidance got inspiration from the theory of Eric Ericson's Psychosocial Development. Its descriptive overview of social and emotional development was taken as one of the considerations in crafting the standards and competencies. His view on mastering the attitudes, ideas and skills at each stage of development to help learners to be successful and contributing members of society is highly evident in the program.

The Career Development domain is influenced by the career development theories of John Krumboltz, Donald Super and Eli Ginzberg. Krumboltz's theory of career development claims that genetic endowment that includes sex, race, developmental disabilities, innate talents affect the career choice of a person. Furthermore, the environment, life events and learning experiences also shape one's career decisions. People's changing roles and priorities create great impact to their career direction.

Super's Developmental theory of career choice is also a great influence in this domain. As a person's career advances, it undergoes five 'life-stages' that include growth, exploration, establishment, maintenance and decline. His concept of establishing a 'self-concept' as a person grows plays an important role in identifying occupation. The concept of vocational maturity which may be attributed to person's age undergoes a cycle as manifested in his/her career transitions.

The concept of career development as a lifelong process including its early development of Ginzberg is clearly reflected in the Career Development domain of the





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program. HG advocates the early inclusion of career concept in the lives of learners and guide them as they discover the path that they want to take.

### **Homeroom Guidance's Domains**

Homeroom Guidance is a developmental and proactive program that has standards and competencies that cut across all grade levels. The competency indicators are arranged from simple to complex and focuses on the development of higher order thinking such as analyzing and evaluating concepts, processes, procedures, and principles rather than just remembering.

- A. Academic Development Domain** pertains to all academic related needs or concerns of learners. This serves as a guide to implement strategies and activities to support and maximize each learner's ability to learn which include but not limited to creative and critical thinking, communication skills and problem-solving skills.
- B. Personal and Social Development Domain** pertains to concerns or issues affecting learners' individuality (self), relationship with others and their interaction in community. It equips the learners with foundation for personal and social growth as they progress through school and into adulthood. This includes but not limited to intrapersonal and interpersonal skills, self-awareness, coping with emotions and stress, and resilience.
- C. Career Development Domain** pertains to all occupational and world of work-related concerns and issues of learners. This involves the acquisition of skills, attitudes and knowledge that enable them to make successful transition from school to the world of work, and from job to job across the life span. This includes but not limited to learners' discovery of their interests, talents and skills, decision-making, problem-solving, planning and in exploring their career options and opportunities.

### **Roles of School, Home, and Community and other Institutions**

1. **School** ensures the proper implementation of Homeroom Guidance that leads to the development of the learners' life skills in the three domains. It convenes both home and community for the realization of Homeroom Guidance's vision.
2. **Home** plays vital role in the learners' life skills development through its consistent support, involvement and collaboration with the school and community. It provides guided opportunities that complement the school activities of learners in Homeroom Guidance.
3. **Community and other institutions** reinforce the development of learners' life skills through its engagement in the school programs and activities. It also serves as a support system of the school as they craft policies, programs and projects that are relevant to the vision, mission and philosophy of Homeroom Guidance.



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### **Homeroom Guidance Most Essential Learning Competencies**

Homeroom Guidance Curriculum is essential to ensure access to quality guidance and counseling services for all types of learners. Hence, different learning modalities will be made available in the implementation of the Homeroom Guidance program.

Seventy-five percent (75%) of the HG MELCS are from the Personal-Social Development Domain. These competencies pertain to concerns or issues affecting learners' individuality (self), relationship with others and their interaction in community. It equips the learners with foundation for personal and social growth as they progress through school and into adulthood. This includes but not limited to intrapersonal and interpersonal skills, self-awareness, coping with emotions and stress, and resilience.

The remaining HG MELCs are composed of twenty percent (20%) Academic Development Domain and five percent (5 %) from the Career Development Domain.

Since this is not a formal learning area Homeroom Guidance should not be part of the computation of grades by the end of each quarter. For S.Y. 2020-2021, it shall serve as enrichment activity that can be performed at home and in school or through other platforms with the help of guidance counselors, teachers and parents.

In the process of choosing the MELCS the following criteria were also considered:

- a. applicability to real life situations;
- b. needs of the learners ; and
- c. complements learning competencies developed in other academic subjects.

### **Procedure**

Implementation of the program shall be governed and guided by the following principles and policies:

1. *Nomenclature.* Homeroom Guidance shall be reflected in the class program of every school, in the school forms as Homeroom Guidance.



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2. *Medium of Instruction.* The Learning Materials are written in English, but the regions may opt to use their mother tongue or any language convenient to the learners to ensure participation and interaction during the session and better understanding of the concepts.
3. *Time Allotment.* Time allotment for Homeroom Guidance is one (1) hour per week from Grade 1 to Grade 12 while for Kindergarten it will be included in their blocks of time
4. *Class Program.* The Homeroom Guidance shall be scheduled once a week.
5. Class Advisers shall be assigned to implement the program with the technical assistance of the Guidance Counselor. If the school does not have a Guidance Counselor, the School Head may assign a Guidance Designate but he/she should be provided with proper training specific to the implementation of Homeroom Guidance.
6. Collaboration with the family and community is also encouraged in order to create a venue for the learners in developing such life skills.
7. *Teaching Load.* Teaching Homeroom Guidance shall be equivalent to one (1) teaching load on top of the teacher's advisory and subject's load.
8. Homeroom Guidance shall not be viewed as a formal learning area like Edukasyon sa Pagpapakatao (EsP) and the like. It shall be treated as a program that will help learners develop the competencies needed in the three domains. Hence, its delivery in class is quite informal but still follows the Structured Learning Experience flow.
9. *Orientation and Capacity Building.* The Central Office, through the Bureau of Curriculum Development shall conduct orientation and capacity building to Region and Division Supervisors In-Charge of Guidance and Counseling.

Regions, schools divisions and schools shall conduct trainings for the program implementers to capacitate and prepare them for the implementation of Homeroom Guidance MELCs.

Schedule	Activity	Platform
July 8, 2020; 2:00 PM – 4:00 PM	<b>Orientation of Region and Division Supervisors In-Charge of Guidance and Counseling</b>	Via Google Meet / Microsoft Teams
July 16-17, 2020 2:00 PM – 5:00 PM	<b>Capacity Building of Region and Division Guidance Designate / In-Charge of Guidance and Counseling</b>	Via Google Meet / Microsoft Teams



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August 3-7, 2020	Division Orientation / Capacity Building of School Heads and Guidance Counselor	Depending on the Division's preferred platform
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10. The Homeroom Guidance Most Essential Learning Competencies (MELCs) and Learning Materials will be issued by the Department of Education.
11. Homeroom Guidance assessment results must be distributed and discussed by the class adviser during the Parent-Teacher Conference. This shall be issued as an attachment to the learner's report card.
12. DepEd schools shall include all expenses relative to Homeroom Guidance in their Annual School Improvement Plan.
13. Non-implementation or improper implementation of Homeroom Guidance shall be subject to existing applicable administrative actions.

**Roles and Responsibilities of DepEd Offices**

**School**

1. School Head supervises and monitors the implementation of Homeroom Guidance and ensures that proper intervention for each learner will be provided.
2. Guidance Counselor or Guidance Designate serves as the program manager and ensures the correct content and pedagogy of Homeroom Guidance in school. The Guidance Counselor or Guidance Designate must conduct the orientation on Homeroom Guidance at the beginning of the school year and hold quarterly meetings with Section Advisers before the implementation of the modules. As the need arises, the Guidance Counselor or Guidance Designate must be able to provide other guidance services or intervention without violating the provisions stipulated in the RA 9258 The Guidance and Counseling Act of 2004.
3. Class Adviser serves as Homeroom Guidance implementer inside the classroom. The class adviser refers the learner to the Guidance Counselor only if counseling intervention or other guidance services are needed. More so, the Class Adviser collaborates with co-teachers and parents in developing the competencies of the learners at home. Together with the Guidance Counselor/Advocate and Parents, the Class Adviser shall identify and implement possible interventions for the progress of the learner.