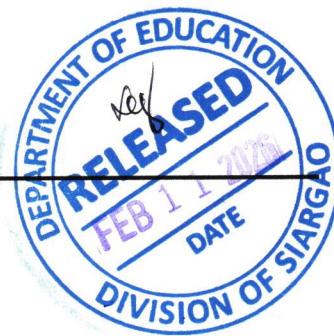




Republic of the Philippines  
**Department of Education**  
CARAGA REGION  
SCHOOLS DIVISION OF SIARGAO



DIVISION MEMORANDUM

No. 02-046 s., 2026

To: Assistant Schools Division Superintendent  
Chiefs, CID & SGOD  
Education Program Supervisors  
Public Schools District Supervisors  
Elementary School Heads  
K to 3 Teachers  
This Division

DIVISION CONDUCT OF PASUNDAYAG SA NAHIBAYUAN 2026

1. In consonance with the Department's thrust on holistic child development and the full implementation of the Revised K to 12 Curriculum, this Division recognizes the critical importance of providing learners in Key Stage 1 with opportunities to demonstrate their acquired competencies in a supportive, developmentally appropriate, and celebratory environment. The "**Pasundayag sa Nahibayuan nan K to 3**" is designed as a child-centered culminating activity that honors the developmental milestones, learning achievements, and unique capacities of our youngest learners. This initiative supports the Revised K to 10 Curriculum's emphasis on foundational literacy and numeracy, socio-emotional development, and values formation while celebrating the cultural diversity and creative potential of every child. This activity is rooted in the understanding that early childhood and primary education must prioritize inclusive, joyful, and meaningful learning experiences that build confidence, foster creativity, and strengthen the partnership between home, school, and community.

2. This culminating activity aims to:

- provide a platform for Kindergarten to Grade 3 learners to demonstrate developmentally appropriate competencies aligned with the Revised K to 10 Curriculum and Key Stage 1 standards.
- strengthen foundational literacy and numeracy skills through authentic, performance-based demonstrations.
- promote learner confidence, creativity, and appreciation for cultural heritage and local traditions.
- foster inclusive participation that celebrates diverse abilities, learning styles, and talents.
- enhance parental involvement and community engagement in supporting early childhood and primary education, and



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- f. document learner progress and competency development through performance-based assessment.
3. The primary participants are all Kindergarten to Grade 3 learners in public elementary schools. The supporting participants are Kindergarten to Grade 1-3 Teachers, Special Education Teachers, School Heads, Parents/Guardians, School Governing councils, and community stakeholders.
4. The following are the identified **DEVELOPMENTALLY APPROPRIATE** and **NON-COMPETITIVE** showcase areas:
- a. **Language and Literacy Development**
    - Oral Language and Storytelling – narration, recitation, expression of ideas
    - Reading Demonstration – word recognition, phonemic awareness, comprehension
    - Mother Tongue and Filipino Language Expression
  - b. **Numeracy and Problem-Solving**
    - Number Sense Demonstration – counting, number identification, basic operations
    - Patterning and Measurement Activities
    - Real-life Mathematics Application
  - c. **Creative and Expressive Arts**
    - Visual Arts – drawing, painting, crafts reflecting learning themes
    - Music and Movement – singing, dancing, rhythmic activities
    - Dramatization and Role-Playing
  - d. **Psychomotor Development**
    - Gross Motor Skills – coordination activities, physical games
    - Fine Motor Skills – manipulation, handiwork demonstrations
  - e. **Cultural and Values Education**
    - Indigenous Practices and Local Culture Presentation
    - Community Heritage Showcase
    - Values Integration through Creative Expression
5. The schools shall choose from the winning contest pieces the materials to be used and they also have the flexibility to choose needed and appropriate materials if they decide to conduct an additional activity. **All schools shall emphasize participation, learning celebration, and competency demonstration rather than competition or ranking.**





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6. This activity will be implemented based on these guidelines:
- Modality and Structure
    - Two-tiered Implementation
      - Phase 1: School-based preparation and celebration
      - Phase 2: District-level consolidation and showcase
    - Non-Contest, Performance-Based Approach:
      - Activities shall be designed as learning celebrations, not competitions
      - No winners or ranking shall be declared
      - All learners shall receive recognition for participation
      - The focus will be on demonstrating growth and acquired competencies**
  - Inclusivity and Differentiation
    - Activities must be adapted to accommodate learners with diverse abilities, including those with special educational needs.
    - Multiple means of representation, expression, and engagement shall be provided.
    - Cultural and linguistic diversity shall be respected and celebrated.
    - No learner shall be excluded based on ability, background, or circumstances.
  - Health, Safety, and Well-Being
    - All activities must ensure child safety and welfare
    - Age-appropriate duration and complexity
    - Supportive and encouraging environment free from pressure or anxiety
    - Adherence to child protection policies
7. Schools and Districts shall be guided with this timeline and activity.

Activity	Target Date
1. School-level Orientation and Planning with K to 3 teachers and School Heads	February 9-10, 2026
2. Preparation Phase (school-based)	February 11-13, 2026
3. School-level Implementation and Celebration	February 16-20, 2026
4. District-level Consolidation (if applicable)	February 23-27, 2026
5. Submission of Documentation and Reports	March 2, 2026



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8. The Public Schools District Supervisors and the District Key Stage 1 coordinators are required to create the District Technical Working Group (TWG) if district-level consolidation for the said activity is applicable and to monitor and gather reports from the schools and district and submit the same using this link: <https://tinyurl.com/KS1Pasundayag24>. It is emphasized that there shall be no disruption of classes for practice purposes.
9. Expenses relative to this activity shall be charged against School MOOE, local government unit support, or voluntary stakeholder contributions, subject to existing accounting and auditing rules and regulations.
10. For clarification and further information, please contact Luz Sandra R. Fernandez, EPS (Key Stage 1 Focal) through a messenger @Serendipity Hershey.
11. Immediate dissemination and compliance are desired.

  
**MANUEL O. CABERTE**  
Schools Division Superintendent

Encl.: None

References:

DepEd Order No. 12, s. 2024 – MATATAG Curriculum Guidelines  
DepEd Order No. 40, s. 2015 – Child Protection Policy  
DepEd Order No. 21, s. 2019 – K to 12 Basic Education Curriculum Policy Guidelines  
National Early Learning Framework (NELF)  
Key Stage 1 Learning Standards

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

CELEBRATION    HOLISTIC DEVELOPMENT    PERFORMANCE    ASSESSMENT


CID/lserf  
02/09/2026



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