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MINISTRI NG EDUKASYON, KULTURA AT ISPORTS
(MINISTRY OF EDUCATION, CULTURE AND SPORTS)
Manila

October 8, 1984

MECS O R D E R
No. 57, s. 1984

CLARIFICATIONS ON THE IMPLEMENTATION
OF THE LONG SESSION PLAN

To: Bureau Directors
Regional Directors
Schools Superintendents
Presidents, State Colleges and Universities
Vocational School Superintendents/Administrators

1. In view of queries received by this Office regarding the implementation of the long session plan, some clarifications on MECS Order No. 13, s. 1984 are hereby issued.
2. The long session plan shall be implemented whenever possible. It is suggested that the plan be implemented especially to enable teachers who are engaged in Sariling Sikap activities to undertake their projects.
3. The task of evaluating the suitability of the local conditions per the adoption of the long session plan shall be the responsibility of the school head. School heads shall design whenever possible and where desired by the teachers concerned, programs for long sessions which may start at 7:00 in the morning and at 12:00 in the afternoon, as the case may be. Class hours may vary from one grade to another, as illustrated below:

Morning Session

6:45 - Flag Ceremony
7:00-11:40 - 4 hours 40 minutes - I and II
7:00-11:50 - 4 hours 50 minutes - III and IV
7:00-12:05 - 5 hours 5 minutes - V and VI

Afternoon Session

12:00 - Warning Bell
12:10- 4:45 - 4 hours 40 minutes - I and II
12:10- 5:00 - 4 hours 50 minutes - III and IV
12:10- 5:15 - 5 hours 5 minutes - V and VI

Morning and afternoon sessions for the different grade levels have to be properly staggered to maximize the use of classrooms and other school facilities, to make sure that the maintenance of the school and its premises is not neglected. It is suggested that teachers and parents should be involved in scheduling and planning the school program to avoid disruption of administrative functions.

4. In designing a program for the long session plan, the school head shall consider the following:
 - a. Arrangement of instruction time for the learning areas shall consider length, location and sequence

of periods that make for effective learning. Those learning areas which are prerequisites to other areas should be given favored location in the program and preferential position in time allotment.

- b. The learning areas shall be arranged in a sequence that will permit fusion or integration. Two or more areas that will emphasize the development of skills should be made to follow each other because both demand practice. Two opposite types of activities should not be arranged consecutively for this may cause interference.
- c. The program must be flexible enough to allow teachers to extend or reduce the length of a period and shift its location in the day and even in the week if by so doing it can give pupils advantage of valuable learning experiences.

Caution, therefore, must be exercised in the sequencing of periods. Long periods likely result in loss of interest. On the other hand, short periods are not conducive to the stimulation of interest; frequent alteration of short and long periods for any one subject may strike pupils as incomprehensible besides being administratively inconvenient.

- d. The supervised recess lunch in both sessions must be given favored location in the program for some obvious reasons.

5. Each school head shall see to it that the six hours during which the teachers are in school are utilized maximally. Teachers shall be encouraged to undertake activities that will improve instruction with the end in view of raising the achievement levels of pupils. These may include remedial teaching, development of evaluative measures and supplementary materials, preparation of low-cost instructional materials, and study sessions, e.g., the LAC sessions. Any activity to be undertaken must be reflected in the individual class program and the master plan.

6. Orientation of parents, through homeroom PTA meetings on the new schedule must be conducted before its implementation. Emphasis on their roles and the rationale of the long session plan will facilitate its smooth implementation. Likewise, strategies to implement the plan may be drawn from the parents/community to elicit their active participation. A similar orientation should be given to the pupils and the youth in the area.

7. Prior to its full implementation, the proposed schedule of the long session plan should be tried out for two or three months to see its viability. Modifications may be made after the tryout period to suit local conditions, as well as the curricular demands and needs of both pupils and teachers.

8. It is desired that thorough study and methodical preparations be made to facilitate smooth implementation of the long session plan.

9. Immediate dissemination of this Order is desired.

(SGD.) JAIME C. LAYA
Minister

Reference:

MECS Order: (No. 13, s. 1984)

Allotment: 1-2-3--(D.O. 1-76)

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

CLASSES
PLANS
PROJECTS
RULES & REGULATIONS
TEACHERS