

EMBRACING THE THREE-TERM SCHOOL CALENDAR

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The implementation of the Three-Term School Calendar marks a significant milestone in the ongoing reform of Philippine basic education. As an elementary school principal, I see this initiative as an opportunity to maximize instructional time while ensuring that teaching and learning are uninterrupted. DepEd Order No. 009, s. 2026 or three-term structure was introduced to organize the school year into clearly defined instructional and assessment periods. This allows schools to concentrate more on learner achievement and less on fragmented school activities. This reform is rooted in the Department's commitment to improving learning outcomes and addressing the challenges caused by frequent disruptions to classroom instruction.

From the perspective of school leadership, the three-term calendar strengthens instructional supervision and strategic planning. By consolidating school activities within designated periods, teachers are provided with longer, uninterrupted instructional blocks that promote curriculum mastery and meaningful engagement from learners. As a principal, this structure enables me to lead the school more efficiently by aligning classroom observations, teacher professional development, learner assessments, and school improvement initiatives with the academic calendar. More importantly, it reinforces our shared responsibility to ensure that every learner receives sufficient learning opportunities in accordance with the standards set by the Department of Education.

Successful implementation of this reform requires strong collaboration among school leaders, teachers, parents, local government units, and community stakeholders.

While every educational reform faces challenges during its transition phase, effective communication, careful planning, and shared accountability will help schools adapt successfully. Instructional leaders play a crucial role in monitoring compliance, managing school operations, and fostering a culture of resilience and innovation. Guided by Republic Act No. 7797, as amended by Republic Act No. 11480, which governs the school calendar and class days, the three-term calendar aligns with the legal framework that ensures sufficient instructional time for all learners.

In due course, the Three-Term School Calendar is more than just a change in scheduling; it represents a strategic investment in the future of Philippine education. As a principal, I believe that reforms should always place learners at the center of every decision. The new calendar allows schools to create a more balanced, organized, and learner-focused academic environment while empowering teachers to concentrate on quality instruction. By embracing this reform with commitment and professionalism, school leaders can help realize the Department of Education's vision of delivering accessible, relevant, and high-quality basic education for every Filipino learner.

References:

Department of Education. (2026). DepEd Order No. 009, s. 2026: Guidelines on the Implementation of the Three-Term School Calendar in Basic Education.

Republic Act No. 7797. (1994). An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days.