



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

POLICY BRIEF SERIES

VOLUME 10 | ISSUE 6 | 2026

PRINT ISSN: 2984-9063

ONLINE ISSN: 2984-9071

Contextualizing the K–12 Foundational Guidelines on Artificial Intelligence for Philippine Classrooms

Darren Rey C. Javier



Photograph by the Author. Mr. Javier, a former SHS teacher, introducing the use of ChatGPT to senior high school students in 2023.

The Department of Education (DepEd) established its first policy framework for the human-centered, ethical, and risk-based integration of Artificial Intelligence (AI) in basic education. This policy framework emphasizes the importance of human oversight, privacy protection, AI literacy, and institutional accountability. It also positions AI as a complementary tool that enhances, rather than replaces, teacher expertise and learner autonomy. This policy introduces operational precautions such as risk classifications, Privacy Impact Assessments (PIA), an AI Registry, and human-in-the-loop mechanisms guided by the international AI principles. While the policy framework is comprehensive, it provides limited contextualized guidance for classroom-level implementation. To address this gap, this policy brief proposes the use of a localized, process-oriented framework (Javier & Duran, 2026) that distinguishes between Human-Only instructional tasks and Generative AI-Assisted activities. This structured model ensures that independent idea generation, critical analysis, and authentic performance remain teacher-mediated, while AI is used strategically for clarification, feedback, and differentiated support. With structured lesson integration guided by this localized framework, GenAI can enhance critical thinking, learner autonomy, and authentic learning in the Philippine basic education.

Recommended Citation:

Javier, D. R. C. Contextualizing the k–12 foundational guidelines on artificial intelligence for Philippine classrooms. *Policy Brief Series* 10 (6), pp. 1-4. Philippine Normal University Educational Policy Research and Development Office.



PNU Educational Policy Research and Development Office
(+632) 317-1768 loc 750 | eprdo@pnu.edu.ph | www.pnuresearchportal.org

Introduction

DepEd recently issued DepEd Order No. 003, s. 2026, titled “*Foundational Guidelines on Artificial Intelligence in Basic Education*” (February 20, 2026). This policy provides a national framework for the ethical, responsible, and pedagogical value of Artificial Intelligence (AI hereafter). This policy shows the Department’s commitment to harness technological innovation in support of inclusive, accessible, and quality education. Likewise, this policy adopts a human-centered approach that emphasizes AI as a support that enhances teaching and learning rather than replacing human agency. It also positions AI as a helpful tool to teacher decision-making, learner autonomy, and curriculum alignment. Moreover, DepEd promotes a well-balanced approach to AI integration, one that safeguards ethical standards and learner well-being while enabling creativity, adaptability, and continuous improvement.

Central to the policy guidelines is the principle of safe innovation, which encourages exploration of emerging technologies (e.g., ChatGPT, HeyGen) without compromising privacy, data protection, academic, and pedagogical integrity. The policy highlights the importance of ensuring that learners continue to develop critical thinking, problem-solving, and higher-order cognitive skills in conjunction with the use of AI. While the policy guidelines provide essential guardrails for risk mitigation, particularly in areas such as data privacy, ethical use, and responsible implementation, there remains a pressing need to translate these principles into classroom-level practices. This policy brief responds to that need by contextualizing the national guidelines within actual Philippine teaching and learning contexts. Drawing from emerging scholarship and local practices of Filipino GenAI scholars (e.g., Barrot, Domingo, Espartinez, Javier, & Rogayan Jr.), it offers practical and culturally responsive directions to support meaningful AI integration in basic education.

Key Issues

DepEd Order No. 003, s. 2026 shows a key concern: limited guidance on how AI can be applied in actual Philippine classrooms. While the policy provides ethical standards and risk safeguards, it gives few practical examples to help teachers use AI in daily teaching. Teachers need clearer, subject-specific and competency-based examples to translate policy into practice. There is also a need to clarify how centralized AI systems will work, since many teachers already use GenAI tools for lesson planning, feedback, and differentiated instruction. Although the policy aligns with international AI frameworks, it does not clearly show how these apply to local classroom contexts.

While the policy sets general principles, it gives limited guidance on how AI can be integrated into lesson planning, assessment, remediation, and learner support. Without clear

implementation strategies, teachers may find it difficult to move from policy compliance to meaningful classroom use.

Key Findings and Policy Recommendations

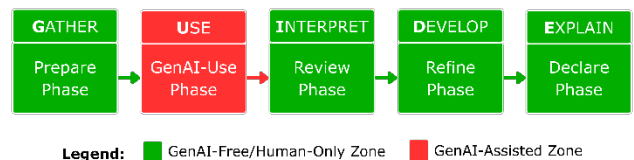
The policy provides a strong, human-centered framework for AI use in basic education, emphasizing privacy, human oversight, AI literacy, and accountability. It includes risk classifications, Privacy Impact Assessments, an AI Registry, and human-in-the-loop mechanisms to protect learners. While these show DepEd’s proactive governance aligned with international standards, the policy gives limited guidance on how AI should be used in actual classroom practice, creating a gap between policy and teaching.

Research shows that generative AI tools like ChatGPT can support task design, drafting, feedback, and guided questioning (Javier & Moorhouse, 2023), as well as help teachers create materials, differentiate tasks, and provide feedback (Javier et al., 2026). However, studies also warn about risks such as inaccuracies, bias, plagiarism, and overreliance. Teachers also cannot always distinguish AI from human writing (Nguyen & Barrot, 2024), AI detectors remain unreliable (Barrot & Aranda, 2025), and automated scoring is less consistent than human raters (Bui & Barrot, 2025). These findings suggest that AI should be used only as a support tool. When used properly, it can help teachers prepare lessons, improve questions, provide examples, differentiate tasks, and organize assessment data (Barrot, 2023, 2025; Javier & Moorhouse, 2023).

The GUIDE Framework

It is recommended the use of a localized and process-oriented framework that can further guide responsible classroom use of AI. The GUIDE model (see Figure 1) proposed by Javier and Duran (2026) distinguishes between a Human-Only Zone and a GenAI-Assisted Zone.

Figure 1. GUIDE: A 5-Phase Framework for Ethical and Responsible GenAI Use



In the Human-Only Zone (Gather, Interpret, Develop, Explain), teachers design activities that require independent idea generation, contextual analysis, and reflective explanation without AI support, ensuring authentic learner performance. In the GenAI-Assisted Zone (Use), teachers may allow AI for clarification, alternative perspectives, or structured feedback, while requiring learners to evaluate and justify AI-generated outputs. Table 1 operationalizes the GUIDE framework for a writing class through concrete, teacher-mediated examples:



Table 1. Operationalizing the GUIDE Framework for DepEd Order No. 003, s. 2026 classroom integration

Phases	Zones	Instructional Examples
Gather	Human-Only	Students conduct a brainstorming to generate original arguments and identify local community issues without AI tools. AI use is not allowed to encourage independent thinking.
Use	GenAI-Assisted	Students input their handwritten thesis statements into a GenAI tool to generate three diverse counter-arguments to identify gaps in their initial reasoning.
Interpret	Human-Only	Students manually verify the AI's suggestions against peer-reviewed articles to identify potential hallucinations or cultural biases.
Develop	Human-Only	Under the teacher's direct supervision, students integrate verified feedback into their final draft. The teacher conducts desk-side coaching to ensure student voice and local context remain dominant over AI-generated patterns.
Explain	Human-Only	Students provide a Mandatory AI Disclosure Statement (via footnote) justifying why they accepted or rejected specific AI suggestions based on manual verification.

Across both zones, AI may assist teachers in assessment design and data organization (Moorhouse, Wan, & Yeo, 2025), but all outputs must undergo human validation, and final grading decisions must remain teacher-mediated. A recommended 20% threshold for the use of AI detection tools is advised if teachers choose to use them in evaluating students' outputs. The result of an AI detector should not be the sole basis for determining whether a work is AI-generated. This should be considered alongside drafts and other relevant evidence when assessing outputs. Clear communication of acceptable AI use and mandatory disclosure practices ensure that ethical standards, critical thinking, and teacher authority remain central in classroom implementation.

Policy Implications

The following policy implications are proposed to bridge the gap between national guidelines and classroom practice:

1. Establish a national repository for documenting classroom-level AI integration practices to move beyond theoretical frameworks.

2. Provide research grants and incentives for teachers to conduct research and publish their findings in high-impact, peer-reviewed journals.
3. Actively participate in regional AI education summits to ensure Philippine instructional models, like the GUIDE framework, are recognized on the same level as ASEAN peers.
4. Use these documented local practices to continuously update national guidelines, ensuring they remain grounded in empirical Philippine classroom realities.

Conclusion

The recently released policy guidelines puts a strong ethical and governance foundation for AI integration in the Philippine classroom settings. However, meaningful implementation requires moving beyond regulatory safeguards toward clear, research-informed classroom practices. Evidence shows that GenAI can enhance learning when embedded within structured, teacher-mediated instruction, but it also presents potential risks that demand critical oversight and assessment redesign. With critical planning, AI can serve not as a replacement for human expertise, but as a complementary tool that strengthens learner agency, critical thinking, and authentic learning in Philippine basic education classrooms.

REFERENCES

- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, 100745. <https://doi.org/10.1016/j.asw.2023.100745>
- Barrot, J. S. (2025). Leveraging Google Gemini as a research writing tool in higher education. *Technology, Knowledge and Learning*, 30, 593–600. <https://doi.org/10.1007/s10758-024-09774-x>
- Barrot, J. S., & Aranda, M. (2025). Efficacy of AI-text detection tools in distinguishing student-produced, AI-edited, and AI-generated essays. *Technology, Knowledge and Learning*. <https://doi.org/10.1007/s10758-025-09884-0>
- Bui, N. M., & Barrot, J. (2025). Using generative artificial intelligence as an automated essay scoring tool: A comparative study. *Innovation in Language Learning and Teaching*, 1–16. <https://doi.org/10.1080/17501229.2025.2521003>
- Domingo, N. J., & Lintao, R. B. (2025). ChatGPT's usability in expository writing in AI-enabled classrooms: Perceptions of tertiary students and teachers. *JPAIR Multidisciplinary Research*, 60(1), 81–101. <https://doi.org/10.7719/jpair.v60i1.931>



- Espartinez, A. S. (2024). Exploring student and teacher perceptions of ChatGPT use in higher education: A Q-Methodology study. *Computers and Education: Artificial Intelligence*, 7, 100264. <https://doi.org/10.1016/j.caeai.2024.100264>
- Gustilo, L., Ong, E., & Lapinid, M. R. (2024). Algorithmically-driven writing and academic integrity: Exploring educators' practices, perceptions, and policies in AI era. *International Journal for Educational Integrity*, 20(1), 1-43. <https://doi.org/10.1007/s40979-024-00153-8>
- Javier, D. R. C., & Duran, G. C. (2026). *Rethinking pedagogy: A critical reflection and suggested use of general artificial intelligence (GenAI) for secondary school English language teachers*. [Manuscript submitted for publication].
- Javier, D. R. C., Har, F. & Gutierrez, K. R. Z. (2026). ChatGPT 5.2 for multimodal language teaching and learning: A two-year update. *The Asian Journal of Applied Linguistics*, 10(1), 1327. <https://doi.org/10.25442/hku.31338559>
- Javier, D. R. C. & Moorhouse, B. L. (2023). Developing secondary school English language learners' productive and critical use of ChatGPT. *TESOL Journal*, 15(2), 1-9. <https://doi.org/10.1002/tesj.755>
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for Language Teaching and Learning. *RELC Journal*, 54(2), 537-550. <https://doi.org/10.1177/00336882231162868>
- Moorhouse, B. L., Wan, Y., & Yeo, M. A. (2025). Developing guidance and policies for generative AI: A design framework and process. In D. T. K. Ng, J. K. L. Leung, S. K. W. Chu, & M. S. Khine (Eds.), *From AI literacy to generative AI literacy* (pp. 57–73). Springer. https://doi.org/10.1007/978-981-95-0950-8_5
- Nguyen, L., & Barrot, J. S. (2024). Detecting and assessing AI-generated and human-produced texts: The case of second language writing teachers. *Assessing Writing*, 62, 100899. <https://doi.org/10.1016/j.asw.2024.100899>
- Rogayan, D. V., Jr. (2024). "ChatGPT assists me in my reference list:" Exploring the chatbot's potential as citation formatting tool. *Internet Reference Services Quarterly*, 28(3), 305–314. <https://doi.org/10.1080/10875301.2024.2351021>

Use of Generative AI

In writing this policy brief, ChatGPT 5.2 and Gemini Pro were used to enhance accuracy, conciseness, and clarity in language use. The author reviewed and finalized all content and took full responsibility for this brief. Please note, however, that since the article has undergone language enhancement using AI tools, it cannot be guaranteed that there will be no attributed AI-generated text.

ABOUT THE AUTHORS

Darren Rey C. Javier is a Senior Education Program Specialist at the Department of Education – Central Office and an associate member of the National Research Council of the Philippines. He is a former public secondary school English language teacher and has completed the academic requirements for the Master of Arts in Education, with specialization in English Language Teaching, at the Philippine Normal University, Manila. His publications have appeared in SCOPUS-indexed journals such as MEXTESOL Journal (Q2) and TESOL Journal (Q1), as well as in the Sinaya Journal, which is indexed in the Andrew Gonzalez Philippine Citation Index (AGPCI).

Email: darrenrey.javier@deped.gov.ph



The PNU Educational Policy Research, and Development Office

The EPRDO is a specialized research center in the University focused on policy research and studies on teacher education. It is established to provide research-based policy recommendations to policy makers. It also serves as the clearing house for all data relevant to teacher education in the Philippines and beyond.

Vision

The Philippine Normal University through the EPRDO aims to be an innovation hub of teacher education research and educational policy studies.

Mission

To strengthen the culture of excellence in teacher education research and educational policy studies.

Objectives

The EPRDO shall manage the University's research production, enhance human resource capabilities, and share expertise to other Teacher Education Institutions (TEIs) in the area of teacher education research

Strategies

1. Establish and maintain a web-based university research portal that facilitates automated research management systems, and which also serves as the database of teacher education policies and teacher education research in the country and Southeast Asia.
2. Share research expertise and competence in teacher education research with other TEIs throughout the country;
3. Develop and disseminate the University research agenda
4. Design and implement the research capability program for faculty and staff;
5. Manage University's research production particularly the conduct of educational policy studies in education and teacher education; and
6. Serve as the implementing arm for research incentives and research ethics review.

Values

SYNERGY (Working collaboratively as a team)
 EFFICIENCY (Delivering research services efficiently)
 EXCELLENCE (Achieving high quality research outputs)
 PRODUCTIVITY (increasing research production of the University)

The **Policy Brief Series** aims to provide observations, analyses, and insights by PNU faculty and researchers on various educational policy issues. The views contained in the policy briefs are those of the authors and do not necessarily represent the official views of the University.

The **Policy Brief Series** is published monthly by the **Philippine Normal University Educational Policy Research and Development Office** (PNU-EPRDO). The PNU-EPRDO oversees the editing, compiling, and printing of the policy brief.

Editors

Summer Term, SY 2025-2026

Heidi B. Macahilig, PhD
Director

Allen A. Espinosa, PhD
Nikolee Marie A. Serafico-Reyes, PhD

Arlyne C. Marasigan, PhD
Fellows

Bhejay L. Molera

Seth R. de Guia

Neil Franco E. Abad

Christian Jonel B. Enclonar
Support Staff

Address

Room 205, Pedro Orata Hall
 Philippine Normal University, Manila, Philippines 1000

<https://www.facebook.com/pnueprdo>

