PRE-SERVICE TEACHER EDUCATION: ITS IMPLICATIONS to SENIOR HIGH SCHOOL PROGRAM

PURITA PUEYO-BILBAO, RESOURCE PERSON

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General Concept of the Presentation

Filipino Learner

Pre-service TED

adjustment changes realities!

SHS
TEACHER EDUCATION AND DEVELOPMENT MAP

The Teacher Education and Development Map

- Retiree Preparation
- Entry to Teacher Education
- In-Service Education and Professional Development
- Teacher Induction
- National Competency-Based Teacher Standards
- Pre-Service Education (B.Ed./B.S.Ed./PGC.Ed.)
- Teacher Licensure
- DepED* / Civil Service

*Includes public and private schools
Batang K to 12
Handa sa
* Trabaho   * Kolehiyo
*Mundo
<table>
<thead>
<tr>
<th>SCHOOL YR</th>
<th>ELEMENTARY</th>
<th>SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>Kinder</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>Curriculum Enhancement Grade 1</td>
<td>Curriculum Enhancement Junior HS Grade 7</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Grade 2</td>
<td>Grade 8</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Grade 3</td>
<td>Grade 9</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Grade 4</td>
<td>Grade 10</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Grade 5</td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>Grade 6</td>
<td>Grade 11</td>
</tr>
</tbody>
</table>
Outcomes-Based Education (OBE)

AS A THEORY
A strong belief about how to plan, deliver, evaluate learning with focus on Desired Learning Outcomes

AS A SYSTEM
Reverse System as: Outcome/Output - Process - Input

AS A CLASSROOM PRACTICE
Provide learning experiences which enable learners to achieve the Desired Learning Outcomes as IDEAL GRADUATES
OBE FRAMEWORK FOR HIGHER EDUCATION
ASEAN 5-Year Work Plan on Education (2011-2015)

October 2012
Jakarta, Indonesia
ASEAN Integration
The Philippine Qualifications Framework (PQF) encourages lifelong learning, allowing the person to start at the level that suits him and then build-up his qualifications over time.

**PQF PROGRESSION CHART**

<table>
<thead>
<tr>
<th>LVL</th>
<th>BASIC EDUCATION</th>
<th>TECHNICAL EDUCATION &amp; SKILLS DEVELOPMENT</th>
<th>HIGHER EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>DOCTORAL &amp; POST DOCTORAL</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>POST BACCALAUREATE</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>BACCALAUREATE</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>DIPLOMA</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>NC IV</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>NC III</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>END OF G12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>END OF G10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PQF OBJECTIVES**

- ADOPTS national standards and levels for outcomes of education
- ASSISTS people to move easily between different education sectors, training sectors, and the labor market
- ALIGNED to international qualifications for full recognition of the value of Philippine qualifications

Through K to 12, learners may qualify for Levels 1 and 2 of the PQF.

A learner-centered education system

gov.ph/2012/10/01/executive-order-no-83-s-2012 | gov.ph/k-12 | #GOKto12
SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”
2016 World Teachers’ Day Theme
“Valuing Teachers: Improving their Status”

By 2030, “Teacher policy and regulations should be in place to ensure that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated, equitably and efficiently deployed across the whole education system, and supported within well resourced, efficient and effectively governed system”

The Senior High School
SENIOR HIGH SCHOOL GRADUATE IS . . . . .

responsible
productive
skilled
competent
functional

GRADUATES ready for COLLEGE
SHS Curriculum Exits

Holistically developed Filipino with 21st century skills.

- Information, Media and Technology Skills
- Learning and Innovation Skills
- Communication Skills
- Life and Career Skills

Higher Education
Employment
Entrepreneurship
Middle Level Skills Development

DEPARTMENT OF EDUCATION
DepEd Works with CHED to:

1. Ensure alignment of Core and Contextualized Subjects to the College Readiness Standards (CRS)* and new General Education (GE)** Curriculum

2. Develop appropriate Specialization Subjects for the Academic, Sports, and Arts and Design Tracks

Process:
CHED Technical Panel/Committee members take part in content and skills review for the development, refinement, and finalization of the SHS Curriculum Guides

*CEB Resolution No. 298-2011
**CHED Memorandum Order No. 20, s. 2013
Implications of Senior High School Program to Pre-service Teacher Education

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Implications of Senior High School

Community of practice with collaborative planning, problem-solving, action-implementation

Improved teacher’s content knowledge, pedagogical skills, assessment strategies and professional ethics

Learning and holistic development
Who should teach in Senior High School? What and How will they teach?

Teacher Development
- Who should teach?
- What are their personal qualities and professional competences?

Teacher Education Curricula
- What curricula should future Senior High School teachers be prepared with?
How will Teacher Education Respond to these Concerns?
PRE-SERVICE TEACHER EDUCATION LANDSCAPE

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# TEACHER EDUCATION INSTITUTIONS (TEIs) based on Degree Programs (2012)

<table>
<thead>
<tr>
<th>Bachelor of Elementary Education</th>
<th>Bachelor of Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>786</td>
<td>370</td>
</tr>
<tr>
<td><strong>TOTAL- 1,156</strong></td>
<td><strong>TOTAL- 1,207</strong></td>
</tr>
</tbody>
</table>

TPTE: Empowering the 21st Century Filipino Teacher
<table>
<thead>
<tr>
<th>Academic</th>
<th>Enrolment</th>
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<tbody>
<tr>
<td>2015-2016</td>
<td>401,280</td>
</tr>
<tr>
<td>2014-2015</td>
<td>394,768</td>
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<tr>
<td>2013-2014</td>
<td>392,008</td>
</tr>
<tr>
<td>2012-2013</td>
<td>383,849</td>
</tr>
<tr>
<td>2011-2012</td>
<td>374,448</td>
</tr>
</tbody>
</table>

TPTE: Empowering the 21st Century Filipino Teacher
Awarded COEs & CODs 2016-2019

<table>
<thead>
<tr>
<th>AREAS</th>
<th>COE</th>
<th>COD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUZON</td>
<td>25</td>
<td>18</td>
<td>43</td>
</tr>
<tr>
<td>VISAYAS</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>MINDANAO</td>
<td>5</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>36</td>
<td>72</td>
</tr>
</tbody>
</table>
Strategic Directions of Teacher Education
2015-2025

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ROADMAP OF PHILIPPINES TEACHER EDUCATION

Purposes:

➢ Enhance the quality of Philippine Teacher Education
➢ Harmonize teacher education with various government reforms (K to 12, SDG, etc.)
➢ Set direction for teacher education strategic role in human and national development.

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21ST-CENTURY PHILIPPINE TEACHER EDUCATION FRAMEWORK

PRE-SERVICE
- Non-TEd Program Graduates (PQF 6)
- TVET Graduates (PQF 3-5)
- Grade 12 Graduates (PQF 2)
- Experts w/o Baccalaureate Degrees (PQF 1-2)

IN-SERVICE

CONTINUING PROFESSIONAL DEVELOPMENT

REGIONAL AND INTERNATIONAL CONTEXTS AND LINKAGES

COMMUNITY DEVELOPMENT AND TRANSFORMATION

EXPERIENTIAL AND FIELD-BASED LEARNING

CULTURAL – HISTORICAL ROOTEDNESS
Envisions the preparation of competent, committed, and compassionate world-class professionals who are designers, facilitators, advocates, and leaders of 21st century learning and are change agents for the transformation of learners into peace-loving, culturally-responsive, ecologically-sensitive and service-driven citizens.

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Teacher Education is committed to design and implement transformative programs attuned to the changing local, national, and global realities to ensure the holistic formation of teachers who are lifelong learners.

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CORE VALUES of TEACHER EDUCATION GRADUATE

1. Excellence
2. Responsiveness
3. Accountability and Integrity
4. Ecological Sensitivity
5. Nationalism & Filipinism
6. Faith in the Divine Providence

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CORE VALUES of TEACHER EDUCATION GRADUATE

EXCELLENCE

Core Value 1

✓ Personal & Professional Competence
✓ Professional leadership & Identity
✓ Research orientedness
✓ Technological competence
✓ Innovativeness and creativity

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CORE VALUES of TEACHER EDUCATION GRADUATE

RESPONSIVENESS

Core Value 2

➢ Social Involvement
➢ Learner Centeredness
➢ Respect for Diversity and Inclusiveness
➢ Cultural sensitivity
➢ Service orientedness

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CORE VALUES of TEACHER EDUCATION GRADUATE

Core Value 3

ACCOUNTABILITY & INTEGRITY

❖ Commitment
❖ Being positive role model
❖ Credibility
❖ Honesty
❖ Loyalty

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ECOLOGICAL SENSITIVITY

CORE VALUES of TEACHER EDUCATION GRADUATE

Core Value 4

✓ STEWARDSHIP
✓ SUSTAINABILITY
✓ RESILIENCE

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Core Value 5

NATIONALISM/FILIPINISM

➢ RESPONSIBLE CITIZENSHIP
➢ UPHOLDS FILIPINO IDENTITY AMIDST GLOBALIZATION

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CORE VALUES of TEACHER EDUCATION GRADUATE

Core Value 6

FAITH in DIVINE PROVIDENCE

❖ HUMANE (with a Heart)
❖ PEACE-LOVING
❖ RESPECT for HUMAN RIGHTS

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GOALS FOR 2015 – 2025

➢ Enhanced the teacher education curricula aligned to OBE and to harmonize with the requirements of the K to 12 curriculum of basic education

➢ Strengthened and institutionalized a quality assurance system for teacher education programs

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GOALS FOR 2015 – 2025

➢ Established a mechanism of admission, retention, and development of qualified students to the various teacher education degree programs

➢ Aligned the curricula with the requirements of the licensure and certification examinations

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GOALS FOR 2015 – 2025

➢ Forged a sustainable network of professional learning communities
➢ Designed and firmed up a mechanism to assist in the job placement of graduates.
GOALS FOR 2015 – 2025

➢ Enhanced a continuing professional development program for teachers and faculty members

➢ Developed teachers to become future educational leaders

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KEY RESULT AREAS

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SIX KEY RESULT AREAS (KRAs)

KRA 1: **Curriculum**, Instruction and Assessment
KRA 2: **Student Admission** and Development
KRA 3: Teacher Licensure and Certification
KRA 4: Faculty and Resource Development of Teacher Education Institutions.
KRA 5: Partnership and Networking and Community Linkages.
KRA 6: Professional Identity

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1

- Teacher Education Pathways
PATHWAY 2:
BACHELOR of ELEM EDUC.(K-6)
BACHELOR of SECONDARY EDUCATION (G7-10)

YEAR 1:
General Education + Teaching Field Content

YEAR 2:
General Education + Teaching Field Content + Prof Educ Subjects

YEAR 3:
Teaching Field Content + Prof. Educ. Subjects

YEAR 4:
YEAR 4: Clinical Component/ Experiential Learning (Field Study and Student Teaching)

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PATHWAY 3
FOUR-YEAR BACHELOR OF ELEM/SEC EDUCATION WITH ONE-YEAR MASTERS IN EDUCATION

YEAR 1: General Education + Teaching Content

YEAR 2: Teaching Content + Professional Education Subjects

YEAR 3: Teaching Content + Professional Education Subjects

YEAR 4: Clinical Component/Experiential Learning (Field Study and Student Teaching)

YEAR 5: Master’s Degree (Honours Program)

TPTE-TCESE: Empowering the 21st Century Filipino Teacher
Features of the 2016 Curriculum Relevant to High School Teaching

1. Anchored on K to 12 subject
2. One year Experiential Learning (6 units FS to 6 units of Practice Teaching fulltime)
3. Responds to the spiral curricula in Science and Math in basic education.
4. Enhanced Educational Technology (Ed. Tech) to Technology for Teaching and Learning (TTL)

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Technology for Teaching and Learning 1 (TTL1).

This is a 3-unit introductory course that explores basic knowledge and skills and values in the use of technology for teaching and learning. This course include ICT policies and safety issues, media and technology in various content areas, learning theories and principles in the use and design of learning lessons, teaching-learning experiences and assessment tasks that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility in the use of technology tools and resources.

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Technology for Teaching and Learning 2 (major subject)

TTL 2 is a 3-unit course which will focus on the application, design, production, utilization, and evaluation of information and communications technology (ICT) materials for teaching and learning in particular subject specializations/majors and other related programs aligned to the K to 12 curriculum (English language, Filipino, Science, Math, Social science, Values Education, and Technology and Livelihood education). (Note: This will be offered in the major subject)
Features of the 2016 Curriculum Relevant to High School Teaching

Field Study 1- 3 units (Observation and Participation)

Observation and participation in the application of various educational theories and principles, concepts learned in content and pedagogical courses in the actual teaching-learning situation.

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Field Study 2 - 3 units (Teaching Assistantship)

Pre-service teachers move from observation to teaching assistantship in the actual classroom or educational setting, applying the authentic observation learned in Field Study 1.
Internship/ Practice Teaching (6 units) 1 semester (fulltime)

The whole semester Internship engagement (fulltime) will enable the prospective teacher to apply the various theories and principles, concepts learned in content subjects and pedagogical skills from Field Study 1 and Field Study 2. Complete teaching immersion with the guidance of a mentor (faculty and cooperating teachers) using the clinical approach among others will be utilized. Practice teaching/Internship will assure the readiness of the prospective teacher to independently guide learners and manage teaching in the classroom. Arrangements maybe made for both in-campus and off-campus experiences.

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Proposed Degree Courses in Teacher Education for High School Teaching

1. Bachelor of Secondary Education (with majors in:
   ➢ Mathematics Teaching
   ➢ Science Teaching
   ➢ English Language Teaching
   ➢ Filipino Language Teaching
   ➢ Social Studies Teaching
   ➢ Values Education Teaching

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2. Bachelor of Alternative Learning System
3. Bachelor of Culture and Arts Education
4. Bachelor of Physical Education (School Physical Education)
5. Bachelor of Technical Vocational Education
6. Bachelor of Technology and Livelihood Education

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Admission to Teacher Education Degrees

1. Must have graduated from the senior high school.
2. Each TEI shall have its own admission policies. (Exam, interviews, etc.)
3. Preference / priority should be given to the senior high school track for particular major fields.
Pre-service Teacher Education Responses to Implications to SHS.

1. Laid down a Teacher Education Master Plan that sets a road map for the development of future Senior High School Teacher by 2022.
2. Teacher Education Curricula will be ready by 2018 through the CHED’s CMOs and PSG.
3. Faculty re-training will be initiated and implemented.

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<table>
<thead>
<tr>
<th>Historical Journey for the TED Program</th>
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</thead>
<tbody>
<tr>
<td><strong>2013-2014</strong></td>
</tr>
<tr>
<td>• Review of CMO 30, s. 2004</td>
</tr>
<tr>
<td>• Drafting of the new curricula.</td>
</tr>
<tr>
<td>• Drafting of road map/master plan for Teacher Education.</td>
</tr>
<tr>
<td><strong>2015-2016</strong></td>
</tr>
<tr>
<td>• OBE FOCUSED</td>
</tr>
<tr>
<td>• Consultations</td>
</tr>
<tr>
<td>• Selection of COE/COD</td>
</tr>
<tr>
<td>• Refinement of the Curricula based on Feedback</td>
</tr>
<tr>
<td>• Consultations &amp; Public Hearings</td>
</tr>
<tr>
<td>• Interfacing with DepEd</td>
</tr>
<tr>
<td>• Submission to CEB for a PSG and CMOs</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
</tr>
<tr>
<td>* Syllabi Development based on the approved PSG and CMO</td>
</tr>
<tr>
<td>* Faculty Training on the Implementation of the New Teacher Education Curricula</td>
</tr>
<tr>
<td>*Implementation of the Curricula in 2018 after / or with the GE Courses for College Degree Programs (PQF 6)</td>
</tr>
</tbody>
</table>
Next steps...

WORK IN PROGRESS

Technical Panel in Teacher Education
Office of Programs and Standards
Commission on Higher Education