

PATEF-UPDATE

United Professionals for the Development
and Advancement of Teacher Education

www.patef-update.org

12th NATIONAL CONVENTION

Theme:

**“Teacher Education
in the K to 12 Reform:
Policies, Programs
and Standards”**

October 22-24, 2015
Bayview Park Hotel, Roxas Boulevard, Manila



PATEF-UPDATE History

New challenges and demands brought about by the turn of the 21st Century spurred the birth of the Philippine Association for Teachers of Educational Foundations (PATEF) that would take up the responsibility of updating teachers across levels on emerging trends, theories and developments in the educational landscape supported by a strong research base in the foundational disciplines of education. The organization was conceived by teacher educators, school administrators and basic education teachers who attended the Seminar-Workshop held at the Philippine Normal University on "Theory, Values and Decision-Making: Focus on Foundations of Education in the Constructivist Perspective" on May 12-14, 2003. The participants saw the need to connect the foundation disciplines of Philosophy, Psychology, Guidance and Counseling, Research and Professional Ethics / Values to actual classroom practices so that these can be applied by learners when dealing with varied issues and concerns in the context of diverse beliefs, cultures and practices.

PATEF held its first National Convention on January 13, 2004 at the Philippine Normal University with the following objectives:

- To monitor issues, trends, developments, innovation and researches in the field of Educational Foundations.
- To disseminate and share research findings through conventions, seminar-workshops, publications and other professional activities.
- To assist members in their personal advancement and professional growth.

A major concern during that period was the low performance of the test takers in the Licensure Examination for Teachers in the area of Educational Foundations which implies a lack of thorough grasp of the vital educational bases. It was deemed essential that teachers acquire a deep and lasting understanding of the value of the foundational disciplines in their teaching. PATEF as a support organization to uplift the stature of the teaching profession endeavors to improve the appreciation of the teaching profession, enhance the quality of teaching and provide a venue for teachers to discuss current trends, issues concerning teaching, teacher education and education in general to contribute to a better life and a better world for all. As the PNU's then Dean of the College of Education, Dr. Angelita D. Romero expressed in her message for the organization during PATEF's first National Convention, "A passion for education is hope for a better life."

To keep the organization true to its advocacy of supporting the development and advancement of teacher education and to ensure that it provides a venue to keep the educators updated on the trends, development and directions of teacher education in our country, PATEF was renamed PATEF-UPDATE in 2014. This stands for Philippine Association for Teachers of Educational Foundation - United Professionals for the Development and Advancement of Teacher Education.



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



MESSAGE

Warm greetings to the Philippine Association for Teachers of Educational Foundation - United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE), Inc. for organizing the 12th National Convention to be held on October 22-24, 2015 at the Bayview Park Hotel, Roxas Boulevard, Manila. This conference will be held in cooperation with the Philippine Normal University and the Philippine National Research Center for Teacher Quality.

The Convention aims to gather educators and administrators of teacher education institutions, basic education teachers, and other stakeholders in order to acquire new knowledge, engage in meaningful discussion of the policies, programs and standards on teacher education in support of the K to 12 reform, share best practises and promote linkages among teacher education institutions.

The onset of the 21st century has brought with it numerous challenges which demand newer and more efficient answers to a host of complex challenges in various areas. The K to 12 reform is precisely a holistic program aimed at addressing some of the most pressing issues in Philippine education. For this year's conference, the organizers have chosen to focus on a timely theme, **"Teacher Education in the K to 12 Program: Policies, Programs and Standards."**

As the nation embarks on the full implementation of the K to 12 Program, activities such as this conference will not only help in deepening the participants' knowledge but, as importantly, equip them with relevant methods and tools to make education a stronger pillar in nation building.

Mabuhay!


PATRICIA B. LICUANAN, Ph.D.
Chairperson



Republic of the Philippines
DEPARTMENT OF EDUCATION



MESSAGE

Welcome to the participants of the 12th National Convention of the Philippine Association for Teachers of Educational Foundations, newly dubbed as United Professionals for the Development and Advancement of Teacher Education (PATEF UPDATE).

As we go along the journey towards the continued delivery of quality education, it is important for us to understand its everadvancing standards. As educators, we should be able to find innovative ways to teach and to apply the latest education trends for us not to be left behind.

This year's theme, ***"Teacher Education in the K to 12 Reform: Policies, Programs and Standards,"*** calls to mind the crucial role of teachers in the successful implementation of the biggest education reform in the country.

In this light, we laud the efforts of the PATEF-UPDATE, in cooperation with the Philippine Normal University and the Philippine National Research Center for Teacher Quality, for holding this event. May this event serve its purpose of enlightening our country's educators with the policies, programs and standards of teacher education in support of the K to 12 Program.

Mabuhay at magsama-sama po tayo para sa edukasyon!



BR. ARMIN A. LUISTRO FSC
Secretary



REPUBLIKA NG PILIPINAS
Republic of the Philippines
PAMANTASANG NORMAL NG PILIPINAS
Philippine Normal University
ANG PAMBANSANG SENTRO SA EDUKASYONG PANGGURO
The National Center for Teacher Education
Maynila
Manila




My warmest greetings and congratulations to PATEF-UPDATE as you hold your 12th National Convention!

A national convention like this serves as a very good platform for updating ourselves with the latest developments and innovations in the realm of education, for sharing and exchanging of ideas and best practices and for celebrating toils and efforts poured together as a team and family of educators. This year's theme "Teacher Education in the K to 12 Reform: Policies, Programs and Standards" speaks well of how committed this organization is in making the teacher education relevant and responsive to the demands of the nation's education reform agenda. Through this convention, we hope to find those who are involved in the business of advancing education working hand in hand for efficient and effective realization of our desired reforms.

As PNU President, I pledge the full support of our University to all the aspirations and endeavors of your organization. We count you as one of our significant partners in empowering educators so that they may competently and efficiently perform the multiple tasks in the classroom and beyond.

I congratulate the hardworking and dedicated PATEF-UPDATE officers and members who made this convention a big success. I wish you many more great accomplishments.


ESTER B. OGENA, Ph.D.
President



**PHILIPPINE NATIONAL
RESEARCH CENTER FOR TEACHER QUALITY**
Philippine Normal University
The National Center for Teacher Quality



MESSAGE

The National conference for 2015 of The United Professionals for the Development and Advancement of Teachers Education (formerly the Philippine Association for Teachers of Educational Foundations) (PATEF-UPDATE), the Philippine Normal University and the Philippine National Research Centre for Teacher Quality (RCTQ) titled; ***“Teacher Education in the K to 12 Reform: Policies Programs and Standards”*** is a timely and appropriately themed focus for a national conference. The executive committee are to be congratulated for having this theme for its 12th National Convention.

This theme is very relevant given the large-scale developments that are currently being undertaken in the Philippines with respect to the K to 12 Reform and the implications arising from the ASEAN 2015 Integration, all of which is being undertaken in a global environment of internationalisation.

Critical to any major educational innovation is for stakeholders to learn more, develop their knowledge and understandings and be prepared to make a contribution to the enhancement of quality education in the Philippines. Importantly, this conference offers an international as well as national forum for sharing research findings, innovative ideas and practices, and approaches that can be linked to positive, practical action.

I look forward to the input, ideas, discussions and plans that will evolve out of the deliberations of this conference. I believe the problems facing students and teachers in the Philippines are complex but innovative solutions involving different key stakeholders can be found. I also believe it is through the combined expertise of committed, knowledgeable stakeholders in the field, such as those gathered here, that genuine progress can be made to support critical initiatives in the Philippines.

John Pegg
Professor and Director,
SiMERR National Research Centre
University of New England
Australia



**PATEF-UPDATE (UNITED PROFESSIONALS FOR THE DEVELOPMENT
& ADVANCEMENT OF TEACHER EDUCATION), INC.**

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MESSAGE



Welcome to the PATEF-UPDATE's 12th national convention!

This convention is the 12th for PATEF but the 2nd time for the use of the organization's new name, which is PATEF-UPDATE. There are two reasons why we use UPDATE. First, its name will remind us of our advocacy of supporting the development and advancement of teacher education in our country. Second, we use UPDATE to ensure that the organization provides a venue to give updates on the trends on, developments in, and directions of teacher education in our country.

True to its commitment, this year's convention is conceived to provide updates on the current efforts of the Commission on Higher Education (CHED), Department of Education (DepEd), Teacher Education Institutions (TEIs), and other partners in making the teacher education in the Philippines more relevant to meet the demands of the K to 12 Reform. Its theme ***"Teacher Education in the K to 12 Reform: Policies, Programs and Standards"*** captures what would be discussed by the invited national and international speakers who are in the Philippines to support the ongoing reform in our educational system.

Through our distinguished speakers and participants' engagement with them that we hope to realize the convention's goal of gathering teacher educators, administrators of Teacher Education Institutions (TEIs), basic education teachers, and other education stakeholders to: a) acquire knowledge and understanding of the policies, programs, and standards on teacher education to support the K to 12 Reform; b) engage in meaningful discussions on the policies, programs, and standards on teacher education relevant to the K to 12 Reform; c) share best practices related to the policies, programs, and standards of K to 12 Reform; and d) establish linkages with educators in teacher education institutions.

I hope for your intellectual satisfaction as a result of your active engagement and stimulating discussion with the speakers and other participants of this convention!

Thank you and more power to one and all!

Very truly yours,

MARILYN U. BALAGTAS, Ph.D.
President



**PATEF-UPDATE
(UNITED PROFESSIONALS FOR THE DEVELOPMENT AND
ADVANCEMENT OF TEACHER EDUCATION), INC.**

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MESSAGE

Greetings to all the officers, members and attendees to this PATEF-UPDATE's 12th National Convention.

I am very delighted to see that the organization we conceived and founded twelve years ago is kept alive and vibrant. And I am deeply grateful to all those who are willingly and faithfully pursuing its goals. I hope that our torch will be kept aflame forever.

I congratulate the officers and board members for coming up with a convention with a theme that is very significant and valuable not only to the higher education institutions but also to the basic education sector. This may bring about a great contribution and long-term impact to our latest educational reforms. I also thank the Philippine Normal University and the Philippine National Research Center for Teacher Quality for their unwavering support to the initiatives and undertakings of this organization. May they continue to be PATEF-UPDATE's strong partners for the development and advancement of teachers and education.

Mabuhay and best wishes to everyone on your convention. May everyone go home with fresh ideas, renewed vigor, and greater dedication to education.

Carmelina E. Barrera

CARMELINA E. BARRERA, Ed.D., RGC
Founding President



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



MEMORANDUM FROM THE CHAIRPERSON

FOR : ALL CHED CENTRAL AND REGIONAL OFFICE DIRECTORS
ALL PRESIDENTS/ HEADS OF PUBLIC AND PRIVATE
HIGHER EDUCATION INSTITUTIONS (HEIs)

SUBJECT : PARTICIPATION IN THE 12TH NATIONAL CONVENTION OF THE
PHILIPPINE ASSOCIATION FOR TEACHERS OF EDUCATIONAL
FOUNDATIONS-UNITED PROFESSIONALS FOR THE
DEVELOPMENT & ADVANCEMENT OF TEACHER EDUCATION,
INC. TO BE HELD ON OCTOBER 22-24, 2015 AT THE BAYVIEW
PARK HOTEL, ROXAS BOULEVARD, MANILA

DATE : July 27, 2015

In accordance with the pertinent provisions of Republic Act (R.A.) 7722, otherwise known as the "Higher Education Act of 1994", this Office hereby endorses the above undertaking organized by the Philippine Association for Teachers of Educational Foundations-United Professionals for the Development & Advancement of Teacher Education, Inc. for the support and participation of all concerned.

This activity will be attended by faculty involved in teacher education programs of higher education institutions.

Participation of officials, employees and students from private higher education institutions (HEIs) shall be VOLUNTARY. Officials and employees of State and Local Universities and Colleges (SUCs and LUCs) who will participate in this activity should obtain prior approval from the President/Head of their respective institutions and are hereby reminded to observe proper use of government funds in accordance with the Department of Budget and Management (DBM) National Budget Circular No. 486 and Administrative Order No. 103.

For registration and further information/inquiries, you may coordinate with the organizers through their email address patef_update@yahoo.com.ph.

Wide dissemination of this Memorandum is desired.

PATRICIA B. LICUANAN, Ph.D.

DepEd Advisory No. 271, s. 2015

August 29, 2015

In compliance with DepEd Order No. 8, s. 2013

This advisory is issued for the information of DepEd officials,
personnel/staff, as well as the concerned public.

(Visit www.deped.gov.ph)

12TH NATIONAL CONVENTION OF THE PHILIPPINE ASSOCIATION FOR TEACHERS
OF EDUCATIONAL FOUNDATIONS - UNITED PROFESSIONALS FOR THE DEVELOPMENT
AND ADVANCEMENT OF TEACHER EDUCATION (PATEF-UPDATE) INC.

The Philippine Association for Teachers of Educational Foundations - United Professionals for the Development and Advancement of Teacher Education (PATEF-UPDATE) Inc., in cooperation with the Philippine Normal University Research Center for Teacher Quality (PNU RCTQ), will conduct its *12th National Convention* with the theme *Teacher Education in the K to 12 Reform: Policies, Programs, and Standards* from October 22 to 24, 2015 at the Bayview Park Hotel, Roxas Blvd., Manila.

The Convention aims to:

1. provide the participants with opportunity to acquire knowledge and understanding of the policies, programs, and standards on teacher education to support the K to 12 Reform;
2. engage them in meaningful discussion on the policies, programs, and standards on teacher education relevant to the K to 12 Reform;
3. share with them the best practices related to the policies, programs, and standards of the K to 12 Reform; and
4. establish linkages with other teacher education institutions (TEIs).

The target participants are teachers, educators, administrators of TEIs, basic education teachers, and other education stakeholders.

Participation of both public and private schools shall be subject to the *no-disruption-of-classes policy* stipulated in DepEd Order No. 9, s. 2005 entitled *Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith*.

More information may be inquired from:

Marilyn U. Balagtas, Ph.D.

President

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**Philippine Association for Teachers of Educational Foundations -
 United Professionals for the Development and Advancement of Teacher Education, (PATEF-UPDATE), Inc.**
in cooperation with the
Philippine Normal University (PNU)
Philippine National Research Center for Teacher Quality (RCTQ)

National Convention 2015
"Teacher Education in the K to 12 Reform: Policies, Programs and Standards"

October 22-24, 2015
 Bayview Park, Roxas Boulevard, Manila

PROGRAM OF ACTIVITIES			
DAY	TIME	ACTIVITY	PERSON/S INVOLVED
October 22, 2015 Thursday	10:00 A.M. – 12:00 P.M.	REGISTRATION	PATEF SECRETARIAT
	11:00 A.M. – 12:00 P.M.	Business Meeting: Presentation of Election Guidelines & Candidates	Dr. Raquel G. Larang Auditor, PATEF-UPDATE Chair, COMELEC 2015
	12:00 P.M. – 1:00 P.M.	Lunch	
	1:00 P.M. – 2:45 P.M.	OPENING PROGRAM	
		National Anthem	
		Invocation	
		Welcome Remarks	Dr. Ester B. Ogena President, Philippine Normal University
		Statement of the Purpose of the Convention & President's Report	Dr. Marilyn U. Balagtas President, PATEF-UPDATE Director, RCTQ
		Introduction of the PATEF-UPDATE Officers & Board Members & Participants	Prof. Marivilla Lydia B. Aggarao Secretary, PATEF-UPDATE
		Introduction of the Keynote Speaker	Prof. Celia M. Ilanan Program Chair Vice President, PATEF-UPDATE
		Keynote Address: <i>"Teacher Education in the K to 12 Reform: Policies, Programs and Standards"</i>	Dr. Peter Grimes Senior Specialist in Teacher Education Philippine-Australia Basic Education Sector Transformation (BEST)
	2:45 P.M. – 3:00 P.M.	Health Break	
	3:00 P.M. – 4:30 P.M.	Panel Discussion 1 <ul style="list-style-type: none"> • Policy on Outcomes-Based Teacher Education Program • Models in the Implementation of OBE in Teacher Education <ul style="list-style-type: none"> *Philippine Context *International Perspective 	Dr. Edizon A. Fermin Co-Chair, Technical Panel on Teacher Education Prof. Rita B. Ruscoe Associate Dean and Chair, Curriculum Committee, Philippine Normal University Dr. John Pegg Director SIMERR National Research Centre
	4:30 P.M. – 5:00 P.M.	Open Forum	
Prof. Larry V. Gonzales Officer of the Day			Dr. Jennie V. Jocson Master of Ceremonies

12th NATIONAL CONVENTION

Teacher Education in the K to 12 Reform: Policies, Programs and Standards

PROGRAM OF ACTIVITIES

DAY	TIME	ACTIVITY	PERSON/S INVOLVED
October 23, 2015 Friday	8:30 A.M. – 9:00 A.M.	Preliminaries and Synthesis of Day 1	
	9:00 A.M. – 10:00 A.M.	Introduction of the Keynote Speaker	Dr. Marilyn U. Balagtas President, PATEF-UPDATE
		Keynote: Senior High School in the K to 12 Reform	Usec. Dina Joana S. Ocampo Undersecretary for Programs and Projects, Department of Education, Pasig City
	10:00 A.M. – 11:30 A.M.	Panel Discussion 2 <ul style="list-style-type: none"> Models of Senior High School Program *DepEd High School *University of Makati 	Dr. Eladio H. Escolano , Principal IV, Don Alejandro Roces Sr. Science-Technology High School, Division of Quezon City Dr. Dalisay G. Brawner , Vice President for Academics, University of Makati
	11:30 A.M. – 12:00 P.M.	Open Forum	
	12:00 P.M. – 1:00 P.M.	LUNCH BREAK	
	1:00 P.M. – 4:00 P.M.	Panel Discussion 3 Policies on Assessment in the K to 12 Reform <ul style="list-style-type: none"> Classroom Assessment National Assessment Large Scale Assessment Teacher Assessment 	Dr. Nancy Pascual OIC Chief of the Special Education, Bureau of Elementary Education Dr. Nella V. Benito Chair, TWG on National Assessment for K to 12, DepEd Dr. Esther Care Director, ACTRC Dr. John Siena Director III and OIC, National Educators' Academy of the Philippines, DepEd
	4:00 P.M. – 4:30 P.M.	Open Forum	
	4:30 P.M. – 4:45 P.M.	Health Break	
	4:45 P.M. – 5:00 P.M.	Election of New Set of Officers for 2015-2017	Dr. Raquel Larang Pangasinan State University
Dr. Daisy Grace C. Antonio Officer of the Day			Prof. Annabelle DC. Palmieri Master of Ceremonies

DAY	TIME	ACTIVITY	PERSON/S INVOLVED
October 24, 2015 Saturday	8:30 A.M. – 9:00 A.M.	Preliminaries and Synthesis of Day 2	Dr. Daisy Grace C. Antonio Board Member, PATEF-UPDATE
	9:00 A.M. – 10:00 A.M.	Introduction of the Keynote Speaker	Dr. Marilou C. Pantaleon Board Member, PATEF-UPDATE
		Keynote: Professional Standards for Teachers in the Global Community	Dr. Max Walsh Teacher Development Specialist Australia
	10:00 A.M. – 10:45 A.M.	Professional Standards for Teachers in the K to 12 Reform	Dr. Gina O. Gonong Deputy Director, RCTQ
	10:45 A.M. – 11:00 A.M.	Open Forum	
	11:00 A.M. – 12:00 P.M.	Closing Program <ul style="list-style-type: none"> Oath-Taking of New Set of Officers Distribution of Certificates Closing Remarks - Prof. Celia M. Ilanan, Program Chair 	
	12:00 P.M. – 1:00 P.M.	LUNCH BREAK	
Dr. Joel D. Espedido Officer of the Day			Dr. Marilou C. Pantaleon Master of Ceremonies



ABSTRACTS

Teacher Education in the K to 12 Reform: Systems and Support

Dr. Peter Grimes

The 2014 Global Monitoring Report made a very clear statement about the significance of teachers in reforming education: 'An education system is only as good as its teachers. Education Quality improves when teachers are supported, it deteriorates if they are not'. Perhaps the keyword here is 'support'. Teachers are a precious commodity; they are the people who will drive forward any reforms to education systems and yet very often policy makers overlook the importance of ensuring that teachers are supported effectively. In this keynote address, Dr Grimes will provide an overview of the ways in which teachers need to be supported as professionals, in order to ensure that the quality of the education our children receive is of the highest quality. In doing so, he will raise a number of significant questions in regard to systems reform and the way in which a system 'looks after' its teachers. He will argue that a high quality education system needs to make sure that all teachers are enabled to maintain their 'passion' for teaching and are given the necessary space, opportunity and support to develop their professional skills, knowledge and values.'

From Roots to Routes: Problematizing Outcomes-based Philippine Teacher Education

Dr. Edizon A. Fermin

The outcomes-oriented view in teacher preparation, qualification, and continuing professional development is gaining impetus in the new context of policy reform and program configuration in Philippine teacher education. This view is deemed vital in the ongoing crafting of the Master Plan for Philippine Teacher Education and the Framework for Philippine Teacher Education in the 21st Century. On the one hand this philosophical shift should be seen as responsive to regional and international development imperatives in teacher education as a discipline. On the other hand this methodological shift must be regarded as a critique of the roots of and routes to quality, relevant, and sustainable teacher education as a national development goal. While avenues to harmonize both orientations can be easily constructed, it is imperative to engage stakeholders first in problematizing the nuances of program review, standards development, and policy formulation.

Outcomes-Based Teacher Education Curriculum (OBTEC) Model: The PNU Experience

Prof. Rita Bumanglag-Ruscoe

The presentation documents the collective experience of the Philippine Normal University, the country's National Center for Teacher Education (NCTE) in developing an approach to designing an Outcomes Based Teacher Education Curriculum. The Philippine Normal University experience produced two significant outcomes: 1) the output itself - an Outcomes Based Teacher Education Curriculum (OBTEC) and 2) the collaborative process in designing a teacher education curriculum whose approach reflects the 21st century values of creation, collaboration and communication. These outcomes form part of what is referred to now as the OBTEC Model.

The OBTEC Model addresses two important concerns: a) the design of a Teacher Education Curriculum in terms of outcomes, content and process which puts premium on a well defined teacher knowledge base, (grounded in the discipline and pedagogical content knowledge), technology supported learning environments and creative collaboration and engagement; and b) the development of a model for institutional collaboration in curriculum planning and designing which links policy to classroom practice and establishes the relevant connectivity of the shared institutional goals/outcomes to both curricular and co-curricular programs and strategies down to the classroom level.

**Models in the Implementation of OBE in Teacher Education:
An International Perspective**

Dr. John Pegg

This paper's focus is on Outcomes-based Education for TEIs as a basis for a pre-service teacher preparation program. The focus of the presentation is on practical approaches used by incorporating and using National approved Outcomes (in the case of Australia they are referred to as Professional Standards for Pre-service Teachers) to help operationalize TEI Programs.

The Outcome statements used in Australia are a small but comprehensive list of the specified knowledge, skills, understandings and values expected of pre-service teachers at the end of their program at a TEI. So it was incumbent on TEIs to show how their program met the Outcome statements at a Course and Program level. As a result, useful proformas were developed to assist with the process of course development as well as Quality Assurance. Some examples of this thinking will be provided and discussed.

Models of Senior High School Program: DepEd High School

Dr. Eladio H. Escolano

The presentation shows the experiences and challenges of DON ALEJANDRO ROCES SR. SCIENCE-TECHNOLOGY HIGH SCHOOL as a model school and an early implementer of the Senior High School Program starting school 2012-2013 up to the present.

The Presentation highlights the best practices and strategies of the school in the following areas:

- How to provide quality and relevant learning to the students in their chosen specializations;
- How to identify, qualify, establish and sustain partnership with the different stakeholders for different types of activities (student immersion; teachers' training; institutions capability building)
- How to conduct Industry Immersion including pre-deployment and post immersion activities.
- How to promote K-12 and Senior High School in Different Advocacy Campaigns.

The presentation also includes the initiatives of the Quezon City LGU and the Division of City Schools Quezon City in ensuring the smooth implementation of the problem starting SY 2016.

**Policy Draft on the National Assessment of Student Learning
under the K to 12 Basic Education System**

Dr. Nelia V. Benito

The policy paper to be presented covers the rationale, policy statement and the scope for the national assessment of student learning. The various assessment at key stages of the K to 12 are described in terms of the mode of administration, target clientele and test coverage.



Large Scale Assessments

Dr. Esther Care

Large scale assessment of student learning is implemented with full populations and also with samples of populations. There are national large scale assessments, and there are international large scale assessments. At the national level, decisions to engage in such programs can be stimulated by the need to identify individual achievement for the individual to use as credentials, or for comparison to pre-set standards, while at the international level the stimulus can be the need of the system to understand how its students are performing relative to other populations. There are several well-known international large scale assessments such as PISA, TIMSS and PIRLS, as well as lesser known regional assessments. It is important that countries are aware of the capacity of such assessments for informing questions that are relevant to those countries before embarking on what is a technically complex and long process.

Teacher Assessment and the Results-based Performance Management System of the Department of Education

Dr. John Arnold S. Siena

The effective implementation of the K to 12 Basic Education Program under Republic Act 10533 will depend largely on teachers who deliver the curriculum in the classroom. In this sense, their professional development has to be supported in a way that will target the competencies that directly impact on their classroom teaching practices. The relevance of support to the teachers will in turn be made more effective if an assessment system is also in place. Recognizing this need, the Department of Education constituted the National Sub-Technical Working Group (TWG) to formulate the national teacher assessment framework as well as the protocols, tools and mechanism to implement the assessment system. Incidentally, the implementation of the Results-Based Management System in the Department of Education has likewise made it imperative to harmonize and integrate teacher assessment with the Department's performance management system.

Professional Standards for Teachers in the Global Community

Dr. Max Walsh

Learners and teachers in today's schools are included in a technological revolution that has produced an increasingly diverse, globalized, media-saturated society. We don't know what the jobs of the future will be like, but we do know that school curricula will change dramatically in both content and process. How can teachers be expected to keep abreast of these changes along with changes in society (continuing globalization, automation, digitalization and increasing environmental constraints)?

This paper will suggest that the emphasis on professional standards for teachers needs to shift from accountability and measuring teacher performance to one of supporting serious continuing professional development for teachers-at-work and for teacher educators. The importance of self-appraisal as an important tool will be discussed.

Professional Standards for Teachers in the K to 12 Reform

Dr. Gina O. Gonong

The implementation of the K to 12 Reform has necessitated a review of the current professional standards for teachers. The Reform, to be pursued fully or effectively, needs an equivalent supportive focus on teacher quality.

This paper focuses on discussing a nationally validated set of professional standards for teachers that describes practice at different career stages providing "a framework for the teacher development continuum" (OECD, 2005). This set of standards is founded on international teacher standards, K to 12 and relevant teacher quality discourse. It has received strong positive response from pre-service teachers, teacher educators, in-service teachers, principals, supervisors and other stakeholders. This set of standards operationalizes teacher quality aspects of the K to 12 Reform; elaborates teacher lifelong learning in terms of career stages; is succinct and workable; and provides an acceptable common language for professional discussions among teachers, teacher educators and other concerned stakeholders. It also provides pre- and in-service teachers with a discerning framework against which to evaluate their expertise, and informs the Philippine education agenda on the provision of ongoing professional development and enhancement of teacher quality.



SPEAKERS



Dr. Peter Grimes

Senior Specialist in Teacher Development
Basic Education Sector Transformation (BEST)
peter.grimes@best.org.ph



Dr. Peter Grimes is currently the Basic Education Sector Transformation Program's Senior Specialist for Teacher Development. He is also currently a Reader (an English term for a Professor) at Canterbury Christ Church University in England, specializing in Inclusion and Development Education. Peter taught as a class teacher and then an advisor for 17 years in an inner city area of London in England, with a diverse and economically disadvantaged population, before joining Canterbury University in 2004. He has been involved in inclusive education since its early beginnings and started one of the very first inclusion programs in London UK, in the early 1990s, supporting children with complex disabilities being included in mainstream schools. As an international consultant he has worked in Laos, Vietnam, Thailand, India, Malawi, Mozambique and across Europe, with most of the major Aid organizations since 2002, and is well known as an international expert in Inclusive Education and Teacher Development. In the last year, he has written the background paper on Disability, for the 2015 Global Monitoring Report, reviewing 25 years of, what he describes as mostly unsuccessful, international policies on disability and inclusive education and recently produced a webinar and accompanying book for UNICEF on Inclusive Child Centered Teaching. Peter is well known internationally, for having written the only book on education in Laos and he is still frequently referred to for advice on the education reforms in the country. He has also written a book on systemic approaches to Inclusive Education in schools. Peter is currently writing a book examining the development of Inclusive Education across South East Asia.



Dr. Edison Angeles Fermin

Miriam College
CHED Technical Panel in Teacher Education



Edison Angeles Fermin is principal of the High School Unit of Miriam (formerly Maryknoll) College. He concurrently serves as its Director for Basic Education, chiefly responsible in overseeing seven basic education units including their Southeast Asian Institute for the Deaf and the new Miriam College Nuvali Campus. The youngest recipient of the Professional Achievement Award of the College of Education Alumni Association of the University of the Philippines-Diliman for his scholarly work on evidence-based teaching practices, he is a published researcher and national trainer advocating learner-centeredness. He is a member of the Department of Education's Technical Working Group on the K-12 Curriculum as member of the Learning Area Team for Languages and Multiliteracies. He is also part of the K-12 Sub-Committee of the National Basic Education Commission of the Catholic Educational Association of the Philippines or CEAP. He currently co-chairs the Commission on Higher Education's Technical panel in Teacher Education.



Prof. Rita Bumanglag-Ruscoe
Associate Dean, Faculty of Education Sciences
Philippine Normal University



Prof. Rita Bumanglag-Ruscoe is associate dean of the Faculty of Education Sciences and concurrent head of the University Curriculum Management and Instructional Materials Development Office (UCMIMO) of the Philippine Normal University . As head of the UCMIMO, Prof. Rita Ruscoe spearheaded the development of the Outcomes Based Teacher Education Curriculum (OBTEC) and has directed series of training workshops on the OBE Higher Education Institutions.

Prof. Rita B. Ruscoe has served as in-service-trainer in national and regional training/ workshops for teachers in the area of academic supervision, teaching-learning and curriculum development. She has also served as curriculum/ textbook evaluator and consultant in Social Studies for the Department of Education (K-12) Curriculum. Prof. Ruscoe also served as resource person in the evaluation and revision of the UNESCO – Asia Pacific program for Education for All (APPEAL) training materials for Literacy Personnel project in Vietnam, Nepal and Thailand and consultant to a number of Asian Development Bank (ADB) - funded education projects in curriculum development and academic supervision in Bangladesh and Pakistan.

Among her recent research activities include participation in the conduct of study on Integrating Non-cognitive Skills in Philippine Education Policy and Practice as part of the ASIAN Collaborative Study on Non Cognitive Skills for UNESCO and Piloting/Modeling of on Grades 11-12 Early Childhood Education Track.

Prof. Ruscoe finished MA in Education with specialization in Curriculum and Instruction from the University of Minnesota, USA under the Fulbright-Hays Exchange Program. She is completing her dissertation on Curriculum Governance Model in Teacher Education for the degree of Ph.D. in Curriculum and Instruction from the Philippine Normal University.



Dr. John Pegg
Professor and Director,
SiMERR National Research Centre
University of New England
Australia



John Pegg is Professor and Director of the SiMERR National Research Centre. He is known internationally for his contribution to theory-based cognition research in Learning and Assessment. Recent projects in the area of teacher quality include: the development of the Philippine National Research Centre for Teacher Quality (RCTQ); the collection and analysis of baseline data in the Philippines to promote system-wide reform in teacher preparation, teaching and teacher quality; the validation of the Australian Professional Standards for Teachers; oversight and evaluation of the 17 national projects managing implementation of the Australian Professional Standards for Teachers; piloting the first evaluation of professional standards for teaching on high-quality Australian teachers; and, developing the national training program for Australian assessors of high-quality Australian teachers. He is currently involved with the peak body overseeing teacher quality in Saudi Arabia, the Public Education Evaluation Commission, in the development, validation and implementation of National Professional Standards for Teachers.



Dr. Dina Joana S. Ocampo
Undersecretary, Programs and Projects
Department of Education



Dina Joana S. Ocampo is the current Undersecretary for Programs and Projects of the Department of Education. She is a Filipino educator and researcher on early literacy, who played a significant role in the Basic Education Sector Reform Agenda (BESRA) for the Department of Education (DepEd) in 2006.

An associate professor at the University of the Philippines College of Education, Ocampo is also the sectoral representative for researchers of the Philippine Board on Books for Young People (PBBY). She specializes in literacy development and literacy difficulties among bilinguals and education policy reforms. She has also published academic articles in local and international journals.

She is one of the founders of Wordlab School, Inc., a reading clinic and school which provides specialized instruction for children with dyslexia and other related learning disabilities. She is a recipient of various prestigious awards such as the The Outstanding Women in the Nation's Service (TOWNS) in 2007 and the 2009 Search for Outstanding Teacher (SOT) sponsored by the Metrobank Foundation, and others.



Dr. Eladio H. Escolano
Principal IV
Don Alejandro Roces Sr. Science-Technology
High School



Eladio H. Escolano is a principal IV of Don Alejandro Roces Sr. Science-Technology High School with over 11 years of experience involving curriculum leadership, administrative management and community partnership.

He is a graduate of Bachelor of Science in Industrial Education and Master of Arts Management in Education from Marikina Institute of Science and Technology and a holder of doctorate degree in Educational Management. He has attended trainings here and abroad, the most recent of which was the Country Focused Training Program in Technical Education held in Koei Research Institute in Tokyo, Japan last October 2014.

He has also been invited to speak in various seminars and conferences. Recently he spoke about "Community-Industry Partnerships" at the SCHOOL HEADS' DEVELOPMENT PROGRAM: ADVANCED COURSE FOR SCHOOL HEADS OF SENIOR HIGH SCHOOL" in Tagaytay City.



Dr. Dalisay G. Brawner
Vice President for Academic Affairs
University of Makati



Dr. Dalisay G. Brawner is the Vice President for Academic Affairs at the University of Makati. She was also the former Dean of the College of Education, the Presidential Assistant for the Higher School ng UMaK and the Department Document Controller of the Quality Management and Development Center of the same University. Prior to this, she held various key positions in other higher education institutions such as Vice President for Academic Affairs of Taguig City University, Dean of the College of Education of the Philippine Normal University and President of the Pamantasan ng Lungsod ng Marikina, Dean of the Institute of Education, of the Center for Teaching Excellence, and of the Center for Testing and Evaluation of the Far Eastern University where she was connected for the longest time. She was also assigned member of the CHED Technical Panel for Teacher Education and of the CHED-NCR Quality Assessment Team, the latter post she holds up to the present.

A progressive educator and seasoned administrator who holds Master's in Education and Doctor of Education degrees from DLSU and PNU respectively, Dr. Brawner is a recipient of various local awards, a paper presenter in local and international fora, a co-author of books and articles in education, curriculum and research with top leadership posts in various professional organizations like the World Council for Curriculum and Instruction (WCCI) where she served as the International President, Philippine Association for Teacher Education of the National Capital Region (PAFTE-NCR) Education Development Specialists, Inc., the Manila Studies Association, and others.



Dr. Nelia V. Benito
Director
National Education Testing and Research Center



Dr. Nelia Benito nee Vargas is the present Director of the National Education Testing and Research Center (NETRC) of the Department of Education, Philippines. The NETRC is the seat of educational testing programs in the country, some of which are the following: National Achievement Tests, National Career Assessment Examination, Philippine Educational Placement Test, Philippine Validating Test, and Test of English Proficiency for Teachers, Teachers' Test in Science and Mathematics, and Educational Management Test. From a Child-Youth Researcher I at the formerly Child-Youth Research Center to Chief of the Test Development Division of NETRC, Dr. Benito rose from the ranks and has been head of NETRC since 2000. Her stay in the government office definitely brought laurels of success to her career.

Aside from being the lead in educational assessments in the Philippines, Dr. Benito also served as supervisor of various educational tests in other countries such as Indonesia and Thailand (1992); Qatar, Kuwait, United Arab of Emirates, and Bahrain (2001); Japan (2000, 2002 to 2004); Hongkong (2005); Greece (2006 and 2010); and Abu Dhabi, Sharjah and Dubai (2011). Likewise, she also functioned as resource speaker of various test administration orientations and conferences and as consultant of technical committees on education in the Philippines.

As a psychologist, Dr. Benito developed tests one of which is the Primary Mental Ability Test for Filipino children and authored researches such as the value orientation of mentally retarded children in relation to their patterns of social behavior.



Dr. Nancy Pascual

OIC Chief of the Special Education of the Division
DepED-Bureau of Elementary Education



Dr. Nancy Pascual is a member of the Sub-Technical Working Group on Classroom Assessment. A part-time Filipino professor, a former SPED teacher and school principal, and an all-time SPED advocate, Dr. Pascual is the OIC Chief of the SPED Division and Senior Education Program Specialist of the Bureau of Elementary Education.



Dr. Esther Care

Director
Assessment, Curriculum and Technologies
Research Centre



Esther Care is a senior academic at the University of Melbourne with expertise in psycho-educational measurement, test and scale development, literacy assessment, and education. With early experience as a qualified teacher and then psychologist, she has a diverse background in intervention provision in both mainstream education and mental health settings. She is a Director of the Assessment, Curriculum and Technologies Research Centre (ACTRC) based at the University of the Philippines, which is a joint Centre established with the University of Melbourne through the support of Australian Aid to inform the K-12 education reform. In 2011-2012 she led an Australian Aid sponsored comparison of curriculum of the Philippines, Vietnam, Thailand and the Australian State of New South Wales.

Current projects which she coordinates together with the ACTRC academic team are investigations into progress of students in alignment with the curriculum in Mindanao, the nature of science enquiry skill teaching, implementation of the mother-tongue based education, and formative assessment. Characterising these studies are evidence-based approaches to identification of best practice in order to inform the rollout of the K-12 reform, associated with assessment of student outcomes.



Dr. John Arnold S. Siena

Director III and Officer-in-Charge
National Educators' Academy of the Philippines



John Arnold Siena is Director III and designated as Officer-in-Charge of the Office of the Director IV, National Educators' Academy of the Philippines of the Department of Education. Prior to his stint at the Academy (NEAP), DepEd Central Office, he was designated as Officer-in-Charge of the Office of the Regional Director of DepEd Regional Office 6, Western Visayas. He sits as Second to the Chairperson of the National Sub-Technical Working Group on Teacher and Supervisor Assessment created by the Department of Education to formulate the framework and system for teacher assessment.

Dr. Max Walsh

Freelance Education Consultant



DR. MAX WALSH is a freelance education consultant who lives permanently in Manila.

Max is an Australian national but he has now lived continuously for 18 years in the Philippines and has adopted the Philippines as his home.

Before coming to the Philippines Dr Walsh was a Science & Math classroom teacher in the K – 12 public school system in Australia, a Science Adviser to mentor teachers in Science at Early Childhood, Elementary and Secondary level, a Senior Master of Science in a large urban high school before he became a teacher educator in the University of Tasmania in Hobart, Tasmania, Australia and became an Associate Dean during the next 17 years working in teacher education.

For the past 18 years he has worked on many Australian Government, World Bank and Asian Development Bank education development projects both in the Philippines as well as on various short-term consultancies in Afghanistan, Bangladesh, Cambodia, Georgia, Japan, Laos, Libya, Malaysia, Mongolia, Pakistan, Papua New Guinea, Singapore, Thailand, USA and Vietnam.

His doctoral research was in the area of Teacher Appraisal and Teacher Standards and that research focus along with his recent wide-ranging international experience has given him a good appreciation of the performance standards of teachers, and this will be the focus of his paper to be presented at the conference in 2015.

**Dr. Gina O. Gonong**

Deputy Director

Philippine National Research Center for Teacher Quality



Dr. Gina O. Gonong is the Deputy Director of the Philippine National Research Center for Teacher Quality. Before joining RCTQ, she was the Director of the PNU Graduate Research Office of the College of Graduate Studies and Teacher Education Research (CGSTER). She also has been the Research Coordinator of the College of Arts and Social Sciences.

Dr. Gonong earned her Ph.D. in Linguistics with specialization in Applied Linguistics at the Philippine Normal University-Manila. Her dissertation focused on presidential rhetoric using the perspective of Critical Discourse Analysis. Her research interests include classroom/courtroom/media/political discourse, as well as issues related to teacher education. She has participated in research projects that explore student achievement and the characteristics of Filipino learners. She has published papers related to linguistics and teacher education and has presented papers in the discipline in Europe and in Asia. She has co-authored a number of books in basic and tertiary education. She is a member of Teachers of English as a Foreign Language, Linguistic Society of the Philippines, Pi Lambda Theta, and a member of the pool of trainers of the Foundation for Upgrading the Standard of Education.



PATEF-UPDATE

(United Professionals for the Development and Advancement of Teacher Education) Inc.

Article I

NAME, NATURE, OFFICE and LOGO

- Section 1: The Association shall be known as the PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc.
- Section 2: PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. is a non-stock, non-profit, non-partisan and non-sectarian association of professionals from different fields.
- Section 3: The main office of PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. shall be at the Philippine Normal University, Taft Avenue corner Ayala Boulevard Manila.
- Section 4: The PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. logo is composed of six distinct elements, namely: teachers, book, pen, open hands, torch, and three circles of rays that represent the unique qualities of the association.
- 4.1 Teachers as the focus of the association's efforts because of their critical role in national and global developments.
 - 4.2 The book as the source of knowledge and information necessary for human development and the pursuit for excellence.
 - 4.3 The pen as the tool for communicating knowledge, skills, values and attitudes to improve the quality of the teaching profession.
 - 4.4 The open hands as the symbol of the association's commitment to serve teachers.
 - 4.5 The torch symbolizes the burning desire of PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. to bring light and inspiration to everyone.

- 4.6 The three circles of rays represent the three main islands of the Philippines (Luzon, Visayas and Mindanao) to which PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. hopes to extend its advocacy.

Article II

PURPOSE

Section 1: PATEF-UPDATE (United Professionals for the Development and Advancement of Teacher Education), Inc. is established for the development and advancement of teachers and education. Specifically, the association aims to:

- 1.1 monitor trends, developments and researches in the field of Educational Foundations / Professional Education, in general;
- 1.2 disseminate and share research findings and insights on matters related to Educational Foundations / Professional Education, Teacher Education and Education in general, through conventions, seminar-workshops, publications, and other professional activities;
- 1.3 assist members in their personal and professional advancement through exposure to developments in the field of Teacher Education, the Educational Foundations / Professional Education and Education in general.

Article III

MEMBERSHIP AND FEES

Section 1: Membership is open to all professionals from public and private educational institutions and other government and non-government organizations subscribing to the purposes of the Association.

Section 2: Membership shall be classified as follows:

- 2.1 The Founding Members are the first set of officers, advisers, consultants, and members who registered and paid their registration fee at the organizational meeting held on May 12, 2003 at the Philippine Normal University – Manila.
- 2.2 The Regular Members are professionals from public and private educational institutions and other government and non-government organizations who meet the qualifications set by the association and pay their annual membership fees every year and actively participate in the association's annual convention/s.
- 2.3 The Lifetime Members are professionals who apply as lifetime members upon the approval of the Board and who opt to pay the corresponding membership fee.



- 2.4 The Honorary Members on the other hand are advocates of the welfare of teachers and the teaching profession who have significantly promoted the cause of teachers, teaching and education. They have been invited or nominated in recognition of their advocacy and significant contribution to education
- 2.5 Lastly, the Institutional Members are institutions and organizations that signify their intention to support the cause of teachers and education by paying the institutional membership fee.

Section 3: Members shall register through the Secretariat by filling-out the membership form and paying the corresponding membership fee.

Section 4: The amount of the membership fees are as follows:

- 4.1 Founding Members – No membership fees will be collected from the founding members as their special privilege.
- 4.2 Regular Members - The annual fee is four hundred pesos only (P400.00), which may be adjusted as needed, subject to the approval of the Board of Directors on its regular meeting.
- 4.3 Lifetime Members – The fees to be paid will vary according to the following age brackets:

Ages 20-29	-	P10,000
Ages 30-39	-	P 7,500
Ages 40-49	-	P 5,000
Ages 50-59	-	P 2,500
Ages 60-above	-	P 1,500
- 4.4 Honorary Members – No fees will be collected since it is invitational or by nomination from the Board.

Section 5: Membership to the association shall be effective upon payment of fees. Regular membership shall take effect for 1 year from the date of payment and maybe renewed every year. New members are accepted anytime.

Section 6: Any increase in the membership fee will be proposed by the board and is subject for approval by the general members.

Section 7: For institutional membership fee, there shall be an affiliation fee of P3000, and P2000 as annual membership fee for regular members.

Article IV**RIGHTS, DUTIES, AND PRIVILEGES OF MEMBERS**

Section 1: The members have the following rights.

- 1.1 To access information on the programs and activities of the association;
- 1.2 To contribute to the projects and programs of the association;
- 1.3 To make proposals related to the purposes of the organization to the Board of Directors;
- 1.4 To nominate candidates for elections;
- 1.5 To be nominated for elections; and
- 1.6 To vote in the election.

Section 2: The members have the following duties:

- 2.1 To attend general assemblies/conventions/conferences and other activities sponsored/endorsed by the Association;
- 2.2 To promote the goals and purposes of the Association;
- 2.3 To pay the corresponding fees on the nature of their membership (except the Founding, Honorary and Lifetime Members);
- 2.4 To elect the members of the Board of Directors;
- 2.5 To participate in the ratification of the Constitution and By-Laws of the organization during the general assembly meeting.

Section 3: The members have the following privileges:

- 3.1 To avail of ten percent (10%) discount in the registration fee national and regional conventions except for newly-registered members;
- 3.2 To be given updates through print and electronic journals;
- 3.3 To have free access to the association's website;
- 3.4 To participate in UPDATE educational tour/s (local and international);
- 3.5 To contribute articles and researches via UPDATE's publications;
- 3.6 To present their researches in any UPDATE fora (local and international).



Article V

DUTIES AND FUNCTIONS OF THE BOARD OF DIRECTORS

Section 1: The Board of Directors shall be composed of the Officers of the organization, the Board Members and the Advisory Council, and who shall be governed by the general assembly whose functions include the following:

- 1.1 To decide on matters affecting the association;
- 1.2 To formulate policies, rules and regulations as well as procedures which are beneficial to the association and its members;
- 1.3 To approve the plans, projects and activities of the association;
- 1.4 To remove, suspend or recommend for disciplinary action any officer, board member and member of the association;
- 1.5 To appoint through a Board Resolution a Board Member to fill a position that is vacated provided that such an appointment shall serve only for the unexpired term.

Section 2. The officers shall be composed of the President, Vice President, Secretary, Assistant Secretary, Treasurer, Assistant Treasurer, Auditor, and PRO.

2.1. The following are the functions of the officers.

2.1.1 The President shall:

- 2.1.1.1 preside over the general membership and the Board of Directors' meetings;
- 2.1.1.2 propose the development of objectives and policies and formulate long-range plans, programs, projects and activities subject for the approval of the board of directors;
- 2.1.1.3 manage and supervise the business affairs of the association upon the direction of the Board of Directors;
- 2.1.1.4 initiate or confirm the formulation of the recommendations of the Board prescribed duties, responsibilities, privileges, and honoraria of those serving the association in various capacities;
- 2.1.1.5 oversee the preparation of budget and the statement of account of the association;

- 2.1.1.6 execute on behalf of the association all contracts, agreements and other instruments which require the approval of the Board of Directors affecting the interest of the association;
 - 2.1.1.7 present reports to the Board and the general membership;
 - 2.1.1.8 represent the association at all functional proceedings and perform such other duties as are incident/s to his/her office or are entrusted to him/her by the Board of Directors;
 - 2.1.1.9 delegate other functions as the need arises.
- 2.2 The Vice President shall:
 - 2.2.1 provide assistance to the President in carrying out the functions of the presidency;
 - 2.2.2 in case of vacancy in the presidency, assume the office and perform all the above mentioned functions of the President.
- 2.3 The Secretary shall:
 - 2.3.1 prepare, present and file important documents and minutes of meetings of the general membership and of the Board of Directors;
 - 2.3.2 inform the Board of Directors regarding meetings and other activities of the association;
 - 2.3.3 provide promptly soft or hard copies of minutes of meetings to members of the Board of Directors;
 - 2.3.4 update the website and the directory of the association;
 - 2.3.5 attend to matters assigned by the Board of Directors;
 - 2.3.6 perform other duties that are related to his/her office or are entrusted to him/her by the President or the Board of Directors.
- 2.4 The Assistant Secretary shall:
 - 2.4.1 help the Secretary in performing all the above-mentioned functions.
- 2.5 The Treasurer shall:
 - 2.5.1 be responsible for the collection and safekeeping of regular fees and donation/s funds, securities, and bonds and deposit them in the name of the association;



- 2.5.2 render annual statement showing the financial condition of the association and such other financial reports whenever required by the President and/or the Board of Directors and likewise provide an annual report for the information of the general membership during the general assembly;
- 2.5.3 keep full and accurate account of receipts and disbursements in the books of the association;
- 2.5.4 perform other duties related to his/her office or are entrusted to him/her by the President or the board of directors.

2.6 The Assistant Treasurer shall:

- 2.6.1 help the Treasurer in performing all the above-mentioned functions.

2.7 The Auditor shall:

- 2.7.1 see to it that all expenditures and disbursements of the association are fully audited at the end of each year;
- 2.7.2 audit the association's fund quarterly;
- 2.7.3 sign all the reports submitted by the Treasurer after a thorough auditing process;
- 2.7.4 perform such other duties as are incident/s to his/her office or are entrusted to him/her by the President or the board of directors.

2.8 The Public Relations Officer (PRO) shall:

- 2.8.1 be responsible for communicating and disseminating to the association members and other institutions relevant information on any activities and projects of the association.
- 2.8.2 perform other duties related to his/her office or are entrusted to him/her by the President or the Board of Directors.

Section 3. The Board Members and Advisory Council shall perform all the functions of the Board of Directors and other duties related to their offices or are entrusted to them by the President or the board of directors.

Section 4: The Advisory Council is composed of the Immediate Past Presidents, Founding Adviser and Consultants.

Article VI**STANDING COMMITTEES**

Section 1: The following shall be the standing committees and their respective functions:

- 1.1 Committee on Programs and Continuing Education. This committee shall be composed of the Vice-President as Chair, and two (2) other Board Members. Its duties shall be:
 - 1.1.1 plan and execute program of activities for the Association;
 - 1.1.2 to implement plans for the annual national convention, regional conventions, continuing education programs, and any other conventions, seminars, workshops and the like, that may thereafter be decided upon by the Board.
- 1.2 Committee on Membership. This Committee shall be composed of the Secretary as the Chair, the Assistant Secretary, and the Assistant Treasurer. Its duties shall be to:
 - 1.2.1 recruit members into the Association;
 - 1.2.2 screen and recommend applicants for membership;
 - 1.2.3 keep the roster of all members of the association including all documents pertaining to their membership.
 - 1.2.4 register the Association at Securities and Exchange Commission (SEC).
- 1.3. Committee on Ways and Means. This Committee shall be composed of the Treasurer as Chair, the Assistant Secretary and another Board Member. Its duties shall be to:
 - 1.3.1 propose and conduct projects that could help generate income to fund the projects of the Association;
 - 1.3.2 supervise the financial operations of the association; and
 - 1.3.3 employ a professional external auditor whose appointment shall be approved by the Board. This auditor shall likewise submit annual written reports to the Board.
- 1.4 Committee on Publications. This Committee shall be composed of the Public Relations Officer as the Chair, a Board Member and two (2) other members elected by the Board of Directors. Its duties shall be to:
 - 1.4.1 publish the official Newsletter of the Association, Souvenir Programs, as well as the UPDATE Journal.



- 1.4.2 oversee the continuity of the publications of the Association by encouraging and training potential members of the Board of Directors to actively participate in the production of the said publications.
- 1.5 Committee on Research and Development. This Committee shall be composed of the Auditor as Chair, a Board Member and two (2) other members elected by the Board of Directors. Its duties shall be to:
 - 1.5.1 propose and conduct the research projects of the Association;
 - 1.5.2 oversee the continuity of the research projects of the Association;
 - 1.5.3 present the research results during the midyear or annual gatherings of the association;
 - 1.5.4 publish the research of the Association in the UPDATE journal.
- 1.6 Committee on Networking and Socio-Cultural Activities. This Committee shall be composed of two (2) Board Members and two (2) other members elected by the Board of Directors. Its duties shall be to:
 - 1.6.1 propose and conduct the socio cultural and networking activities of the Association;
 - 1.6.2 oversee the continuity of the socio-cultural and networking projects of the Association;
 - 1.6.3 ensure the collegial relationship of the Association and its linkages.

Article VII

ELECTIONS, TERMS AND REMOVAL OF OFFICE

- Section 1: Prospective candidates for the Board of Directors must submit their curriculum vitae and signed letter of intent to run to the Election Committee at least two (2) weeks before the elections. The said documents shall be turned-over by the Election Committee to the Board of Directors for screening of the candidates and for possible addition of candidates. The total number of candidates should not be less than twice the existing vacancies nor exceed thrice the number of vacancies.
- Section 2: Any member who has been active for one year and attended an annual convention is qualified to run for elections.

- Section 3: Only Fifteen (15) members of the Board of Directors shall be elected from the Association's members present during the convention. Then, the elected Board of Directors is entitled to cast only one (1) vote during the election of officers. No proxy vote shall be allowed.
- Section 4: The elected Board of Directors should have one representative each for Luzon, Visayas and Mindanao. The top 8 elected to be part of the Board of Directors are entitled to two terms. All those in the 9th and 15th positions elected to be part of the Board of Directors based on the number of votes earned during the election are entitled to one term unless re-elected to office during the scheduled election of officers after serving one term.
- Section 5: The committee on elections shall prepare the guidelines for election including procedures and policies for handling complaints and protests subject to the approval of the board of directors.
- Section 6: The officers shall hold office for a term of (2) two years subject to one (1) re-election.
- Section 7: Any Board of Directors may be removed from office due to the dereliction of duties (e.g. excessive absences, failure to perform assigned and accepted responsibilities by the general membership upon recommendation of the board.)

Article VIII

MEETINGS

- Section 1: General Membership Meeting is held during the annual convention.
- Section 2: Regular Meeting of the Board is held on a quarterly-basis.
- Section 3: Special or Emergency Meeting of the Board is held whenever the need arises.
- Section 4: During the general membership and board meetings, the quorum shall be a majority of the members (50% plus 1).



Article IX

FINANCES

- Section 1: All the funds of the association shall be deposited to the bank agreed upon by the Board of Directors.
- Section 2: All the funds shall be deposited in a separate passbook under the name of the association with the President and Treasurer as signatories.

Article X

AMENDMENTS

- Section 1: The Constitution and By-Laws shall be amended through a proposal of at least one-tenth of all members of the Association or a Board Resolution by the Board of Directors to take effect in the succeeding years.
- Section 2: Any proposed amendment thereto shall be ratified by the majority of voting members in the annual convention.
- Section 3: The Constitution and By-Laws shall be reviewed, modified, adapted, and herewith approved by active members.

This UPDATE Constitution and By-Laws was ratified during the 8th National Convention on June 16-18, 2011 in the presence of its members and Board of Directors.

Article XI

EFFECTIVITY CLAUSE

This Constitution and By-laws shall take effect after the term of the incumbent officers 2010-2012.

2015 PATEF-UPDATE Members

Abiog, Evalyn B.	Labao, Cornelio Jr. L.
Abrea, Adelyne C.	Libunao, Lydia
Agujar, Maria Heizel S.	Lim, Maila L.
Antigua, Honey Jaysa R.	Lumaoig, Ofelia B.
Antigua, Nicolas P.	Macaraig, Flordeliza D.
Araquil, Loella T	Mantos, Tracy L.
Balut, Ielyn S.	Maximo, Rhoda V.
Bañares, Joyarlene T.	Nuqui, Angelita F.
Bargola, Lorena R.	Ocampo, Jose Jr. M.
Baylon, Ma. Teresa P.	Pallones, Adelaida M.
Belecina, Rene R.	Pascual, Benedicto
Belza, Concepcion G.	Porras, Uni Grace P.
Bermiso, Fe S.	Quisil, Fe A.
Calapardo, Romelie Anne B.	Ramos, Angelina M.
Canda, Julieta T.	Reyes, Adezaida b.
Castro, Jealf Zenia L.	Rufo, Telma F.
De Leon, Jovy A.	Saranza, Rennie C.
Dipasupil, Remegia A.	Sarong, Fe M.
Dumanhug, June R.	Solano, Gernalyn A.
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