



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

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**Heritage Hotel, Manila
November 23, 2016**

General Concept of the Presentation



Filipino Learner



Pre-service TED

SHS

Batang K to 12

Handa sa

**** Trabaho***

**** Kolehiyo***

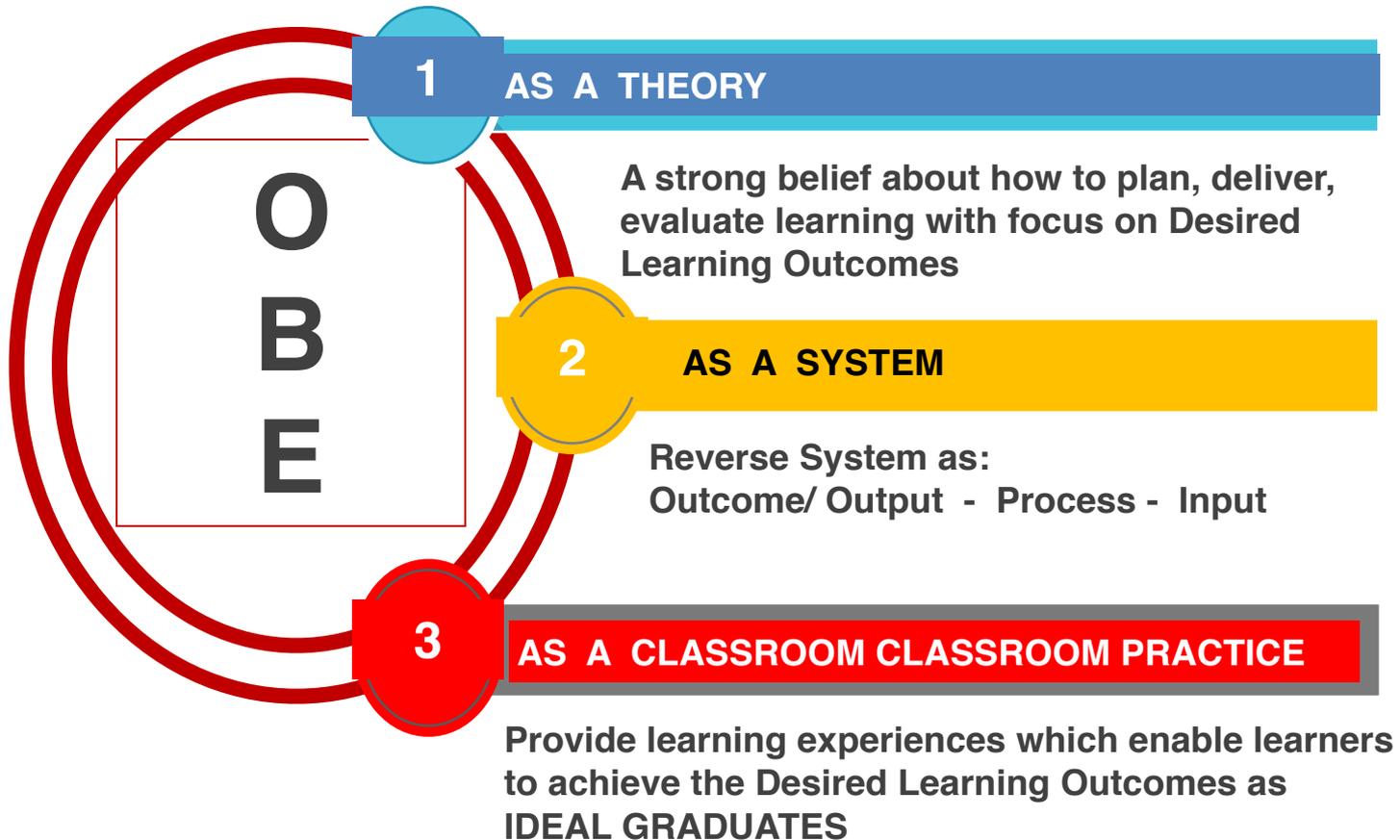
****Mundo***



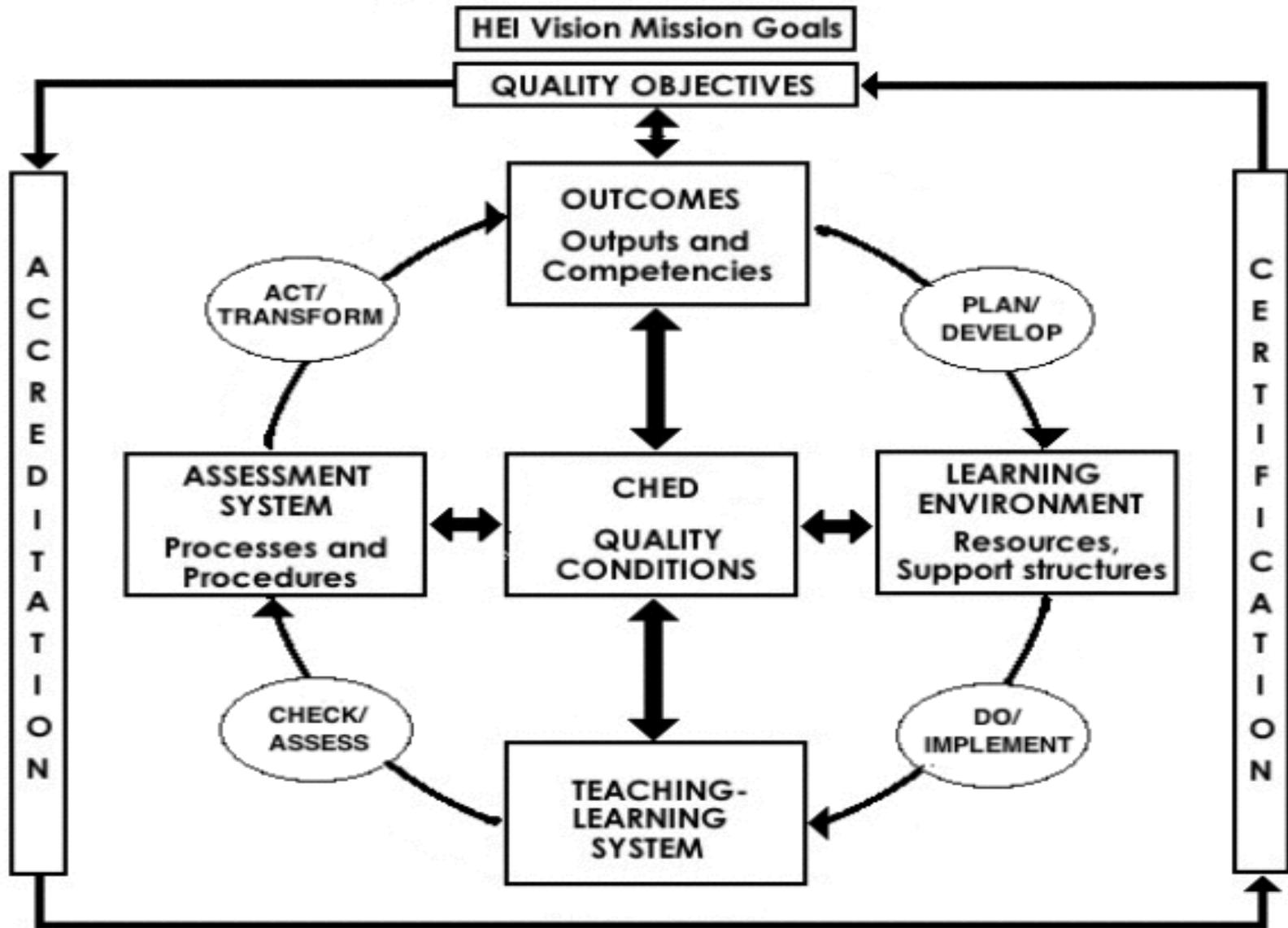
BASIC EDUCATION JOURNEY ***(2012-2018)***

SCHOOL YR	ELEMENTARY	SECONDARY	
2011-2012	Kinder		
2012-2013	Curriculum Enhancement Grade 1	Curriculum Enhancement Junior HS Grade 7	
2013-2014	Grade 2	Grade 8	
2014-2015	Grade 3	Grade 9	
2015-2016	Grade 4	Grade 10	
2016-2017	Grade 5		Grade 11
2017-2018	Grade 6		Grade 12

Outcomes-Based Education (OBE)



OBE FRAMEWORK FOR HIGHER EDUCATION





one vision
one identity
one community

October 2012
Jakarta, Indonesia



**ASEAN 5-Year Work Plan on Education
(2011-2015)**

ASEAN Integration

可持续发展议程研讨会
SYMPOSIUM ON 2030 AGENDA
FOR SUSTAINABLE DEVELOPMENT
“LEAVE NO ONE BEHIND”

雅加达 2016年9月19日
Jakarta, 19 September 2016



主办单位：中国驻东盟使团

协办单位：东盟秘书处、联合国开发计划署

Chinese Mission to ASEAN in Cooperation with

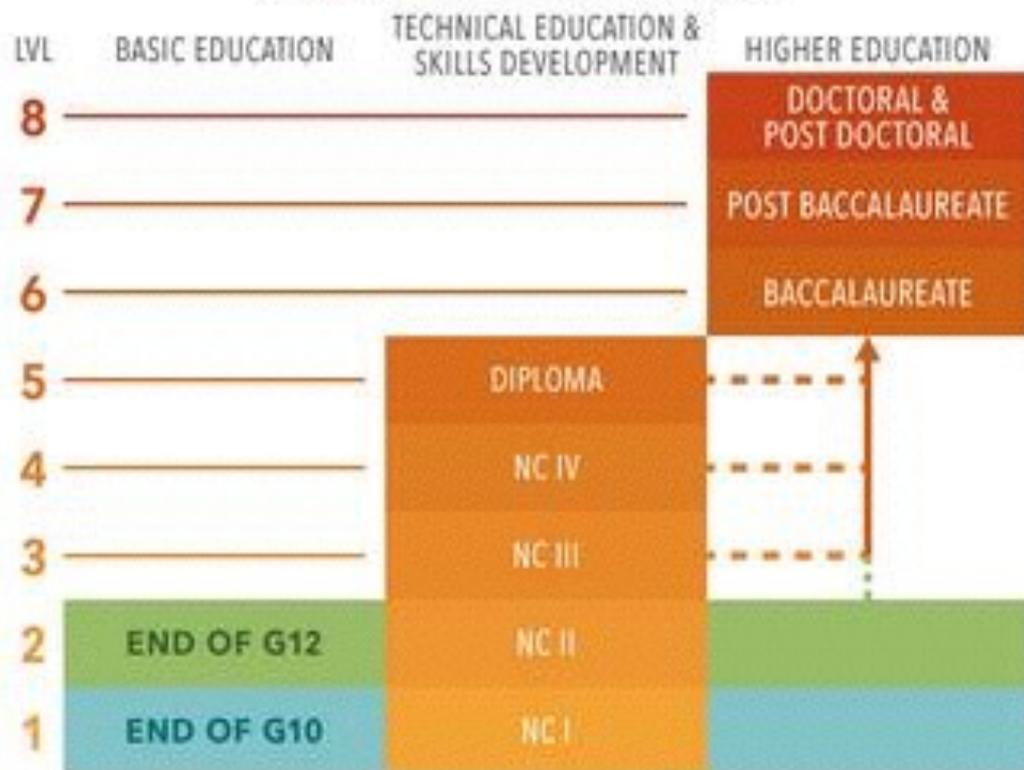
ASEAN Secretariat and the UNDP



PHL QUALIFICATIONS FRAMEWORK

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



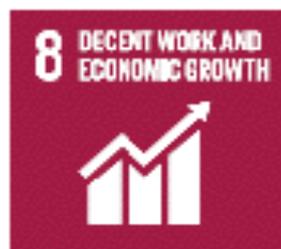
PQF OBJECTIVES

- ✓ **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.



SUSTAINABLE DEVELOPMENT GOALS



4 QUALITY EDUCATION



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”

**Education 2030 Incheon
Declaration and Framework for Action
(2015)**

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



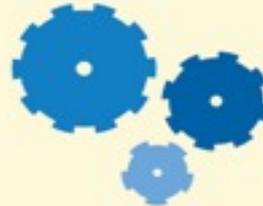
*Life and
Career Skills*



Higher Education



Employment



Entrepreneurship



*Middle Level Skills
Development*

SHS Ensures College Readiness

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



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)

Bachelor of Elementary Education		Bachelor of Secondary Education	
Private	Public	Private	Public
786	370	809	398
TOTAL- 1,156		TOTAL- 1,207	



TEACHER EDUCATION STUDENTS AY 2011 - 2015

Academic	Enrolment
2015-2016	401,280
2014-2015	394,768
2013-2014	392,008
2012-2013	383, 849
2011-2012	374,448

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Awarded COEs & CODs 2016-2019

AREAS	COE	COD	Total
LUZON	25	18	43
VISAYAS	6	9	15
MINDANAO	5	9	14
TOTAL	36	36	72

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Strategic Directions of Teacher Education 2015-2025

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ROADMAP OF PHILIPPINES TEACHER EDUCATION

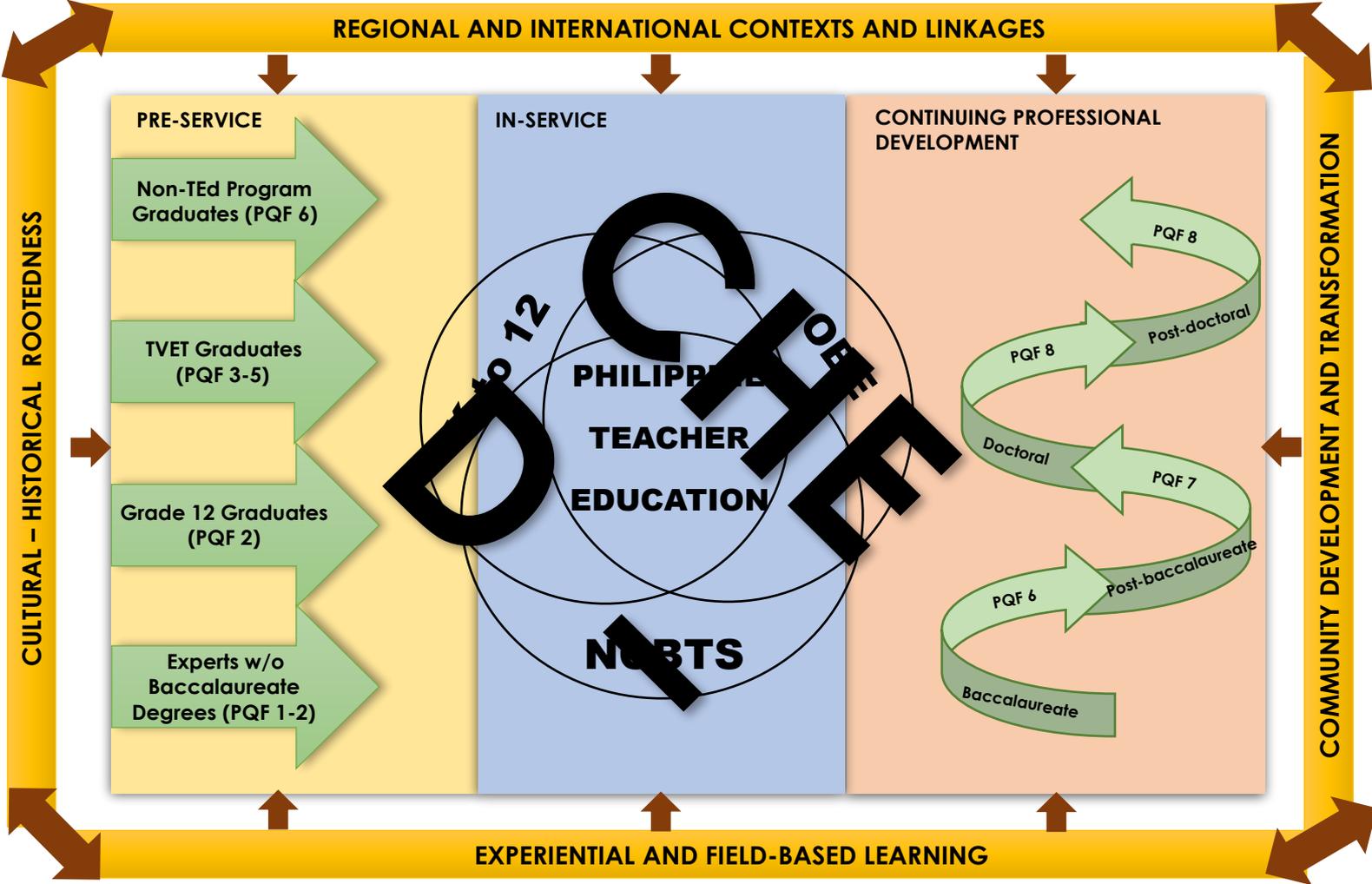
Purposes:

- **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



VISION

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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MISSION

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

Core Value 1

EXCELLENCE

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

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CORE VALUES of TEACHER EDUCATION GRADUATE

Core Value 2

RESPONSIVENESS

- 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



CORE VALUES of TEACHER EDUCATION GRADUATE

Core Value 4

**ECOLOGICAL
SENSITIVITY**

- ✓ **STEWARDSHIP**
- ✓ **SUSTAINABILITY**
- ✓ **RESILIENCE**

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CORE VALUES of TEACHER EDUCATION GRADUATE

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**



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.**

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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.

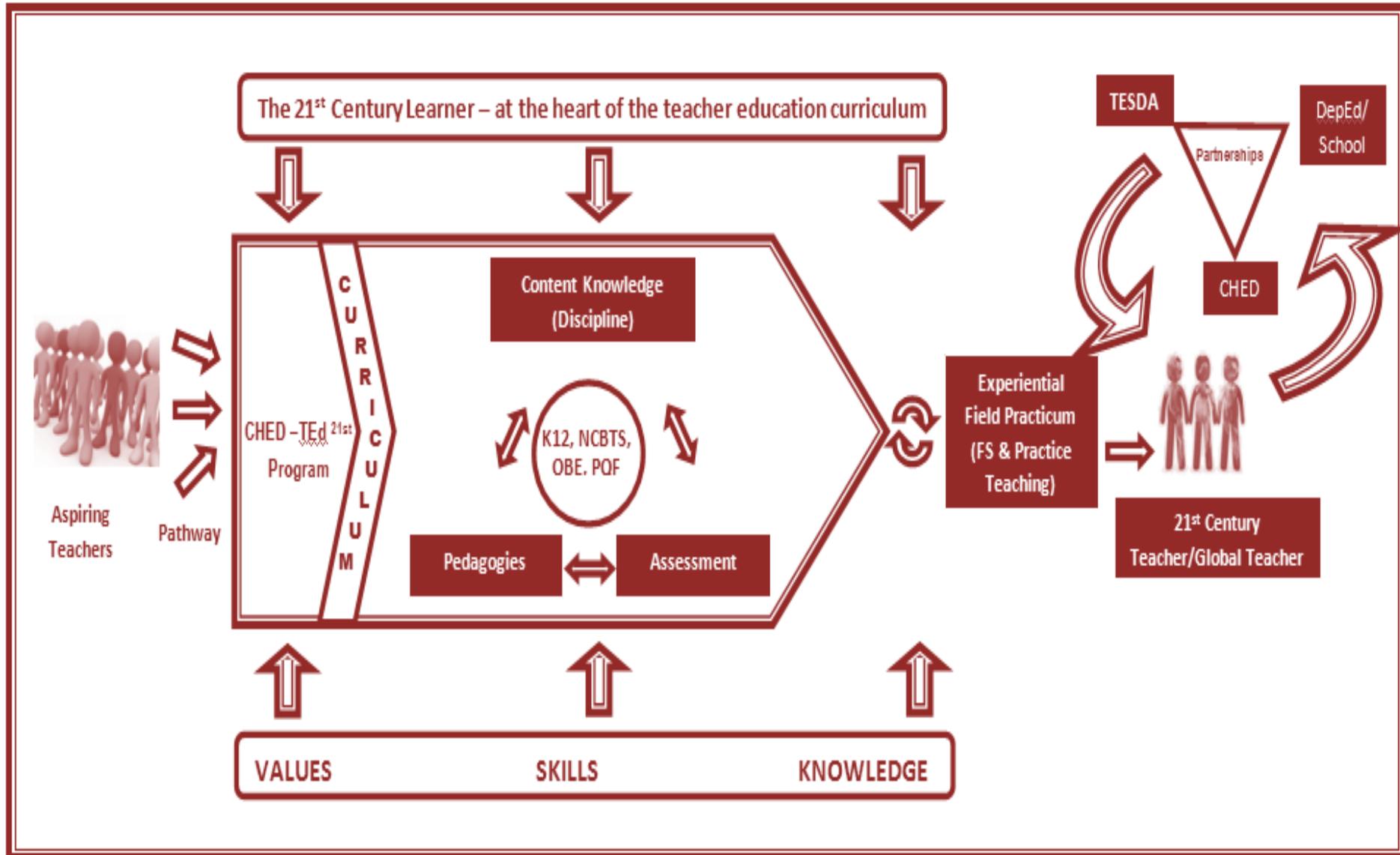
KRA 5: Partnership and Networking and Community Linkages.

KRA 6: Professional Identity

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21ST CENTURY TEACHER EDUCATION CURRICULUM FRAMEWORK



1

- Teacher
Education
Pathways

PATHWAY 2 :

BACHELOR of ELEM EDUC.(K-6)

BACHELOR of SECONDARY EDUCATION (G7-10)

YEAR 4:

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

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

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

**YEAR 1: General Education + Teaching Field
Content**

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PATHWAY 3

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

YEAR 5: Master's Degree (Honours Program)

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

**YEAR 3: Teaching Content + Professional Education
Subjects**

**YEAR 2: Teaching Content + Professional
Education Subjects**

**YEAR 1: General Education +
Teaching Content**

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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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Features of the 2016 Curriculum Relevant to High School Teaching

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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Features of the 2016 Curriculum Relevant to High School Teaching

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)**

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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.



Features of the 2016 Curriculum Relevant to High School Teaching

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.



Features of the 2016 Curriculum Relevant to High School Teaching

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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Historical Journey for the TED Program

2013-2014

- Review of CMO 30, s. 2004
- Drafting of the new curricula.
- Drafting of road map/master plan for Teacher Education.

2015-2016

- OBE FOCUSED
- Consultations
- Selection of COE/COD
- Refinement of the Curricula based on Feedback
- Consultations & Public Hearings
- **Interfacing with DepEd**
- Submission to CEB for a PSG and CMOs

2017-2018

* Syllabi

Development based on the approved PSG and CMO

* Faculty Training on the Implementation of the New Teacher Education Curricula

*Implementation of the Curricula in 2018 after / or with the GE Courses for College Degree Programs (PQF 6)

Next steps...

WORK IN PROGRESS



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

