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**E-Net Philippines**

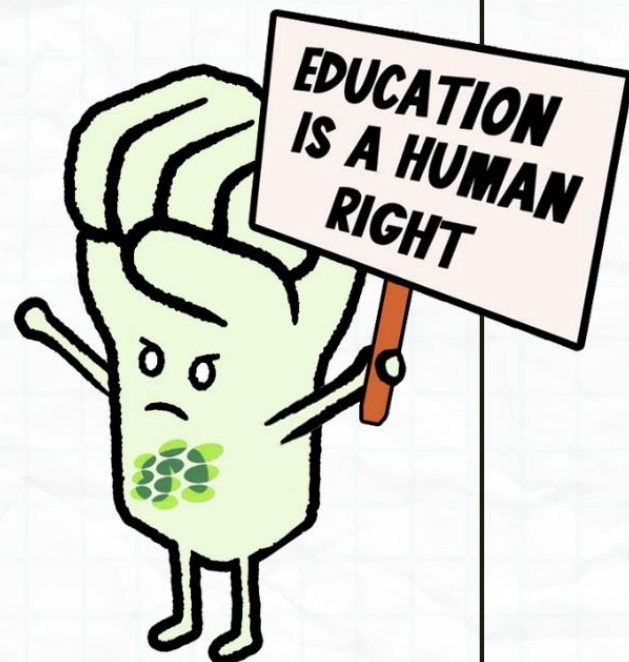
# WEBINAR ON EXCELLENCE IN TEACHER EDUCATION ACT:

## A Challenge to the Future of the Teaching Profession

**MAY 13, 2023**

1:00 – 4:00 pm

 **zoom**



## Introduction

The DepEd's roadmap on education entails a significant reason for teachers to upgrade themselves with professional education. During the In-Service Training of the teachers happened twice a year, the topics for discussion are plotted based on pedagogy, strategies, classroom management, etc. during the break of the semester to update the teachers, but all of these were not enough. The approaches in teaching the young is really challenging and teachers need some advancement of their knowledge. Opportunities in pursuing further studies will develop and equip the teachers to become competent and professionally capable.

The Excellence in Teacher Education Act (RA 11713), the State in its declared policy, protect and promote the right of all citizens to quality education at all levels. Education must be accessible and relevant to all and that the role of teachers as the key to effective teaching-learning processes in nurturing the best in the learner as a human being and a worthy member of the society.

## The Proceedings

The Republic Act No. 11713 (RA 11713) or the Excellence in Teacher Education Act, which was signed into law early this year, codifies the ways to concretely invest in the education of our educators towards the attainment of a caliber education. *RA 11713 strengthens pre-service teacher education by broadening the mandate and functions of the Teacher Education Council (TEC) chaired by the Secretary of Education. By increasing the role of the TEC in teacher education, and by upgrading the standards of teacher education institutions in the country, we can ensure the responsiveness of teacher preparation to the needs of the basic education sector. (DepEd Statement)*

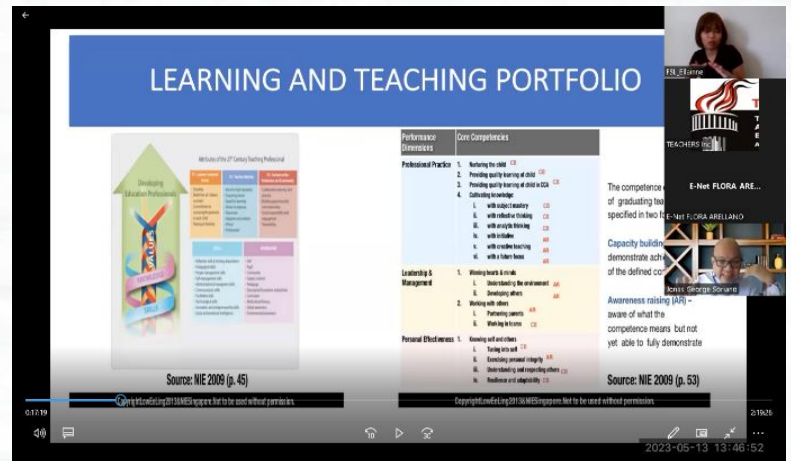
In the signed law, the Philippine Normal University is named as advisor to the revamped TEC. Section 9 of RA 11713 states that *"the Philippine Normal University, the designated National Center for Teacher Education under Republic Act 9647, shall serve as the advisor to the Council by providing research-based, strategic, and innovative recommendations and technical support on teacher education."*

Mr. Soriano sent a survey questions to the participants to diagnose the levels of understanding of the teachers on Teachers Education Excellence Act and the possible problems they have encountered in handling classes. Surprisingly, the responses were aligned in the capacities of the teachers as part of their preparation to the handled classes. Most participants focused on the pedagogy, curriculum and syllabi making. They also expressed their desire for professional upgrading and developing their competencies.

As a response to the teachers' need Mr. Soriano discussed the situation the Teacher Education Act program in the Philippines. In order to see the competencies of the teachers, they need to upgrade and equip themselves professionally with technology moving from online to In-Person

classes. Opportunities are opened to teachers in pursuing their professional studies. The number of service in the institution matters to access the benefits provided by the government in further education. Teachers are excellent in their performances by the following attributions: they are subject matter experts, pedagogical experts, excellent communicator, student-centered mentor, systematic and continual assessor, etc. *Teaching excellence though, as defined by as Schreyer Institute for Teaching Excellence as an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act and feel. A process that elevates students to a level where they learn deeply and remarkably.*

In benchmarking the teacher's excellence with other countries, Singapore has the complete form of educational system and by the inclusion of human rights in their curriculum. In the recruitment and selection of teachers, they have provided competitive salaries that motivated them to work. They developed the Enhanced Performance Management System (EPMS) and make a learning and teaching portfolio to brand their educational system. In National University of Singapore (NUS) the administration invested to teachers by providing a paid Teachers Professional Development (TPD) as part of their benefits to upgrade their skills and competencies. They are using the TEACH Framework, a self-led culture of professional development that will strengthen the teachers in teaching profession. In career tracks, they were given an opportunity to develop themselves in order to reach the highest position. They have the Career Progression Model where teachers are motivated to pursue graduate studies for a higher-ranking position. They also receive retention bonus payable every 3-5 years and a lump sum withdrawal option at the end of teacher's career provided they would pass the Teacher and Student Evaluation Learning Outcomes.



## Excellence in the Teacher Education Act

During the time of pandemic, students were most affected by the displacement from their original schools and opted to move from private to public schools. It happened from all regions in the Philippines. As part of our analysis, the learner was gauged in reading comprehension as part of their basic knowledge. It is a foundational platform of their basic education. World Bank and United Nations referred the poverty learning indicating the inability to read and write. There are about 92.1% for boys and 89% for girls shown to be in the learning poverty. There were some adjustments learning scheme to develop these learners until they can master it. Another indicator presented was using the Program for International Student Assessment (PISA) in cooperation with Organization for Economic Cooperation and Development (OECD) in 2018 ranking the Philippines from among the 79 lowest countries in mathematics, science, and reading. Pointing out specifically the Fifteen-year-old students in the Philippines scored lowered in reading, mathematics and science. The situation was became worst during the pandemic time



because learners have limited access in education due to technology. Reading, science and mathematics are the basic proficiencies of the learners. Among the Southeast Asian countries Philippines is behind in education.

The DepEd data of offices and personnel are presented in numbers: DepEd Central Office, 16 Regional Offices excluding the BARMM, 27 School Division Offices excluding 111 SDOs in BARMM, 47,533 Public Schools, 12,694 Private Schools, 220 SUCs/LUCs and 1,011,095 Personnel. During the implementation of the K-12 Curriculum the number of teachers (ES, JHS, SHS) rise up from 2010 to 2022. The challenges in ensuring the equitable access to Positive Discipline interventions are identified as (1) DepEd's huge bureaucracy, (2) limited window for teacher training, (3) teachers who are exposed to hardship receive less Positive Discipline interventions.

There are studies of Teacher Education in the Philippines in various themes and forms. The Philippines Educational System created reforms for Basic and Higher Education Sectors. Key findings from the various reforms of the Philippine Educational System after the review and likewise implemented thereafter: (1) Educational programs, projects and activities are

The screenshot shows a presentation slide titled "Teacher Education Entrants" with the subtitle "An Exploration on the Quality of Teacher Education Institution Entrants (USeP-CHED, 2022)". The slide features a circular diagram with four nodes: "GAD Perspective", "Quality Teacher Education Cohort", "Support Services", and "TEE-TEI Link". A text box on the left contains a recommendation: "It may be helpful to emphasize that there is value in stringent admission and retention mechanisms that results in a quality desired among teacher education entrants." Below this, it states: "The study presents policy implications on the GAD perspective for Senior High School, Quality Control, Support Services, and the Link between Teacher Education Institutions and Entrants." The slide is displayed in a video player window with several participants visible in a sidebar on the right.

designed, developed and implemented in all schools and other clientele. (2) Quality education contributes to the maintenance and development of a true social order and as vital instrument to combat social ills and a continuous re-examination of its retooling efforts is deemed necessary. It includes quality processes, continuous improvement and transformational leadership. The data on the Teacher Education entrants showed that the enrollees were coming from the poor families. In exploring the quality education institution entrants the SUCs have the restrictions and selective in the admission while the TEIs and LUCs are more open. However, SUCs are more lenient in the retention of teachers. In the logistic regression, analysis shows that both admission and retention policies contribute to the quality of teacher education cohorts. The study presents the implications of some areas like involving GAD, quality control, support services and the linkage between TEE and TEI. The leaders of the schools must ensure the success and impact of transformation initiatives in dealing with the ongoing changes and difficulties. They are the Key actors of the institution who became vanguards for developments and innovations to ensure the enabling environment to aid the sustenance of the operation of the institution. The progression of leaderships in schools must improve their leadership skills, capacitate the key actors to be reflective and reflexive about their professional working practices and, empower leaders to overcome challenges. In the licensure of the teachers there are 59.1% passed the 1<sup>st</sup> takers of the teachers according to the analysis of PBed under the BLEPT Performance of Teacher Education Institutions in the Philippines for primary and secondary levels. PBed showed 68% of COEs and 86.7% of CODs and categorizing it as not belonging to high performance or have an

overall passing rate of below 75% in BLEPT elementary. The sources of data are the calculations from PRC and CHED. BLEPT recommending closing the low performing TEIs or checking the feasibility of establishing a tiered licensing system for the repeaters. The graduates of teaching profession have satisfactorily passed the LET examinations that led to the alignment of the competencies in written and tested curricula, effective program and qualified faculty.

There is a need to empower the teachers and review the recruitment process. Sustaining the teachers would entail enough motivations and encourage them to be part of the continuous review of the curriculum and improvement, do some rewarding activities by recognizing their skills, professional development and career progression and fostering an enabling, nurturing environment and compensation.

### Overall DepEd Initiatives vs. Human Resource Strand Initiatives

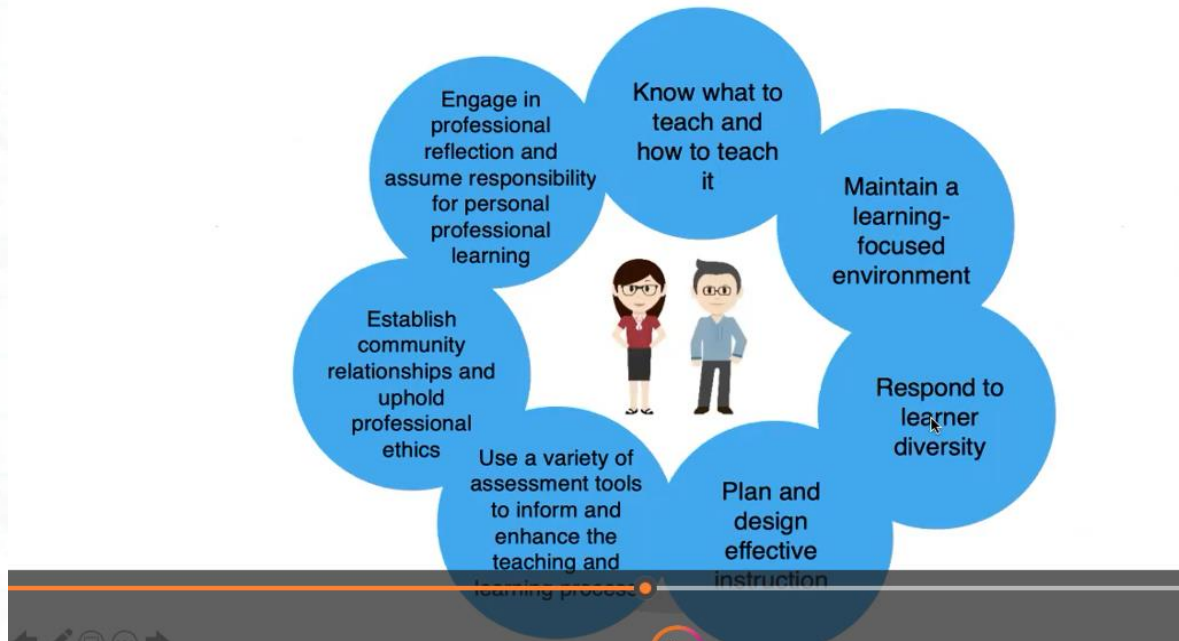
The current DepEd Secretary Sarah Duterte who is also known as the Vice-President of the Philippines declared in the DepEd's report that basic education failed under K-12 Curriculum. She made her pronouncements to review the K-12 Curriculum. The Basic Education Report (BER) 2023 presented the state of the basic education in the country together with the plans and initiatives of the Department to fulfill its mandate. The Department intends to provide a broad report about the basic education sector that will include the updates on the on-going review of the K-12 Curriculum. They will also launch the education agenda and the new call to action for all Filipinos.

Teachers have significant roles in students' achievement. Evidences showed that the single most powerful in-school effect on learning outcomes is teacher quality. *The negative impact of low performing teachers is severe, particularly during the early years of schooling. Students that are placed with low performing teachers suffered an educational loss that is largely irreversible.* (McKinsey Report, 2007)

Relatively, measuring the quality of teachers is an indicator for student achievement. In order to get quality teachers the school must agree with *reducing class size to make it more focus in managing the class and subject matter, overall spending on education, enough compensation of the teachers and other and other educational investments.* (Darling-Hammond, 2000)

Sustaining quality teachers would entail greater efforts. According to the Philippine Public Standard for Teachers (PPST), teachers should invest more to upgrade their skills. During the teacher entrant, expectations of the school vary and it could be seen in the classroom setting. (See the diagram below)

Teachers are expected to (based on PPST):



Quotable lines on teacher quality that will inspire teachers to develop themselves in line of teaching:

1. *“The quality of an education system cannot exceed the quality of its teachers”.* (McKinsey Report, 2007)
2. *“An education system is only as good as its teachers. Education quality improves when teachers are supported; it deteriorates if they are not.”* (Global Monitoring Report, 2014)
3. *“However, teachers alone, no matter how good they are, will not be able to overcome the challenges that the poor children bring with them to schools.”* (Strauss, 2013)

DepEd showcased the programs and projects with MATATAG (Bansang Makabata , Batang Makabansa) as its scheme in continuing motivation to have quality teachers and learners and eventually forming quality education in the Philippines.



## **MATATAG: *Bansang Makabata, Batang Makabansa***

- **MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens.
- **TA**ke steps to accelerate the delivery of basic education facilities and services.
- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.
- **G**ive support to teachers to teach better



The provisions written in the MATATAG Program will ensure the quality education that will be given to all learners in the Philippines. This MATATAG program covers all facets of learning that includes the basic formal education, higher education, Out-of-School Youth and children, ALS, Learners with Disability, Indigenous Peoples, etc. The program heightens the literacy, numeracy and the proficiency of the learners in order to produce competent, job-ready, active, and responsible citizens of our country. Education is

transformative in nature; it empowers happy and healthy learners to take informed decisions and actions at the individual, community, and global levels.

All actions taken are collaborative with other sectors to help in terms of budget and other infrastructures that will engage more on the teacher-learner team study. The co-responsibility between the teacher and the learner is emphasized to help learners achieve their goal.

### **Make the curriculum relevant to produce job-ready, active and responsible citizens**

1. Revise the K to 12 Curriculum to make them more responsive to our aspiration as a nation
2. Strengthen our literacy and numeracy programs
3. Revitalize our Reading, Science and Technology, and Math programs
4. Improve English proficiency while recognizing linguistic diversity
5. Review the implementation of the Mother Tongue-based Multilingual Education Policy
6. Intensify the values formation of learners in curriculum and teaching
7. Embed the culture of peace in our curriculum
8. Be transparent with curriculum guides and test scores
9. Share test items with schools and teachers to strengthen the use of assessment
10. Engage with CHED and TESDA, and various industry partners to address the issue of skills mismatch

### **Take steps to accelerate delivery of basic education facilities and services**

1. Created the School Infrastructure and Facilities Strand
2. Build more resilient schools and classrooms
3. Close the remaining gaps in school infrastructure with policies to eliminate corruption
4. Establish fully-functional library hubs
5. Provide schools with electricity
6. Provide e-classroom packages for teaching and learning
7. Digitize our essential processes, including our national assessments
8. Launch our National Education Portal
9. Strengthen the complementarity between public and private schools
10. Work closely with Congress in pushing for the expansion of GASTPE coverage to include kindergarten and elementary learners.
11. Support BARMM School Building Program and GASTPE direction.
12. Creation of the Procurement Strand

### **Take good care of learners by promoting learner well-being, inclusive education and positive learning environment**

1. Provide education to children and youth in situations of disadvantage
2. Strengthen and institutionalize the reintegration program for adolescent mothers, Children at Risk (CAR), and Children in Conflict with the Law (CICL)
3. Strengthen the mechanism in safeguarding our learners against all forms of discrimination and dangers
4. Seek out mental wellness experts to form interventions at the school level
5. Strengthen inclusive education programs, including the alternative learning system, last mile schools, and programs for IP learners and learners with disabilities
6. Establish of Inclusive Learning Resource Centers
7. Provide assessment assistive mechanisms to students with disabilities
8. Eradicate illiteracy through relevant policy issuances, and community literacy program interventions.
9. Involve our parents and guardians in the education of our children.

### **Give support for teachers to teach better**

1. Provide professional development
2. Provide support in terms of innovative and inclusive teaching approach
3. Implement Philippine Professional Standards for Teachers (PPST).
4. Capacitate our teachers and lead technology in remote learning to the benefits of digital learning.
5. Provide training and other learning development interventions for teachers
6. Fast-track the implementation of career progression policy
7. Implement the Merit Selection and Promotion Policy
8. Make the new Teacher Education Secretariat fully functional
9. Advocate for additional benefits
10. Implement the policy on the distribution of workload and payment of teachers
11. Expand the coverage for the grant Hardship Allowances
12. Address issues affecting the net salaries of teachers
13. Work with DOH for free annual health examinations for teachers
14. Coordinate with the GSIS for an enhanced superior benefits package for all teachers
15. Provide a free legal assistance fund on matters concerning loan and other obligations.

40 key initiatives

## Teachers Education Excellence Council:

RA 11713 an act to strengthen the role of Teacher Education Council in the Philippines to institutionalize the programs as well as the scholarship programs for both teachers and students. All actors except CHED signed the IRR because the person involved with was abroad for conference. The CHED Chairman signifies that he will sign the document when he comes back. Around next month, the TEC shall be implemented.

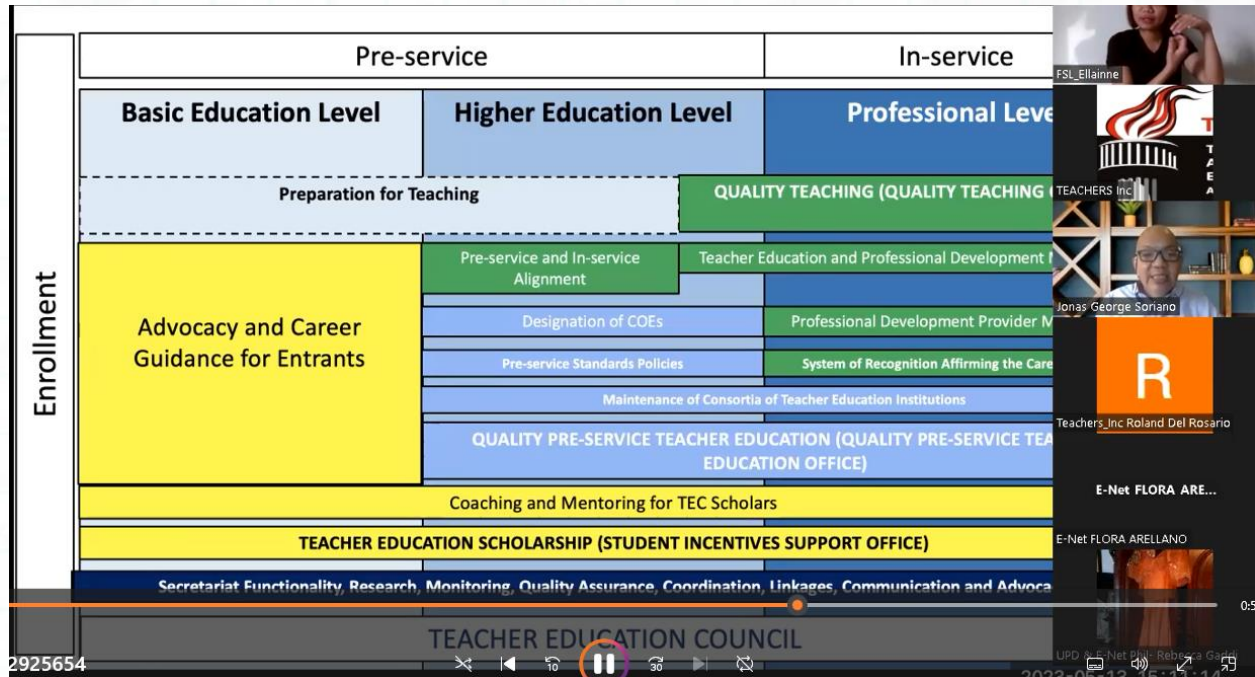
In Section 8 of TEC discussed the powers and functions of the council. The TEC roles and responsibilities will be as follows:

- (a) Establish the roadmap for teacher education;
- (b) Strengthen the link between the pre-service and in-service teaching education programs.
- (c) It is also in their mandate to set basic requirements for teacher education programs;
- (d) Designate among the existing private and public school teacher education – COEs under the supervision of CHED.
- (e) The TEC will uphold and maintain the integrity of professional standards of teachers and school leaders by formulating evidenced-based policies and programs.
- (f) Establish policies to implement a system of recognition affirming the career stages
- (g) Support teachers and school leaders through the setting and monitoring of systematic requirements.
- (h) Establish a policy on an effective system of incentives such as schools grant-in-aid, loan programs, subsidies, stipends and other similar incentives.
- (i) Systematically monitor, evaluate, and report on the implementation of Professional Standards including the professional development programs.
- (j) Ensure that the system to professionalize teachers align with professional standards and the Philippine Qualification Framework that is actually a standard deviation around the world. Teachers can be qualified to teach in other countries with the same level.
- (k) Recommend strategies to TEIs and HEIs for the implementation programs under RA 10647, otherwise known as the "*Ladderized Education Act of 2014*" that is to provide opportunities to educational and career advancement for pre-service and in-service teachers including the para-teachers and learning support aides.
- (l) Recommend to the DepEd and the CHED strategies and policies to attract and recruit outstanding high school graduates to pursue education degree.
- (m) Undertake, apply and share research related to teaching and school leadership
- (n) Create, reorganize or abolish offices under the Secretariat
- (o) Encourage the establishment of the consortia and other cooperative arrangements among public and private TEIs for greater efficiency and economy in the use of resources.
- (p) Review existing policies and recommend new legislation policies to continuously improve, enhance and strengthen education and promote the welfare of teachers and school leaders.
- (q) Call upon any department, bureau, office, or Government Corporation, local government unit, and other concerned agencies for assistance in areas falling within their mandate.
- (r) Maintain the list of all TEIs in coordination with the CHED.



- (s) Promulgate rules and regulations and exercise such other policies and functions as maybe necessary to effectively carryout the programs and objectives of the Act.

## Framework of TEC



TEC has open positions to fill in - Executive Director and TEC Team Members. Any teacher organizations can recommend qualified to these positions.

## What are the teacher organizations role to play?

1. Get involved with achieving the MATATAG Agenda and those that have to also be aligned with it
2. Build your competency while advocating for better and faster implementation of DepEd and Educational Reforms.
3. As you advocate ..... get FOCUSED!
4. Get yourself involved in research and practice (if you have proposals make sure it will reach HR and the President- though they will open a portal for teachers to open suggestions)

## Plenum:

Questions/Comments	Responses
1. Are there similar methods and strategies here in the Philippines?	Currently, the Philippines Education System has far off compared with Singapore, as there are still things need to be developed. We are trying to make them as a model so that we can upgrade our strategies and capacities that entails financial stability.
2. Are you referring your data of lowering the learner's proficiency in Mathematics, Reading and Science in public schools?	Using PISA assessment the data were coming from both private and public schools. The data shown 89% to 95% from among the schools are categorized in this area. Sadly, the schools that have the capacity to hire good teachers can provide better education. Education is one of the social issues in the Philippines. Even in SUCs there are known student's deficiencies in these areas. More reasons to look at the provisions of the Teachers Education Excellent Act.
3. Will it be possible to reduce the number of days of teaching probably making it 4 days week? The remaining days will be a rest for students and updating of the teachers by attending seminars related to teaching.	The reducing of number of hours is under study of our government. In the government policies the personnel has to take 8 hours a day and these teachers are also considered as government employees that has covered under this policy. Besides, the data shown a while ago mentioned on the lowering of the literacy of the learners have the conflicting areas for consideration.
<b>Comments:</b> <ul style="list-style-type: none"><li>a. Prior to deployment to various schools, there are practice teaching and OJT in the schools while in their college education. They need to be evaluated and coached in preparation for their actual teaching. Teaching demonstration is not enough to test the teachers during their entry in the school. Continuous mentoring would be necessary for the entrants' faculty.</li><li>b. The induction phase of the new entrants must be given emphasis so that they will be prepared on the actual teaching field.</li><li>c. Teachers based on the Magna Carta for Public School Teachers are not covered with 8 hours duty. It was mentioned in Magna Carta that teachers should avail 6 hours including the preparation of papers needed (lesson plans, checking of papers, preparation for classes on the next day). Calling the attention of the Teachers Education Council to review the documents required to teachers that has less important to teaching profession.</li><li>d. Not all engineers know how to teach. However, nowadays, anyone can teach.</li></ul>	

Questions/Comments	Responses
<p>e. DOST offered scholarships, maybe teaching profession would be part of it. Engineers and other professions have good contents but teaching need to include both the pedagogy and the content.</p>	
<p>f. If there will have the data of students passed the National Achievement Test (NAT) that were given to Grade 8 students. Another is an exit exam given to Grade 10 students before they will pursue Senior High School. Also, with Grade 12 students prior to enrolling college education. The purpose of which is to see what have these students been attained over the years.</p>	
<p>4. The recruitment of college students to enter teaching courses to include in their curriculum the handling of the learners with disability. Do we have data of the teachers handling inclusive education? It would be good to emphasize the inclusive education in the pre-service of teaching. Do the financing program for inclusive learning be included in the MATATAG program?</p>	<p>Two things to respond to the questions: (1) Data on the inclusive schools, there is a special group who will handle this types of learners. (2) the data on the TEI shall be discussed in the next presentation.</p>
<p>5. There are many reforms in education that are on board right now addressing the quality education and quality qualified teachers, how are these efforts get integrated (e.g. the role of the law of pre-service and in-service programs ) and currently there is an EDCOM II and programs of MATATAG that complements EDCOM II. How do we web them together for a holistic approach of education reforms?</p>	<ul style="list-style-type: none"> <li>• EDCOM II will do many initiatives because their focus is to see the reasons of restructuring the entire educational system (discussions on K-12 or K-10). The end game is both the process and the review of the K-12 Curriculum (Cong. Gloria Macapagal-Arroyo is strong on pushing the review of K-12). The role of the committee and the teachers is to actively participate with the discussions and give opinions and analysis if certain ideas are not agreeable. (it will be due also to the discussion between the President and DepEd Secretary)</li> <li>• The DepEd Secretary wanted to ensure that all proposals must be taken seriously and find fast solutions. (VP Duterte doesn't want a prolong proposals without doing any movement towards a solution)</li> <li>• All trainings for teachers must be synchronized according to the DepEd's plan . Teachers should not be pulling out in their classes to attend to</li> </ul>



Questions/Comments	Responses
	<p>trainings. It must be done online or at the free hours of the teachers.</p> <ul style="list-style-type: none"> <li>• The infrastructures will also be inspected, to which part needed for repair or constructing the entire building.</li> <li>• The overall guide was to lessen the workload of the teachers that does not contribute to the learning outcomes.</li> <li>• There will be hiring the personnel to do other tasks</li> <li>• MATATAG and PBed provides their own documents. Align all their plans and provisions to your needs and focus to your advocacy. (Make sure that in writing to the DepEd Secretary - know what to engage)</li> <li>• Cluster the issues and engage them eventually. Focus on the strand you want to pursue</li> </ul>
<p>6. Is there a difference and connection with EDCOM 1 and EDCOM 2?</p>	<ul style="list-style-type: none"> <li>• EDCOM 1 brought the ministry into 3 departments (Trifocalization – DepEd, CHED, TESDA)</li> <li>• EDCOM 2 – is the restructuring of the educational system of the Philippines</li> </ul>
<p>7. The OGP Cluster of E-Net is working on meeting with DepEd on MATATAG</p>	<ul style="list-style-type: none"> <li>• Focus on the agenda when writing with the DepEd Secretary indicate the points to focus on according to its hierarchy and the areas to contribute the programs of DepEd. Secretary Duterte will respond to it immediately.</li> </ul>

**Synthesis: Dr. Magdalena Garcia**

## **EXCELLENCE IN TEACHER EDUCATION ACT: A Challenge to the Future of the Teaching Profession**

R.A 11713 Teacher Excellence Act is now a law that should benefit teachers. With this, the roadmap for teacher education is of crucial importance so that teachers receive the highest professional education, starting from the university level as well as in the initial teacher education

and the practice of teaching in learning institutions from early childhood to basic education and preparation for higher education.

It must be embedded in pre-service and in-service teacher education, equipped with an understanding of the latest education research relevant to discipline studies, a pedagogical approach, and essential competencies aligned with education 2030 and the 21st century.

Excellence in Teacher Education Act: A Challenge to the Future of the Teaching Profession was given by Sir. Jonas George Soriano as a whole, giving us the four main topics that gave us the learning in details as such.

1. Context and understanding of teacher excellence.
2. Teacher and learner situation in the Philippines.
3. Overall DEPED initiation human resource initiative.
4. Looking into TECS and the role you can play.

For number 1, context and understanding of teacher excellence

- Sir Jonas Soriano stated that teachers must have capacity for teaching and must be given a chance for teacher development.
- According to him, teacher excellence is an academic process by which students are motivated to learn in ways that have a sustained, substantial, and positive influence on how they act and feel.

For number 2, Teacher and learner situation in the Philippines

- There are three places where PISA was conducted. We checked the ability of the students, and reading is very important.
- He mentioned learning poverty. 90% of children in the Philippines do not achieve the best education.
- 92% for girls, indication in PISA is an international evaluation in 2018 they checked the mathematics and science learning of the students and found out that we are beyond, 9/10 students have problems in math, reading, and science. It was found out that we are far beyond comprehension in reading, and so there is no performance in math and science.

For the 3 and 4 TECs regarding the DEPED initiation

The number of teachers going to teach is zooming up, especially after K–12 was introduced. There are challenges to DEPED initiation, which are as follows:

- DEPED huge bureaucracy limits the window for teacher trainings, and teachers who are exposed to hardship receive less PD intervention. Even then, there are education reforms

in the Philippines. An exploration of the quality of teacher education institution entrants. It was found out that teacher education entrants are influenced by different motivational factors and weigh both pros and cons in their decisions. He opened up about the performance of teachers and what institutions are doing to challenge teachers in the 21st century.

- He discusses the MATATAG Program and projects that serve as the solution for teachers and students to achieve excellence in teaching and learning, where the teachers and students benefit from the 46 key initiatives.
- He also presented the IRR updates; CHED and TESDA are not yet signed, and Section 8 is very important, as he mentioned.
- The creation of the Teacher Education Council (TEC) will help, as they will see the overall quality of teacher education as excellence. To achieve this, the role of the teacher is to get involved with achieving the MATATAG agenda and then align with those that have to also align with it.

### **“BANSANG MAKABATA/BATANG MAKABANSA”**

All teachers were motivated to build competencies while advocating for better and faster implementation of DEPED and Education Reforms.

We are very grateful to Mr. Jonas George Soriano for giving us detailed wisdom about teacher excellence. Thank you all for staying until the end. God bless us all.

### **Participating E-Net Member-Organizations (4)**

Food for the Hungry (FH), NATOW, Teachers Inc, Pagtinabangay Foundation, Inc. (PFI)

### **Participating Non- E-Net Member-Organizations/Schools (15)**

Polytechnic University of the Philippines, MARHS, Central Philippine University, Concepcion Elementary School, Daycare Worker, Bulawan ES, Saint Tonis College Incorporated, Pamantasan ng Lungsod ng Maynila, One Cainta College, Our Lady of Fatima University Laguna, Limba Elementary School, Manuel A. Roxas High School, Minoyan National High School, Saint Tonis College Inc., Gubat South Central School



Documented by:

Ma. Artes C. Cabiles  
National Secretary, TEACHERS Inc.

### Photo Documentation

