



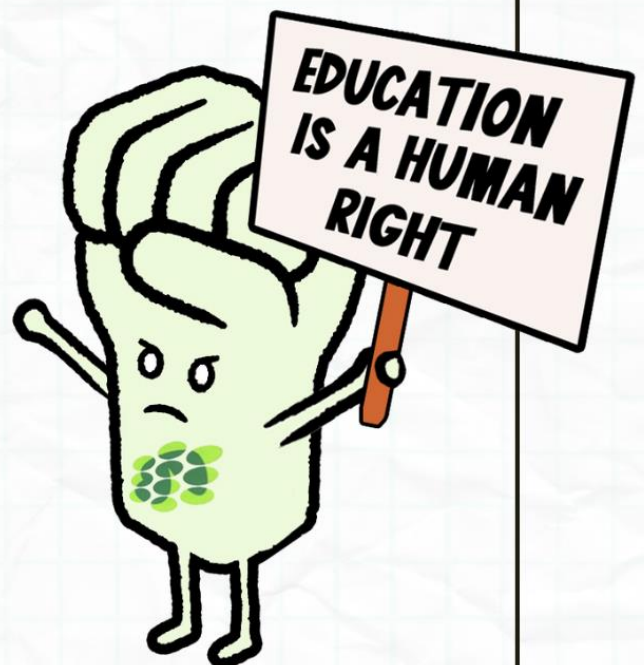
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E-Net Philippines

TEACHER EDUCATION ROADMAP 2024

LEARNING SESSION

JANUARY 17, 2024

via Zoom 



PRELIMINARIES

The moderator Moja Bleza facilitated the prayer, singing of national anthem, and acknowledgement of participants from Unang Hakbang Foundation (UHF), NORFIL Foundation, National Alliance of Teachers and Office Worker (NATOW), Action and Solidarity for the Empowerment of Teachers (ASSERT), Teachers and Employees Association for Association for Change Education Reforms and Solidarity (TEACHERS INC), Asia South Pacific Association for Basic and Adult Education (ASPBAE), Polytechnic University of the Philippines (PUP), Philippine Normal University (PNU), Gurong Nagbabalik sa Bayan (GNB), and Teacher Education Council Secretariat (TECS).

OPENING MESSAGE



Ms. Carla Santos (E-Net President) welcomed the participants to the learning session on the Teacher Education Roadmap brought by E-Net. She shared that this Education Roadmap 2024 will serve as a guide in doing relevant, responsible, innovative, creative, collaborative programs for children. This is also a collective effort for the rights and wellbeing of teachers. E-Net is also doing its part and glad to be part of this discussion on the Teachers Education Roadmap as a contribution to SDG -4 to ensure inclusive, equitable, quality education and promote long term lifelong learning opportunities for all. This is also connected to the fulfillment of the Excellence in Teacher Education Act that E-Net has lobbied for in 2023. She thanked Mr. Jonas George Soriano for joining in this discussion. She wishes everyone a good day and a fruitful discussion ahead.

INTRODUCTION OF SPEAKER

Ms. Flora Arellano (E-Net Board Member) presented the sessions objective and introduced the resource person. Learning Session Objectives:

- Grasp and analyze the Roadmap on Teacher Education from the perspective of teachers, school leaders and policy makers.
- Generate ideas, clarifications, and meaningful insights from the participants in addressing teacher quality and well-being as an important pathway in shaping the future of education.
- Come up with recommendations as ways forward in implementing the roadmap on education and recognizing the significant role of teachers, school leaders, in the education process, and
- For the policy makers to bridge the gap between the tri-sectors in education in terms of the directions of pre-service education and in-service education, competencies in course offering, curriculum development and accreditation; invest in implementing the roadmap on education.



The resource person Mr. Jonas George Soriano is the former Assistant Secretary for Education Concerns office and concurrent and Spokesperson of the Office of Cabinet Secretary during the Duterte administration. Under his office is the Human Development and Poverty Reduction Cabinet Clusters where the DepEd and CHED belong. He is the Managing Director of the Development Academy of the Philippines. Below is the summary of his presentation.

SUMMARY OF THE TEACHERS EDUCATION ROADMAP 2024-2034 CONSULTATION FOR STAKEHOLDERS

Objectives of the Consultation:

At the end of the 2-hour consultation the participants would have

1. Expressed their feedback on the 1st draft of the Teachers Education Roadmap
2. Committed to Comment on the draft document and share to their own stakeholders.

Declaration of Policy: “It is the declared policy of the State to;

- protect and promote the right of all citizens to quality education at all levels.
- take appropriate steps to make such education accessible and relevant to all.
- teacher is the key to effective teaching-learning processes.
- drawing out and nurturing the best in the learners as human being and a worthy member of society
- recognize the role of school leaders in supporting teachers by fostering an environment for effective teaching, a school culture that develops enthusiastic and independent learners who are committed to lifelong learners.
- ensure and enhance the quality education and training of teachers nationwide.
- establishing a scholarship program for deserving students pursuing teacher education degree programs, and
- for teachers and school leaders pursuing graduate degree programs and providing a dynamic modern and equitable education system.
- TEC is mandated to carry out this vision through the development of teachers and school leaders, who are of unquestionable integrity and competence, committed to the pursuit of continuing professional growth and obligation to help learners grow as responsible, competent, and productive individuals and citizens of the Philippines and of the world.

DEFINITION OF TERMS

Section 4.13. Roadmap refers to a strategic plan that defines the Council’s goal and desired outcome within a certain period which includes all of the major steps and milestones of the Council in collaboration with the different education agencies and stakeholders.

Section 8. Powers and Functions of the Council- 8.1. Established a roadmap for teachers’ education which shall serve as a guide for designing, delivering, monitoring, and evaluating relevant, responsive, innovative, creative, and collaborative program and policy development initiatives. Such roadmap may be crafted with reference to similar roadmaps of other agencies related to teacher education and development. Provided that, that roadmap shall be submitted to the CHED for inclusion in the national higher education roadmap that serves as the human resource development plan for national development.

CONTENT OF THE 10 YEAR ROADMAP

- I. Introduction
- II. The Context of the Philippine Teacher Education Sector

- III. Environmental Analysis
- IV. Vision, Mission, and Strategic priorities
- V. Enabling mechanism; Governance, Leadership, Management
- VI. Monitoring and Evaluation
- VII. Communicating the Plan
- VIII. Funding the Roadmap
- IX. Risk management.
- X. Annex

THE FOUR PHASES OF THE ROADMAP

Attracting Phase Strategic Priorities

Strategic priority 1: Promote the Values of Etching as a Profession

Strategic priority 2: Establish the Teacher Education Scholarship Program (Teacher Education Scholarship Program named Multifaceted program to elevate the perception of Teaching)

Preparing Phase Strategic priorities

Strategic Priority 3: Implement Strategies to Improve the Quality of Teacher Education Institutions

Strategic Priority 4: Ensure the Development of Holistic teacher Education Curricula

Strategic Priority 5: Enhance Pre-Service Assessments and Examinations

Elevating Phase Strategic Priorities

Strategic Priority 6: Bolster the Teacher Induction Program

Strategic Priority 7: Recalibrate of DepEd's Learning and Development System

Strategic Priority 8: Enhance the Systems of Promotion, Career Progression, and Affirmation of Career Stages Achieved by In-service Teachers and School Leaders

Strategic Priority 9: Establish Communities for Shared Growth

Ensuring Phase Strategic Priorities

Strategic Priority 10: Secure Alignment of Specialization Trainings and Skills in Actual Teaching Assignment

Strategic Priority 11: Ensure Equitable Access to professional Development Programs

Strategic Priority 12; Improve Teacher Education Towards a Dynamic, Modern, and Equitable Education System

Strategic Priority 13: Establish Robust Monitoring Mechanisms

Strategic Priority 14: Foster Coordination through the Teacher Education Council and the Regional Teacher Education Councils

In total there were 14 Strategic Priorities, where Attracting has 10 PPAs, Preparing has 10 PPA's Elevating has 8 PPA's and Ensuring has 4 PPA's identified.

MONITORING AND EVALUATION

TEC will implement a system-wide monitoring and evaluation (M&E) strategy to ensure that timely decisions and improvements or adjustments are undertaken and to facilitate immediate actions to

operational challenges and external issues that may affect the efficient implementation of the TEC strategic priorities.

Objectives of Monitoring

1. Track the status and progress of the execution
2. Ensure continuing relevance and responsiveness of strategies
3. Identify and locate implementation challenges
4. Determine areas of strengths and weaknesses of the organization
5. Propose appropriate plan and programs

BANNER INDICATORS

- Scholarship offering to the top enrollees of the teacher education degree programs and graduation rate of scholars
- All TEC scholars taking and passing the LET and increase the overall LET passing rate.
- Increase in the number of Teacher Education Centers of Excellence (COEs)
- Number of scholars becoming proficient Teachers
- Number of scholars becoming successful in teaching
- Decrease in the number of teachers and school leaders resigning from the teaching profession
- Number of TEC Scholars

IMPLEMENTING ACTIVITIES FOR M&E

1. Baseline
2. Capacity Building
3. Formulation of M&E Processes and Tools
4. Information Campaign on M&E
5. Quarterly program Implementation Review
6. Annual Implementation Review
7. Mid Term Review
8. End of Plan Evaluation

COMMUNICATION PLAN

The purpose of the strategic communication plan is to integrate all the institution's programs, public education, and advocacy efforts.

Communication Plan Coverage

- Promoting the TEC Roadmap to mobilize the various above-mentioned stakeholders to be part of the plan implementation
- Public information on the various programs and projects that will be implemented for availability to the stakeholders through various brochures and information packets
- Public events (such as Teachers Day) to get the message across the different public

IMPLEMENTING PLAN

The communications and education strategy will be developed in the first two years of implementation. There will be roadshows and disseminations across social media platforms, key institutions and organizations, and linkages of the Teacher Education Council.

FUNDING THE ROADMAP

A total of PHP 120,028, 074, 770.07 billion will be needed to fund the proposed 2024-20234 Roadmap that can be under the MOOE, PS and CO.

FOR DEVELOPMENT AND EDITING

- Whole document
- Risk management
- Annexes

QUESTIONS AND ANSWER

Mr. Jonas George Soriano accommodated some questions form the participants. Below are the collated questions and answers:

QUESTIONS / STATEMENTS	ANSWERS
(Addie Unsi) - Interested to know from the roadmap the proactive approaches for teacher's adaptability, flexibility, and localization to mobilize more the IP teachers and Ustadz in the case of Madrasah schools while at the same time ensuring quality teaching.	(Mr. Soriano) - We look at the roadmap not as a separate document, but a document integrated to another document. That issue leads to a lot of work dealing as the PEPP has already mentioned. We encourage more teachers to deal with special education and also to make sure that scholarship is ... (this part is inaudible to the documenter) . Part of this is improving the ability of IP and Muslim counterparts to get the quality of Education. Necessary deployment will be the work of DepEd. There is a need to ensure access to fulfill the quality required in all areas.
(Felièce Yeban) - There is an increasing global demand for Filipino teachers. Many of our good ones "succumbed" to the lure of greener pastures as pull factor and too structured work environment as a push factor. After years of international experience, there are no mechanisms to lure them back. Is it considered in the roadmap?	(Mr. Soriano) – There was a debate on what quality of teachers we really want. We envisioned to produce globally competitive teachers. We cannot stop them from leaving, but we wanted them to stay, and wish others to come back. DepEd has a policy that is being worked on with DOLE and DFA on how to help teacher's comeback. On our part we would like to make sure that whether they teach here locally or abroad they are equipped with necessary competencies. Producing teachers that can teach with quality is the real challenge.

<p>(Feliece Yeban) - One good mechanism that CHED has is to incentivize quality HEI's by providing a degree of autonomy allowing these HEI's to innovate. Is there an incentive mechanism for performing TEIs to be "independent" so they are free to innovate? Too structured and "controlling" environments might dampen TEIs' innovative spirit.</p>	<p>(Mr. Soriano)- What we are doing in partnership with CHED is the current needs of public education. What TEC are doing today are also at match at par, how to build education reforms is a challenge also that is why we want collaboration with HEI's, TEI's, CHED, DepEd and other institution. The ability of an institution to innovate is a part and parcel of a work of CHED. That is why TEC was strengthened. Problem is partners doesn't communicate it's hard so we would like to find a way to tackle this issue,</p>
<p>(Feliece Yeban) -CHED has policy and guidelines issued in 2017 that curriculum for elementary education but when you look at their PSG it's wrong because their assumption is that if you are an elementary teacher you can teach from grades 1-6. But the DepEd curriculum has spiraled, it appears that a teacher majoring in science is expected to teach all subjects, etc. The CHED is still doing the traditional approach, that is why we cannot innovate. We were not allowed by the CHED as stated in their Policy Standard and Guidelines. We in PNU would like to innovate but we were boxed in on the traditional practice which we think is wrong. I wish in this roadmap there would be a set of principles, to guide us in interpreting the roadmap. Issues on academics also come into play, like how we can accommodate incentivizing quality TEI's by giving a degree of autonomy like in University of the Philippines and they're performing well.</p>	
<p>Even in the PISA result before, private school students perform better than those in public schools, but the LET 2022-2023 results shows that public TEI's perform better than those in private. There must be "something there" that we can look into and include in the roadmap.</p>	<p>(Mr. Soriano) -RA 11713, all mentioned was a part of those discussions in the house and senate, because of that TEC mandates were strengthened. The TEC functions go beyond as coordinating council; we are also checking on different institutions. We need to agree on what kind of teacher education we want. As for the guiding principles our group agreed on whatever we did we would always do it consultatively. But we made sure that there is an additional mechanism for that, that is why we are putting up regional TEC's. If you look deeper into the sections of Situational Analysis, we defined it. It looks like what CHED is doing is not aligned with that of DepEd and ALS. Since there is already a framework on how to do a policy. We will follow it strictly, in such a way to</p>

	make it faster, and a consultative process is in place.
(Flora Arellano)- This is also the concern of teachers in higher education, and basic education. It seems that we really need to address the gap between basic education, higher education, TESDA and other related structures like PRC, because it's alarming that less than half can pass the LET. To avoid blaming who is responsible, it is important to have coordination, bridging the gap in terms of direction. Synchronize CHED, Basic Education and TESDA. I also agree on the incentivization of TEI's under CHED for the room for autonomy, not just a simple autonomy but a clearer roadmap of those three sectors, to ensure quality foresight in the education system. It will remain a problem in reaching the trajectory of the education system, by our school leaders, teachers, and agencies, when not resolved.	(Mr. Soriano)- There are written regulation rules that we are working on or have mandate on SUCs, the mandate of the SUCs and HEI's is a CHEDS territory. But what we wanted to show is that we must make sure that there are programs that will look out for this different aspect. (The speaker enumerated the PPAs under the Preparing phase. <i>Mr. Janreve of TEC provided an input regarding the Strategic Priority 10: Secure Alignment of Specialization, Trainings, and Skills in Actual Teaching Assignment: this would establish a system that guarantees teachers' specializations, training programs, and acquired skills align precisely with their actual teaching assignments. This strategic alignment is designed to enhance teachers' effectiveness and expertise in their respective roles, optimizing the impact on student learning outcomes.</i>
(Flora Arellano) -Do we have data on how DepEd functions in terms of providing an induction program to newly hired teachers, for them to increase their acquired competencies during the pre-service education? It's good that NEAP is doing pre-service support but the Induction Program for in- service is not visible. Maybe as part of Preparing and Ensuring it's important that schools know how they can practice the necessity for an induction program, such as coaching and mentoring.	Answer (Mr. Soriano) - Induction Program is being done by NEAP and we don't have data as of now. However, that is part of the Elevating Phase (in the roadmap). We would appreciate a final comment in the documents aside from what we have mentioned here from your end.

Ms. Flora Arellano assures Mr. Jonas George Soriano that E-Net will bring it to discussions with the members to help in further enriching the roadmap.

SYNTHESIS



Mr. Allen San Luis (Action and Solidarity for the Empowerment of Teachers (ASSERT) shared that the roadmap is very good but with all the inputs of the participants there is still a lot of work to do to polish the document. He got the idea while browsing the draft roadmap; the desire to encourage students to become good educators through scholarships and for teachers to enhance their competencies, for a quality education in the Philippines. He pointed out Mr. Soriano's statement which says, "teacher quality is accompanied by teacher's wellbeing". The overwhelming workload,

auxiliary tasks, and the neglect in the cry for economic needs of teachers makes it harder to realize. The call for the full implementation of Magna Carta is still in vain, not to mention the mass promotion that DepEd is enforcing even if the students haven't mastered their competencies thus, depletes the purpose of the basic education as the foundational stage. Even in the secondary level students are still struggling in math and other subjects, worst is to be expected when they reach college. He hopes that problems in basic education will be addressed to produce quality teachers in the future and will be passed on to generations.

CLOSING

The moderator ended the session and thanked the participants for the fruitful discussion.

Annex I: Program

Program Flow:	Point Person:
Welcome remarks	Carla Santos (recorded)
Learning session objective and intro of speaker	Flora Arellano
Discussion of Roadmap	George Soriano
Q&A Session	Moderator (Moja)
Synthesis	NAC ASSERT

Annex II: Participants

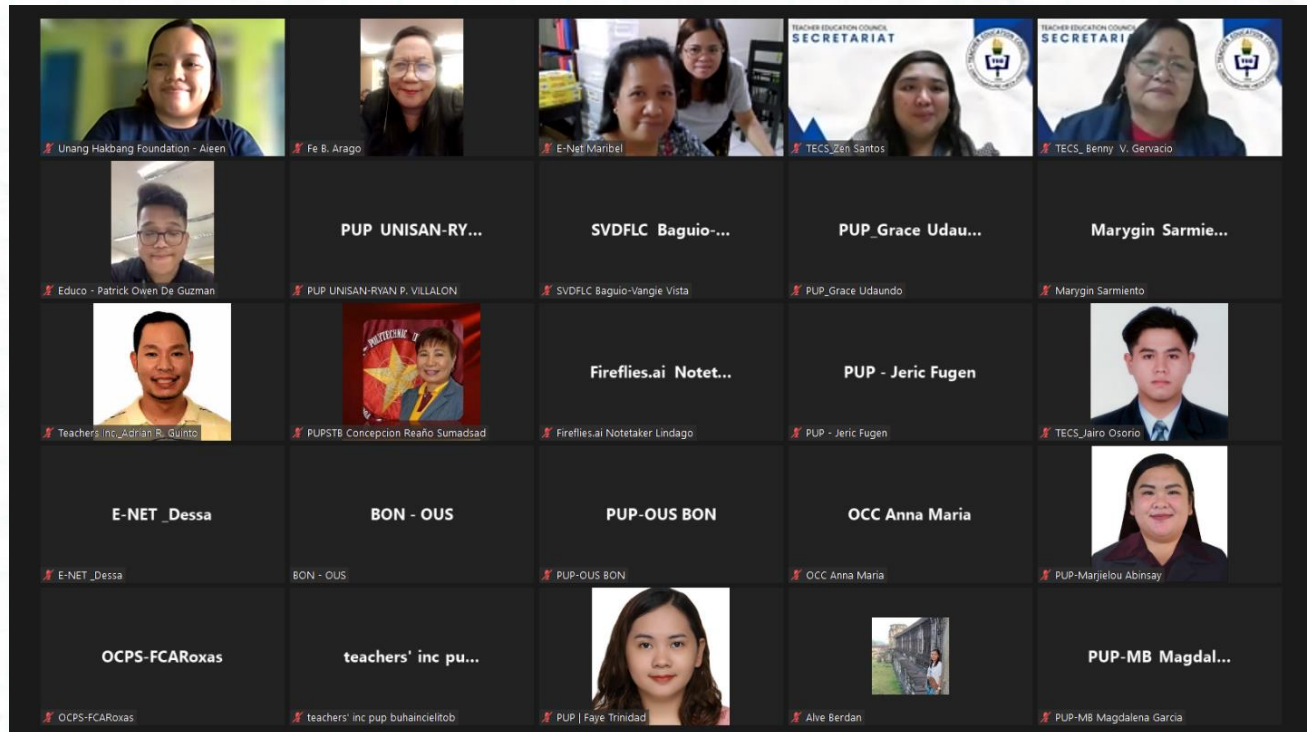
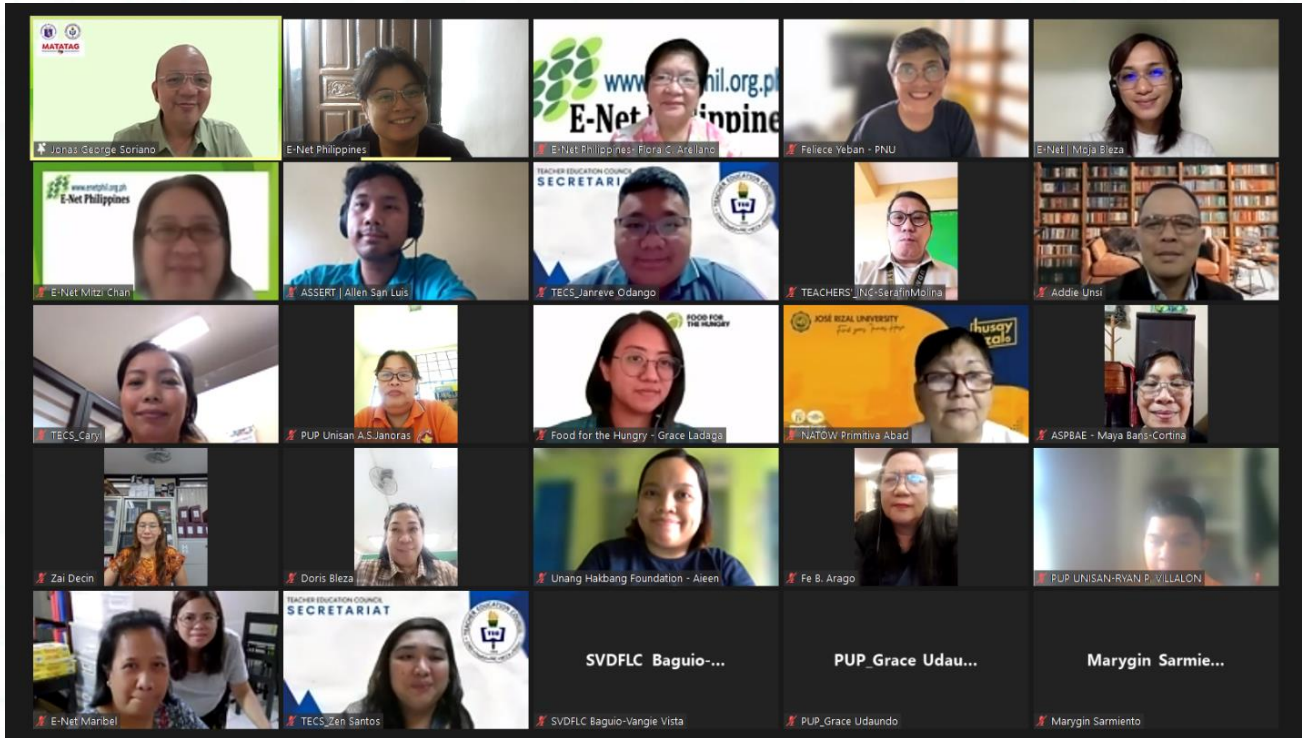
E-Net Members:

Action and Solidarity for the Empowerment of Teachers (ASSERT), Food for the Hungry, Inc. Branch Office (FHBO), Mindanao Center for Integrated Lifelong Learning (MINCILL), Inc., NORFIL Foundation, National Alliance of Teachers and Office Worker (NATOW), Teachers and Employees Association for Association for Change Education Reforms and Solidarity (TEACHERS INC), and Unang Hakbang Foundation (UHF).

Non-Members:

Asia South Pacific Association for Basic and Adult Education (ASPBAE), One Cainta College, Paciano Suela, Polytechnic University of the Philippines (PUP) - Open University, Polytechnic University of the Philippines - Unisan Campus, PUP MULANAY, St. Vincent de Ferrer Learning Center, Inc (SVDFLC), and Teacher Education Council Secretariat (TECS).

Annex III: Photos



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