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The National Center for Teacher Education

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Philippine Legislations in Teacher Education: Critical Gaps and Recommendations



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This policy brief presents the results of a documentary review on the existing legislations and policies in Teacher Education in the Philippines. Results revealed critical gaps in terms of issues where urgent legislation is needed. Recommendations to policymakers were given.

A documentary review on the existing legislations and policies in teacher education in the Philippines was conducted. The documents reviewed include: Republic Acts, Presidential Decrees, Executive Orders, and Board Resolutions, as well as Commission on Higher Education memorandum orders (CHED CMOs). The existing laws concerning teacher education were found to center on the following areas: (1) curriculum and instruction; (2) technology; (3) K to 12 Program; (4) professionalization/licensing/certification of teachers; (5) research; (6) linkages/networking and extension; (7) standards and policy development; (8) support system for faculty; and (9) support system for students.

However, it was also found that most of these laws and memorandum orders are not solely dedicated but are related to teacher education. Some gaps were identified, especially in areas where urgent legislation is needed, which led to the following recommendations for policymakers:



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1. Standardized curricula anchored on the goals of national development (i.e., aligned with the country's development plans and the United Nation's sustainable goals) for teacher education programs in the undergraduate (general education, professional education, and specializations) and graduate levels are recommended.
2. Legislation which embeds the creation, application, access, procurement, and utilization of technology in teacher education must be developed.
3. Legislation on the standardization of teacher education curriculum for K-12 to be implemented by all TEIs across the country is suggested.
4. Policies that would ensure strong and proper implementation of law regarding professionalization/licensing of professional teachers must be made. For instance, a policy that would limit the number of times an examinee could re-take the licensure examination may be developed.
5. The prescription, development, and implementation of unified research agenda for teacher education in the country that would have an impact not only in teacher education but also on the national development are strongly recommended.
6. Standardized framework on linkages and extension (as integrated in research and instruction) in teacher education must be developed.
7. CHED must develop policies that would guide how faculty members should carry out their specific functions in their respective institutions. Further, it is suggested that CHED require TEIs to periodically examine and update their comprehensive faculty manual.
8. For the students, it is suggested that a law requiring one-province-on-teacher education scholar every year be created, to be delivered by TEIs that are Centers of Excellence (COE) in the country.
9. Clear policies and guidelines on student activism, participation and membership in organizations like fraternities and sororities, and student publications must be created. Moreover, comprehensive student manuals must be periodically reviewed and updated.

REFERENCE:

Oxiño, R. V., Abulon, E. L. R., Morales, M. P. E., & Nalipay, M. J. N. (2017). *Examining the Philippine legislations in teacher education: A documentary review*. Manila: Philippine Normal University.



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