



Policy Notes

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Curriculum Quality Audit: Towards Quality Beginning Teachers

BACKGROUND

Quality in-service teachers are essentially a product of not only years of experience in the field, but also of their teacher education training.

The Curriculum Quality Audit is a systematic process developed by RCTQ to help Teacher Education Institutions (TEIs) align their curriculum to the Philippine Professional Standards for Teachers.

PPST by virtue of Department of Education (DepEd) Order No. 42 s. 2017, sets the standard that guides the training and development of teachers from pre-service to in-service. As DepEd moves toward the implementation of the new standards, TEIs are also expected to revise and/or enhance their curriculum based on the PPST. The alignment of the teacher education curriculum with the PPST is integral to ensure that graduates will be the kind of teachers that are needed in the field.

This sends a strong message to TEIs that in order for their graduates to be hired into the system, pre-service teachers must meet all expectations of the Beginning teacher career stage. This will make their transition into the DepEd system easier and will allow them to deliver the quality of teaching needed in the field.

CQA AND ITS LINK TO QUALITY BEGINNING TEACHERS

The Beginning teacher career stage is defined by Beginning Teacher Indicators (BTIs) which set observable and measurable teacher behaviors/practices. As the first career stage, these are important stepping stone in the training of future teachers. Integrating these in the teacher

The CQA process helped partner institutions to:

- 1 assess the alignment of their pre-service teacher education programs and course syllabi to the PPST;
- 2 make the alignment of the syllabi to the BTIs evident by using the language of the standards;
- 3 constructively align course outcomes, content and assessment;
- 4 gather and use evidence-based data to inform decision-making and planning of the curriculum; and
- 5 prepare documentation that showcases the alignment of the curriculum with the PPST.

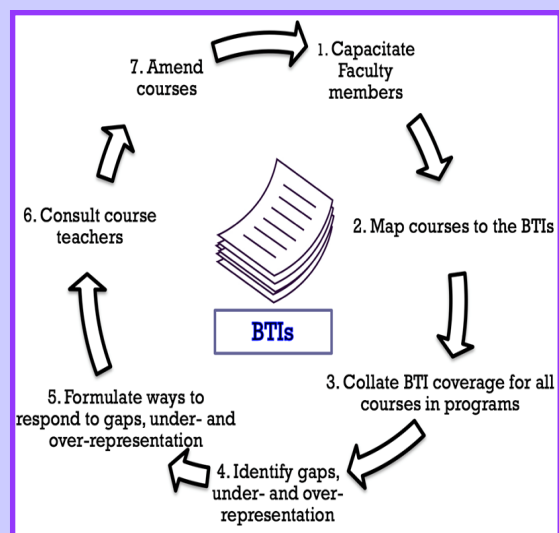
education curriculum and ensuring that pre-service teachers are given opportunity to demonstrate the competencies enables TEIs to ascertain the quality of its graduates. This also serves as a direct link that connects the TEIs and DepEd.

The pre-service teacher education curriculum and training should be anchored to these indicators, and these are expected to be evidently embedded in the course syllabi, from the descriptions, outcomes, content and assessment.

To assist TEIs in aligning their teacher education curriculum with the PPST, RCTQ conducted the Outcome-based Pre-service Teacher Education Program: Curriculum Quality Audit (CQA).

The output of the CQA is a teacher education curriculum that is:

- research-based
- Standards-based
- internationally- benchmarked
- responsive to society's needs



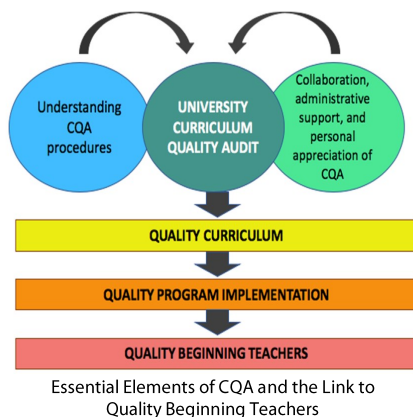
THE CQA PROCESS

CQA follows a systematic process of mapping the syllabi to the BTIs. Using developed tools and forms, gaps and under- and over-representations are identified. The evidence-based nature of the process enables program heads and faculty members to plan for the enhancement of the syllabi.

FEATURES OF THE CQA

- Systematic
- Criteria-based/Standards-based
- Objective
- Reliable
- Fair
- Evidence-based
- Documented

The curriculum reflects the *what, why* and *how* of education envisioned by an institution, thus it should be designed through collaborative effort, and CQA provides a process on how this could be done. The CQA also enables TEIs to know the strengths and points for improvement of their curriculum from course level to program level. A well-planned, research-based and collaboratively developed curriculum paves the way for quality program implementation. Eventually, the success of the delivery of the curriculum leads to quality beginning teachers.



TOWARDS NATIONAL IMPACT

Through a partnership with RCTQ, select TEIs were capacitated on how to do the CQA, a contextually-responsive form of curriculum mapping that is used to review and develop pre-service teacher education programs.

The project specifically targeted to partner with COEs and CODs across the country. As part of their mandate, they are expected to share their knowledge and help other TEIs within their area. The design of the CQA project is for these institutions who were directly trained by RCTQ to eventually become CQA specialists themselves. The capacity-building was not only intended for them to do the audit process, but moreover, for them to be able to replicate the training process and partner with other TEIs that wishes to learn how to conduct the CQA.

The CQA project had three phases:

PHASE 1

with Philippine Normal University

PHASE 2

with select members of the National Network of Normal Schools (3NS)

Bicol University
Bukidnon State University
Cebu Normal University
Central Luzon State University
Leyte Normal University
Palawan State University
Pangasinan State University
Western Mindanao State University

PHASE 3

with select Centers of Excellence and Centers of Development (COEs and CODs) in Teacher Education

Adamson University
Angeles University Foundation
Ateneo De Naga University
Ateneo De Zamboanga University
Benguet State University
Central Mindanao University
Centro Escolar University
De La Salle University - Dasmariñas
De La Salle University - Manila
Don Mariano Marcos Memorial State University
Far Eastern University
Negros Oriental State University
Saint Louis University
Southern Leyte State University
St. Mary's University
Tarlac Agricultural University
University of Asia and the Pacific
University of Norther Philippines
University of San Jose – Recoletos
University of the Cordilleras
University of the Immaculate Conception
West Visayas State University
Xavier University - Ateneo de Cagayan

As of August 2019, several partner institutions have already reported their own partnerships with other TEIs. Thus, through this model, more and more TEIs are expected to make CQA a practice in curriculum review, development and enhancement.

CQA IN CURRICULUM DEVELOPMENT AND ENHANCEMENT

Adopting CQA as best practice will benefit TEIs in terms of:

- ◇ ensuring constructive alignment, which is a core principle of outcomes-based education
- ◇ enabling research-based and evidence-based decision-making in addressing gaps, under- and over-representation in the curriculum
- ◇ developing shared responsibility and collective accountability of curricular decisions
- ◇ promoting a sense of community and underscoring the importance of unity, collaboration, and systemic effort in implementing the essential task of curricular reform
- ◇ instilling the importance of linking pre-service teacher education curriculum and training to DepEd's expectations and needs

CONCLUDING REMARKS

The Curriculum Quality Audit (CQA) is a practice worth sharing to education and curriculum leaders. It is a form of curriculum mapping that does not end with identifying alignment and gaps. It provides evidence that lead to a collaborative and fruitful sharing of practices from course teachers even across disciplines. The CQA is a cycle that could be done to constantly check and update the curriculum and contextualize it to the needs of the learners and the field.

PROJECT TEAM

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