



## Introduction

On August 4, 1994, Republic Act No. 7784 (1994) titled “An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council for the Purpose, Appropriating Funds Therefor, and for Other Purposes” was signed into law. This was among the five laws<sup>1</sup> enacted in 1994 following the recommendations of the Congressional Commission on Education (EDCOM, 1991) to address the declining quality of education.

Despite these efforts, the country’s quality of education needs improvement as evidenced in many national assessments, and recently in the country’s poor performance in the Programme for International Student Assessment (OECD, 2018).

Twenty-six years after the creation of the Teacher Education Council, it is timely to amend the law to make it more responsive to the current needs of the country’s education system.

## Proposal to strengthen the Council

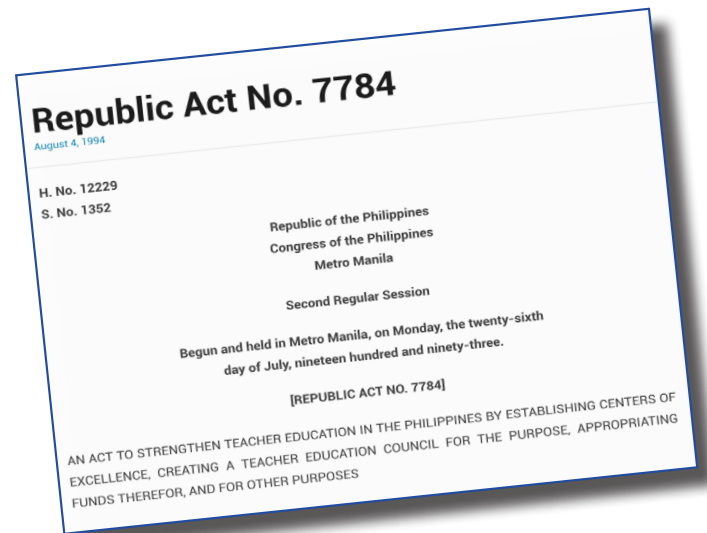
### Quality of education

- Research unequivocally shows that quality student learning is contingent upon quality teachers, who are supported by quality school leaders. Strengthening the TEC enables it to actualize and extend its mandate to support the improvement of basic education.
- The strengthened TEC would provide national leadership for promoting excellence so that schools, teachers, and school leaders, as well as tertiary education institutions and teacher educators, have the maximum impact on student learning in all Philippine schools.

### Structural transformation

- The capacity of the TEC is strengthened through the provision of increased plantilla items and offices with well-defined and clearly-focused responsibilities.

<sup>1</sup> i) RA 7722 or the Higher Education Act; RA 7796 or the TESDA Act; RA 7797 or an act on lengthening the school calendar; and RA 7836 or the Philippine Professionalization Act.



- Increased funding support would enable the TEC to perform its mandate better.
- The objectives, roles, scope, functions, structures, and processes of the strengthened TEC would meet emerging education quality challenges.

### An independent body

- The strengthened TEC would work collaboratively with established education institutions in the Philippines, such as the Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education Skills Development Authority (TESDA) and Teacher Education Institutions, but would remain independent of them.
- As an independent body, the TEC would fulfill its mandate to:
  - “Identify and designate among existing private and public schools, teacher education institutions as centers of excellence for teacher education, at the national, regional, and provincial levels” (Section 7.a).
  - “Initiate a periodic review of curricula and programs for teacher education and training through participatory methods, such as self-assessment by institutions” (Section 7.c).

### Alignment with international best practice

- Teacher organizations in many countries such as the Teachers Council of Thailand, the Teaching Council of New Zealand and the Australian Institute

for Teaching and School Leadership (AITSL)<sup>2</sup> have taken active roles in setting professional standards for teachers and school leaders, approving pre-service teacher education programs and/or coordinating the promotion of education and research in the teaching profession.

- Countries with high performing education systems have transformative agenda geared towards nurturing, improving, acknowledging and rewarding teacher quality.

## A strengthened TEC

Strengthening the TEC empowers the Council to exercise its core mandates which are already vested in it by RA 7784. Below are the existing and proposed additional powers and functions of the TEC:

1. Identify and designate among existing private and public schools, teacher education institutions as centers of excellence for teacher education, at the national, regional, and provincial levels;
2. Formulate evidence-based policies and standards that strengthen and improve the quality of teachers and school leaders;
3. Uphold and maintain the integrity of professional standards for teachers and school leaders;
4. Set out basic requirements for pre-service teacher education programs and provide accreditation thereto in accordance with the professional standards to ensure a stronger and more transparent link between the outcomes of teacher education programs and the expectations of teachers and the community;
5. Support teachers entering the profession through the setting and monitoring of systematic requirements and linking professional standards across their professional lives;
6. Establish policies to implement a system of recognition affirming the career stages achieved by teachers and school leaders;
7. Establish and maintain a pool of national assessors for career stage recognition based on professional standards;
8. Adopt an adequate and effective system of incentives such as scholarship grants in order to attract and encourage outstanding high school graduates whether from public or private schools, to pursue teacher education;
9. Encourage the establishment of consortia and other cooperative arrangements among teacher education schools, public or private, for greater efficiency and economy in the use of resources;

<sup>2</sup> AITSL links with state bodies such as Board of Studies, now called New South Wales Education Standards Authority (NESA), and certifying authorities.

10. Advocate for teachers and school leaders by advancing the profession and monitoring the progress of other functions in contributing to the standing of the profession in the community;
11. Co-design with the Professional Regulation Commission Board for Professional Teachers the licensure examination for teachers ensuring its relevance to the professional standards and the current needs of teachers, and put in place with the Board feedback mechanisms to stakeholders to enhance examinations and pre-service provision in teacher education institutions;
12. Design collaborative programs or projects that enhance pre-service teacher training, in-service training, re training, orientation, and teacher development;
13. Undertake, apply, and share research related to teaching and school leadership, and conduct relevant studies as may be needed in the formulation of policies and in the planning and successful implementation of plans, programs, and projects required in attaining the purposes of this Act;
14. Recommend appropriate measures to the President of the Philippines, Congress, and heads of other government offices and agencies to improve, enhance, and strengthen teacher education, and promote the welfare of teachers and school leaders; and
15. Promulgate rules and regulations and exercise such other powers and functions as may be necessary to carry out effectively the purpose and objectives of this Act.

*Note: This proposal is under discussion by the Technical Working Group for Teacher Quality (TWG-TQ) chaired by Cabinet Secretary Karlo Alexei Nograles with members from TEC, DepEd, CHED, TESDA, COCOPEA, RCTQ and others.*

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