THE TEACHING PROFESSION

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Special Academic Program in Teaching
College of Education
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PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (PPST)

Introduction

Teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is in consonance with the Department of Education vision of producing: “Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation” (DepEd Order No. 36, s. 2013).

Learning Outcomes

At the end of this module, the students will be able to:

1. identify the different domains of the Philippine Professional Standards for Teachers (PPST);

2. Write ways on how they can enhance the state of quality teachers in the Philippines; and

3. Make a self-introspection based on the strands and indicators stated in the PPST.
Lesson 1. Philippine Professional Standards for Teachers (PPST) (Bilbao et al., 2018)

Based on the Teacher Education and Development Map in 2006 as cited by Bilbao et al. in 2018, Philippine Teacher Education is defined as a lifelong journey from entry to basic education in the DepEd to entry to Teacher Education Institutions of the CHED to licensing as professional teachers of the PRC to employment to DepEd with attestation of the Civil Service or private basic education.

In both public or private education, a newly recruited teacher undergoes a Teacher Induction Program (TIP) led by the Teacher Education Council (TEC) and the private institutions are assisted by the Private Education Assistance Council (PEAC). While in service the professional teacher continues professional development through trainings by the duly authorized service providers of the PRC or shall continue professional development through advancement in education (Masters' or Doctorate) or other activities on their own. The continuing professional development continues until the person retires from employment or continues to practice the profession in another capacity. In the middle of this professional lifelong cycle, are the professional teacher standards, known before as National Competency Based Teacher Standards (NCBTS, 2006) and now known the Philippines Professional Standards for Teachers (PPST, 2017, DepEd Order 42, s. 2017). Both are frameworks for teacher quality. The PPST, 2017 define teacher quality in a broader perspective attuned to the current demands and changes in the educational local and global landscape to include the reforms of K to 12, the Outcomes-Based Education of Higher Education, the ASEAN integration, the UNESCO's SDGs 2030 and the Ambisyon Natin 2040.

Being responsible for the pre-service development of teachers, teacher education institutions have a responsibility of graduating students with PQF 6 qualifications and to master the PPST Beginning Teacher Standards as well as the Program Outcomes of the CHED's PSG for teacher education (CMO 74-82, s. 2017). The mastery of the beginning teacher competencies is an expectation of the teaching industry in basic education.
Let us focus on the PPST, 2017 particularly on the **Beginning Teacher's Competencies** for Career Stage Level 1.

There are seven (7) Domains in the PPST. The seven domains, collectively comprise 37 strands to refer to more specific dimensions of teacher practice. Each strand is calibrated according to the professional development scale or as described Career Stage 1: Beginning Teachers; Career Stage 2: Proficient Teachers, Career Stage 3: Highly Proficient Teachers, and Career Stage 4, Distinguished Teachers.

**Career Stage 1: Beginning Teachers.** Newly qualified to teach as professional teachers are the beginning teachers. They have acquired an appropriate degree in education or allied fields and have passed the licensure examination for professional teachers. They are assumed to have competencies in terms of content, knowledge and pedagogy, as well as the 21st century skills and values to support teaching and learning. They can manage learning and have strategies that enable learners to enhance learning through their guidance.

However, since they are new to the teaching profession, Beginning Teachers are expected to seek advice and assistance from their peers and experienced colleagues to continuously improve their teaching.

Let us look at the detailed competencies on the domains and strands for the Beginning Teachers:

**DOMAIN 1: CONTENT KNOWLEDGE AND PEDAGOGY**

<table>
<thead>
<tr>
<th>Strands</th>
<th>Competency Indicators for Beginning Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Content Knowledge and its Application within and across curriculum areas.</td>
<td>1.1.1 Demonstrate content knowledge and its application within/and or across curriculum teaching areas.</td>
</tr>
</tbody>
</table>
### Domain 2: Learning Environment

<table>
<thead>
<tr>
<th>Strands</th>
<th>Competency Indicators for Beginning Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Research-based knowledge and principles of teaching and learning.</td>
<td>1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.</td>
</tr>
<tr>
<td>1.3 Positive Use of ICT</td>
<td>1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.</td>
</tr>
<tr>
<td>1.4 Strategies for promoting literacy and numeracy.</td>
<td>1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.</td>
</tr>
<tr>
<td>1.5 Strategies of developing critical and creative thinking, as well as other higher-order thinking skills.</td>
<td>1.5.1. Apply teaching strategies that develop critical and creative thinking and/or other higher order thinking skills.</td>
</tr>
<tr>
<td>1.6 Mother tongue, Filipino and English in teaching and learning.</td>
<td>1.6.1 Use of mother tongue, Filipino and English teaching and learning</td>
</tr>
<tr>
<td>1.7 Classroom communication strategies</td>
<td>1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.</td>
</tr>
<tr>
<td>2.1 Learner safety and security</td>
<td>2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.</td>
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<tr>
<td>2.2 Fair learning environment</td>
<td>2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.</td>
</tr>
<tr>
<td><strong>Strand 2.3 Management of classroom structure and activities</strong></td>
<td>2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.</td>
</tr>
<tr>
<td>2.4 Support for learner participation</td>
<td>2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.</td>
</tr>
<tr>
<td>2.5 Promotion of purposive learning</td>
<td>2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.</td>
</tr>
<tr>
<td>2.6 Management of learner behavior</td>
<td>2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.</td>
</tr>
</tbody>
</table>
### Domain 3: DIVERSITY OF LEARNERS

<table>
<thead>
<tr>
<th>Strands</th>
<th>Competency Indicators for Beginning Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Learners' gender, needs, strengths,</td>
<td>3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.</td>
</tr>
<tr>
<td>interests and experiences</td>
<td></td>
</tr>
<tr>
<td>3.2 Learners' linguistic, cultural,</td>
<td>3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.</td>
</tr>
<tr>
<td>socio-economic and religious backgrounds</td>
<td></td>
</tr>
<tr>
<td>3.3 Learners with disabilities, giftedness</td>
<td>3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.</td>
</tr>
<tr>
<td>and talents</td>
<td></td>
</tr>
<tr>
<td>3.4 Learners in difficult circumstances</td>
<td>3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.</td>
</tr>
<tr>
<td>3.5 Learners from indigenous groups</td>
<td>3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.</td>
</tr>
</tbody>
</table>
**DOMAIN 4: CURRICULUM AND PLANNING**

<table>
<thead>
<tr>
<th>Strands</th>
<th>Competency Indicators for Beginning Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Planning and management of teaching and learning process</td>
<td>4.1.1 Prepare developmentally sequenced teaching and learning process to meet curriculum requirements.</td>
</tr>
<tr>
<td>4.2 Learning outcomes aligned with learning competencies</td>
<td>4.2.1 Identify learning outcomes that are aligned with learning competencies.</td>
</tr>
<tr>
<td>Strand 4.3 Relevance and responsiveness of learning programs</td>
<td>4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.</td>
</tr>
<tr>
<td>Strand 4.4 Professional collaboration to enrich teaching practice</td>
<td>4.4.1 Seek advice concerning strategies that can enrich teaching practice.</td>
</tr>
<tr>
<td>Strand 4.5 Teaching and learning resources including ICT</td>
<td>4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.</td>
</tr>
</tbody>
</table>

**DOMAIN 5: ASSESSMENT AND REPORTING**

<table>
<thead>
<tr>
<th>Strands</th>
<th>Competency Indicators for Beginning Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Design, selection, organization and utilization of assessment strategies</td>
<td>5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment</td>
</tr>
<tr>
<td>5.2 Monitoring and evaluation of learner progress and achievement</td>
<td>5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.</td>
</tr>
<tr>
<td>5.3 Feedback to improve learning</td>
<td>5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.</td>
</tr>
<tr>
<td>5.4 Communication of learner needs, progress and achievement to key stakeholders</td>
<td>5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.</td>
</tr>
<tr>
<td>Strand 5.5 Use of assessment data to enhance teaching and learning practices and programs</td>
<td>5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.</td>
</tr>
</tbody>
</table>

**DOMAIN 6: COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT**

<table>
<thead>
<tr>
<th>Strands</th>
<th>Competency Indicators for Beginning Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Establishment of learning environments that are responsive to community contexts</td>
<td>6.1.1 Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.</td>
</tr>
<tr>
<td>6.2 Engagement of parents and the wider school community in the educative process</td>
<td>6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community.</td>
</tr>
<tr>
<td>Strand 6.3 Professional ethics</td>
<td>6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the <em>Code of Ethics for Professional Teachers</em>.</td>
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</tr>
<tr>
<td>Strand 6.4 School policies and procedures</td>
<td>6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community.</td>
</tr>
</tbody>
</table>

**DOMAIN 7: PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT**

<table>
<thead>
<tr>
<th>Strands</th>
<th>Competency Indicators for Beginning Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Philosophy of teaching</td>
<td>7.1.1 Articulate a personal philosophy of teaching that is learner-centered.</td>
</tr>
<tr>
<td>7.2 Dignity of teaching as a profession</td>
<td>7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.</td>
</tr>
<tr>
<td>7.3 Professional links with colleagues</td>
<td>7.3.1 Seek opportunities to establish professional links with colleagues.</td>
</tr>
<tr>
<td>7.4 Professional reflection and learning to improve practice</td>
<td>7.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice</td>
</tr>
<tr>
<td>7.5 Professional development goals</td>
<td>7.5.1 Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.</td>
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**Assessment Task**

**Make a reflection**

1. When you become a professional teacher in the future, how can you enhance the state of quality teachers in the Philippines?

2. After studying the different domains and competencies of the PPST, which domain do you find EASY to master? Why? Which domain seems to be difficult for you to master? Why?

**Summary**

It is all about quality teachers and teacher quality. The qualities of the 21st century teacher have been discussed in the previous lessons. However, to bridge this lesson, there was a need to differentiate between the quality teachers and the teacher quality. There can never be teacher quality without quality teachers, for quality teachers are defined by individual knowledge, skills and values, on the other hand teacher quality is defined by the teacher standards set for the teaching profession. For the Southeast Asian countries, the framework is driven by the four essential competencies and 31 enabling competencies. The Philippine Professional Standards for Teachers (PPST) are also in support of the Philippine Qualifications Framework (POF) which determines the qualification of any baccalaureate degree holder. The Career Path Stage 1:
Beginning Teacher is the focus of this lesson because, the pre-service teacher education graduate should master the competencies that are stated in the 32 strands of the seven domains of the Standard for Filipino Teachers. There are items that are similar between the Southeast Asian Framework and the Philippine Professional Standards for Teachers. If the competencies included in the standards are mastered by any future teacher, then quality teachers will be produced and teacher quality will be achieved.

References


MODULE 9

ON BECOMING A GLOCAL TEACHER

Introduction

Our world has been called a "global village." Satellite communications make possible television, telephone and documents transmitted through fax and electronic mails across thousands of miles in thousandths of a second. Our students can view global warfare in the Middle East, famine in Africa, industrial pollution in Europe or industrial breakthrough in Korea or Japan through a worldwide web (www) of the information highway.

Global education poses a variety of goals ranging from increased knowledge about the peoples of the world to resolutions of global problems, from increased fluency in foreign languages to the development of more tolerant attitudes towards other cultures and peoples. Global education embraces today's challenges as national borders are opened. It paves the way for borderless education to respond to the needs of educating children of the world they are entering. It offers new curricular dimensions and possibilities, current scientific and technological breakthroughs for completely new frontiers in education.

Contemporary curricula respond to the concept of this global age. The increased use of technology in the classroom, the Incorporation of the changing realities of our world's society, and the ease of mobility of peoples of the world have become a challenge to your preparation as prospective teachers.

Hence, future teachers like you should prepare to respond to these multiple challenges. To become a global teacher, you should be equipped. With a wider range of knowledge of the various educational systems outside the country; master skills and competencies which can
address global demands; and possess attitudes and values that are acceptable to multicultural communities. When you are able to satisfy these benchmark requirements, then you can safely say, you have prepared well to be a great teacher of the world.

Roland Robertson (1992) a sociologist, in his article "Glocalization: Time Space and Homogeneity-Heterogeneity, suggests replacing the concept of globalization to glocalization with the view in mind to blur the boundaries between global and local. Robertson offers to see the local as one aspect of globalization. It may mean, a global outlook adapted to the local condition or a local outlook adapted to the global condition. Further, he said that the term glocalization means it is local culture which assigns meaning to global influences, and that the two are interdependent and enable each other.

Glocalization in Oxford Dictionary of New Words (1991:134) defines the word glocal and the process noun word glocalization as a blending of global and local conditions a global outlook adapted to local condition and the local condition to global perspectives.

As future teachers, you have to blend both global and local perspective. As the saying goes: "think globally, but act locally" or "think local but act global. You can be a global teacher and at the same time a glocal teacher, if the local perspectives based on the culture, traditions and contexts are considered.

Learning Outcomes

At the end of this module, you should be able to:

- Gain deep understanding of the concepts a global or a glocal teacher in the context of 21st century education;

- Describe the status of the teacher professionals and the teaching profession in the ASEAN and beyond;
• Review existing ASEAN and UNESCO's frameworks and standards in the preparation of glocal teachers; and

• Demonstrate understanding of the Philippine Qualification Framework (PQF) and the Philippines Professional Standards for Teachers (PPST) as a compass to ensure teacher quality.

LESSON 1: THE GLOBAL AND GLOCAL TEACHER PROFESSIONAL

A. Global and Glocal Teacher Education (Bilbao et al., 2018)

Lesson 1 will introduce the general concept of global or glocal education and define the global or glocal teacher. This introductory lesson will give you a clear perspective on how you would become that kind of teacher. After understanding the two concepts, you will be able to prepare yourself for the succeeding lessons.

How do you prepare yourselves as teachers for a challenging task of making learners of today live meaningful lives tomorrow? As you prepare children for their future, teachers need to explore what the future holds. Teachers have to envision creative, innovative ways to prepare diverse learners in their own cultural context without forgetting that they live in their local communities but within a global village.

To compete globally means to prepare teachers who are capable of changing lifelong education needs. How do you prepare for these needs? What are the emerging technologies that will shape the future? How can we use our technologies for best learning advantage? What will be the jobs of the future and how should curricula be shaped to prepare students for their future?

You will be teaching in the "Flat World" or "One Planet Schoolhouse." These two terms imply global education as a result of the shrinking world due to access in technology. The internet globalizes communication by allowing users from around the world to connect to one another.
Global education has been best described by two definitions:

- UNESCO defines global education as a goal to develop countries worldwide and is aimed at educating all people in accordance with world standards.

- Another definition is that global education is a curriculum that is international in scope which prepares today's youth around the world to function in one world environment under teachers who are intellectually, professionally and humanistically prepared.

UNESCO's Education 2030 Incheon Declaration during the World Education Forum established a vision "Towards inclusive and equitable quality educational lifelong learning for all". Sustainable Development Goal (SDG) 4 for Education is one of the seventeen goals of the United Nation's SDGs. The seven of the ten targets are expected outcomes while three are means of achieving the outcomes. These outcome targets bring together all member nations to expand beyond their geographical territories for global education.

By 2030, the seven outcome targets of SDG 4 must have been achieved. These are:

4.1 Universal primary and secondary education. Ensure all girls and boys complete, free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

4.2 Early childhood development and universal pre-primary education. Ensure that all boys and girls have access to quality early childhood development care and pre-primary education so that they are ready for primary education.

4.3 Equal access to technical/vocational and higher education. Ensure equal access for all women and men to affordable and quality technical vocational and tertiary education including university.

4.4 Relevant skills for decent work. Substantially increase the number of youth and adults who have relevant skills including technical and vocational skills, for employment, decent jobs and entrepreneurs.
4.5 Gender equality and inclusion. Eliminate gender disparities in education and ensure equal access to all levels of education and vocational trainings for vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

4.6 Universal youth literacy. Ensure that all youth and substantial proportion of adults, both men and women achieve literacy and numeracy.

4.7 Education for sustainable development and global citizenship. Ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promote culture of peace and non-violence, global citizenship and appreciation of cultural diversity and cultures contribution to sustainable development.

One of the means to achieve the target is to increase the supply of qualified teachers, through international cooperation for teacher training in developing countries, especially the least developed countries and island developing states.

James Becker (1988) defined global education as an effort to help individual learners to see the world as a single and global system and to see themselves as a participant in that system. It is a school curriculum that has a worldwide standard of teaching and learning. This curriculum prepares learners in an international marketplace with a world view of international understanding. In his article "Goals of Global Education," Becker emphasized that global education incorporates into the curriculum and educational experiences of each student a knowledge and empathy of cultures of the nation and the world. Likewise students are encouraged to see the world as a whole, learn various cultures to make them better relate and function effectively within various cultural groups.

Thus, to meet the various global challenges of the future, the 21st Century Learning Goals have been established as bases of various curricula worldwide. These learning goals include:

1. 21st century content: emerging content areas such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health and environmental awareness.
2. Learning and thinking skills: critical thinking and problem solving skills, communication, creativity and innovation, collaboration, contextual learning, information and media literacy.

- ICT literacy: using technology in the context of learning so students know how to learn.
- Life skills: leadership, ethics, accountability, personal responsibility, self-direction, others
- 21st century assessments: Authentic assessments that measure the areas of learning

On the other hand, glocal education is about diversity, understanding the differences and teaching the different cultural groups in their own context to achieve the goals of global education as presented by the United Nations. It is preparing future teachers from the remote and rugged rural villages in developing countries, to the slum areas of urbanized countries, to the highly influential and economically stable societies of the world for their roles in the 21st century classrooms. Global teacher education addresses the need of the smallest schools to the largest classrooms in the world. It responds to borderless education that defies distance and geographical location. This makes education glocal.

Thus, glocal education provides equal opportunity and access to knowledge and learning tools which are the basic child in every community, locality within the global community.

Are our pre-service teachers preparing to provide glocal education in their respective future school assignments? Do they possess a strong foundation of their rootedness in culture so as to blend what is local with what is global? Will you be a glocal teacher who is a true Filipino teacher with a solid value of nationalism and Filipinism but who is capable of addressing the global challenges and needs of educating the children for the future?

B. From Global teacher to Glocal Teacher Professionals

Looking back at the concept of global education, how do we define now a glocal teacher? Is this teacher somebody who teaches abroad? Is this a person teaching anywhere in the world, and is able to teach the 21st century leaning goals? These are some of the fundamental questions
that are raised regarding global teacher as new concept of globalization and the recognition of localization in the same concept is fast emerging and recognized (Bilbao et al., 2018).

Hence, a glocal teacher is a global teacher who is competent and armed with enough skills, appropriate attitude and universal values to teach learners at home or abroad but is equipped with both time tested as well as modern technologies in education in any time and any place in the world. A glocal teacher is someone who thinks and acts both locally and globally with worldwide perspectives, but is teaching in the communities, localities, towns, provinces and regions where he or she is situated (Bilbao et al., 2018).

More specifically, a glocal Filipino is characterized by several qualities and attributes in addition to in-depth knowledge, functioning skills and embedded values. Glocal teachers:

- understand how this world is interconnected;
- recognize that the world has rich variety of ways of life;
- have a vision of the future and sees what the future would be for himself/herself and the students;
- are creative and innovative;
- understand, respect and tolerant of the diversity of cultures;
- believe and take action for education that will sustain the future;
- Facilitate digitally-mediated learning;
- possess good communication skills (for Filipino teachers to be multilingual);
- aware of international teacher standards and framework; and
- master the competencies of the Beginning Teacher in the Philippine Professional Standards for Teachers (PPST, 2017).

Further, glocal teachers in addition to the above qualities must possess the following distinct characteristics and core values of Filipino teachers: (Master Plan for Teacher Education, 2017):
• cultural and historical rootedness by building on the culture and the history of the learners and the place;

• ability to contextualize teaching-learning by using local and indigenous materials, content and pedagogy whenever appropriate;

• excellence in personal and professional competence, leadership, research, technology, innovation and creativity;

• responsiveness through social involvement and service, learner-centeredness, respect and sensitivity for diversity and inclusiveness;

• accountability and integrity by being a positive role model with strong moral character, committed and conscientious, credible, honest and loyal;

• ecological sensitivity by being resilient and a steward of the environment for sustainability;

• nationalism/Filipinism by being a responsible citizen and upholding the Filipino identity amidst globalization (glocalization); and

• faith in the Divine Providence by being humane, just, peace-loving and respectful of human rights.

The need for glocal teachers is on the rise in several countries worldwide. Even developed countries are in direct need of competent teachers who will teach in rural and urban classrooms imbued with the characteristics and attributes of a glocal teacher.
LESSON 2: A CLOSER LOOK AT THE TEACHERS AND THE TEACHING PROFESSION IN THE ASEAN AND BEYOND

Let us now look closely at the teaching profession and professional of the ten ASEAN member countries as a whole.

A. The Levels of Schooling as a Teaching Meliu (Bilbao et al., 2018)

In all the countries, in the ASEAN, the levels of formal schooling in the educational system are as follows.

1. Primary level is composed usually of Pre-primary (Play-school, Pre-K, Kindergarten) and the Primary Level which is composed of Grade 1 aged 6 yrs. old; Grade 2 aged 7 yrs. old; Grade 3, aged 8 yrs. old; Grade 4 aged 9 yrs., Grade 5 aged 10 yrs. old, and Grade 6 aged 11 yrs. old.

   In the Philippines, the label primary level refers to elementary level. The elementary level has two sub- levels, the primary grades which include Kindergarten to Grade 4 and the intermediate grades which include Grade 5 and Grade 6.

2. Secondary level follows the primary level. Generally, across the ASEAN it is composed of Junior High School and the Senior High School. The graduate from the senior high school can proceed to college or find a job appropriate to the qualification. However, there are slight variations in some countries such as Lower Secondary level is three years with Grades 7, 8 and while the Upper Secondary level is composed of Grades 10, 11 and 12.

   In the Philippines, the Junior High School composed of Grades 7, 8, 9, 10 while Grades 11 and 12 belong to the Senior High school.
Variations in the number of years in basic education level across the ASEAN members

<table>
<thead>
<tr>
<th>Variations</th>
<th>Levels of Schooling and number of Years*</th>
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</thead>
<tbody>
<tr>
<td>Version 1</td>
<td>Primary/Elementary 5 years</td>
</tr>
<tr>
<td>Version 2</td>
<td>Primary/Elementary 5 years</td>
</tr>
<tr>
<td>Version 3</td>
<td>Primary/Elementary 6 years</td>
</tr>
<tr>
<td>Version 4</td>
<td>Primary/Elementary 6 years</td>
</tr>
<tr>
<td>Version 5</td>
<td>Primary/Elementary 6 years</td>
</tr>
</tbody>
</table>

In summary, basic education levels in most ASEAN countries have 12 years of formal schooling, divided into primary, lower secondary and upper secondary levels. All primary education levels are compulsory, while in some countries the secondary level is voluntary except the Philippines. In Singapore, the last two year levels are pre-university levels. For the secondary level; there is a variation of 5, 6 or 7 years which are either labeled as middle school, junior high
school, senior high school or lower or upper secondary level. There is universal kindergarten and pre-school education for all. The number of years in the primary is from 5 to 6 years.

The basic education levels of Elementary/Primary and the Secondary levels will provide the future jobs of teacher education pre-service graduates.

3. **Tertiary level** is the college level which is beyond the basic education in all the countries in the ASEAN. It is the ladder of educational system where the student earns a bachelor's degree in teacher education, which is a requirement to take a licensure examination to become a professional teacher.

In the Philippines, the Technical Education and Skills Development Authority (TESDA) provides diploma and training certificates for lifelong learning. The agency also assists in the implementation of the senior high school technical-vocational tracks.

The pre-service teacher gets appropriate qualification degree in the tertiary level in order to teach in either the elementary or secondary levels of the education system in either the public or private school in a particular country. In addition to the degree, most countries have specific recruitment policies and guidelines.

**B. The Teacher Professionals Across the ASEAN**

1. **Academic Preparations of Teacher Professionals in Basic Education (Bilbao et al., 2018)**

   The admission to pre-service teacher education varies from the graduates of Grade 9 or Grade 12. In remote places of Lao PDR, Indonesia, Myanmar and Cambodia, pre-school, pre-primary of kindergarten future teachers can have 9 years of basic education (Grade 9) and get an advanced training for 3 years to become teachers (9 yrs of basic education +3 years teacher preparation) or 10 years of basic education plus 3 years of teacher preparation.

   For teachers of lower secondary level, future teachers should have 12 years of basic education and 2 years of teacher preparation to earn a Diploma in Teaching.
For upper secondary level, the requirement is 12 years of basic education plus 4 to 5 years of teacher preparation to earn a Bachelor’s degree. However, for non-education degree graduates they can take the post graduate diploma in Education/Teaching. This will mean an equivalent to 12 years of basic education plus 4 to 5 years of Baccalaureate Degree plus one year or Graduate Diploma.

Almost all teacher education provides a teaching practicum, student teaching or field experiences course. This will provide them the opportunity to apply the theories and concepts in the content and pedagogy courses in real class situation.

ASEAN countries have comparable academic teacher education preparations, however there are those who have gone beyond their borders, while others are still strengthening their programs. Differences are according to the context and needs and the education system of the particular member country, their history culture and aspirations. Here are some commonalities in the teacher preparation.

2. **Components of Teacher Preparation (Bilbao et al., 2018)**

Qualified, professionally trained, motivated and well supported teachers are the key to quality education. The future teacher academic preparations should be responsive to this call. Common to all the ASEAN countries, are four important components which are being addressed in the preparation of teachers:

1. **General knowledge and understanding** - This cluster for knowledge and understanding are embedded in the general education or liberal arts education subjects in college as preparatory to the core content subjects in the professional education. The cluster of subjects in the liberal education provides the development of the person-hood of the future teacher. (What to Know about Oneself and World.)

2. **Pedagogy** - This component provides variety of teaching delivery approaches beyond the traditional
methods of teaching. The more innovative methods including student-centered approaches, cooperative learning, project-based learning and many more based on international values to enhance, peace, education, sustainable development, respect for diversity, inclusive education, and global citizenship. Pedagogical theories and principles are also included. (How to Teach).

3. Teaching Practicum/Experiential Learning

In this cluster, knowledge, theories, principles and pedagogies learned are validated in real life situation as teachers. In all ASEAN countries, teaching practicum and experiential learning are required as a component of training or for certification to teach. (Immersion to the real world of teaching/ Practicum/Teaching Internship)

4. Specialized knowledge/ Major courses

For those who will teach the content or discipline in the upper elementary or the secondary levels, major content courses are learned. For the early years (pre-school to Grade 3, a more comprehensive knowledge of child growth and development is given emphasis. (What to teach in specific discipline or subject area

The Common degree titles include Bachelor of Education (BEd); Bachelor of Elementary Education (BEEd); Bachelor of Secondary Education (BSEd); and Diploma in Education either Pre-baccalaureate/ Post Graduate (PGDip). There are variations from country to country.

Several standards and competencies were developed as a guide for all teachers some of which will be discussed in detail in the succeeding lesson. But the most common are standards that revolve around or anchor on the following domains:

1. Skills in the 21st Century
2. Professionalism and accountability
3. Pedagogical competence
4. Teacher's characteristics/ qualities
5. Knowledge competence
C. The Teaching Profession Practices in the ASEAN

1. Teacher's Major Responsibilities (Bilbao et al., 2018)

There are three major responsibilities of professional teachers across the different countries. These are (1) Actual teaching, (2) Management of learning and (3) Administrative work. All these responsibilities have to be carried out in the teaching hours required which is 6-8 hours per day, 40-45 hours per week, 4 weeks per month and 10 months per year. In between the teaching days, are holidays specific to the country which may either be civic holiday or religious holidays.

- **Actual Teaching** refers to the time of engagement or the teacher with the learners. This happens within the official teaching hours. The actual teaching hours vary from country to country and from school to school. Sometimes actual teaching refers to contact time or non task.

- **Management of Learning** refers to activities that support the actual teaching. This can be beyond actual teaching time like remediation or enhancement, homework, or co-curricular activities.

- **Administrative work** - refers to the teachers' job that includes writing test items, checking and recording of test paper results, attending to parents, making reports and other related activities.

With all the responsibilities that the teacher is required to do, the salary of the teacher varies across the different countries. In the ASEAN teacher's salary ranges from as low as USD 120.50 to as high as USD 2,589.00 per month or even higher as in the case of Singapore which is around $45,755.00 per year according to the Global Teacher Status Index Report. Salary is based on qualification, teaching experiences and level or grade assigned. Teaching in the public schools will also have a different salary scale. In some countries, there are fringe benefits provided like hardship pay, maternity pay and other bonuses.
In the primary level, teachers handle more than one specialized subject. In fact in some countries including the Philippines, all the subjects in the grade level is taught by one teacher in a self-contained classroom. In some cases, team teaching is practiced either vertically or horizontally. In the vertical team teaching, for example Elementary Science will be taught by one science teacher from Grade 1 to Grade 6, while for the horizontal team teaching, science will be taught by one teacher in one level with different sections or groups. On the other hand, in the secondary level, the teacher teaches the specific subject area or major area in the same level or in different grade levels, too.

2. Teacher Licensing and Recruitment (Bilbao et al., 2018)

Most teachers are licensed as professionals or are certified to teach by the country's appropriate agencies. Those who are not certified or licensed become para-professionals or assistant teacher. In the Philippines, it is the Professional Regulation Commission (PRC) while in Singapore it is the National Institute for Education (NIE). In Thailand, it is the Teacher Education Council (Khurusapha) that gives a licensure test for teacher applicants while in Indonesia, Akta IV teacher license is given by the teacher colleges for an authority to teach. In other countries where no licensing is provided, certification is issued instead. This is done by the Ministry of Education or the teacher education colleges or universities.

Teacher recruitment process and qualifications are guided by the Ministry of Education for the public schools and the individual private schools under the guidance and policies of each country's ministry.

D. The Teacher and the Teaching Profession Beyond the ASEAN

"Benchmarking is learning the best from the best practices of the worlds’ best educational systems."

There are three examples of countries beyond the ASEAN. These are China, Japan and the United States of America. These countries were included as samples in the 2013 Global
Teacher Status Index. Let us find out how their teaching profession practices are similar to the ASEAN.

1. China

China being the most populous country has over 200 million students attending public schools taught by over 9 million teachers in the elementary, junior and senior high schools. Teachers in China form the largest teaching force in the world. (Wang, 1996; Nanjundiah, 1996)

The education system is highly centralized such that course syllabi are written by scientists and professors hired by the National Educational Commission. The subject matter and instructional contents are uniform for all. The first six years of school make up the primary grades which are devoted to development of cognitive skills. This is followed by another six years of high school. Class size ranges from 40 to 60 students and the students have to cover all topics in order to pass national examinations.

Students wishing to attend university must pass one of the two versions of the National University Entrance Examination. The quality and reputation of the school will depend on the number of students passing the examination (Changbin, 1995; Kwang, 2000)

Education, one of the fundamental Chinese traditions, entered a new era of deep transformation after 1949. Education was used as a vital tool for centralization and unification of the country. The new educational system includes:

- six years of primary education.
- three years of junior middle school, three years of senior middle school.
- six years of university
- varieties of technical and vocational schools.

The political and ideological orientation of teacher education is "to cultivate cultured persons as teachers with lofty ideals, high morality, strong discipline, a sense of mission as educators, engineers of the human soul and the gardeners of the nation is flowers" (Leung and Hui, 2000)
There are two main categories of teachers in China, based on the source and structure of their salary or pay. The first category is the *gongban* (state-paid) teachers who earn salary comparable with other state employees in state-owned enterprises. The second category is the *minban* (community-paid) teachers who are paid by local community depending on the community income.

State-paid teachers are categorized into grades according to their years of service and their standard performance. The five grade system are as flows:

- **Super-grade teachers** - highest level which occupy the upper level of 5% of the teaching force.
- **Senior-grade teachers** occupy 6% of the teaching force in 1990 where most of the primary level teachers belong.
- **Third-grade teachers**
- **Second-grade teachers** include the majority of the secondary teachers.
- **First-grade teachers** some of the newly hired primary teachers.

**China’s Teacher Licensing (Bilbao et al., 2018)**

The examinations are standardized for the secondary teachers by the central government, while examination for the elementary teachers is the responsibility of each province. Generally, primary teachers should have at least graduated from secondary normal schools or senior secondary school while the junior secondary teachers should at least be in possession of a teaching diploma from junior teacher colleges. The senior secondary teachers shall graduate from a normal university or teacher colleges and holder of degrees from tertiary institutions.

**Chinese Teachers Enjoy Unquestionable Authority (Bilbao et al., 2018)**

The general assumption in the Chinese society is that the teacher tells the single and absolute truth, and the job of the students is to absorb the knowledge conveyed by the teacher without question. While some subjects like English or Mathematics provide opportunities to
practice, the structure of the lesson, their pace, and the nature of questioning is determined by the teacher. It is a common experience of students to complete a 45 minute class period without having talked once, or called individually or was able to raise a question. Students are guided by the following tenets:

- Important knowledge comes from teachers and textbooks.
- Learning involves listening, thinking and silent practice.
- Knowledge espoused by the teacher and the textbook is not to be challenged.

Because of the cultural uniqueness in delivering the lessons by the teachers, China Ranked 1 in the Global Teacher Status Index, where teaching profession is regarded equal to the doctor. This will further be explained in the next section of the lesson.

2. Japan (Bilbao et al., 2018)

The Japanese education system is highly centralized and is administered by the Mombusho or Ministry of Education. The school system from kindergarten through university serves about 24 million students, with about ten percent (10%) going to the university. About one-third go to the private schools and the rest are enrolled in the public school system.

The Japanese educational system is sometimes seen as a model on how to operate schools. The system gives us a mental picture of obedient, quiet school children sitting on their desks, listening to the teacher and working hard to pass the various entrance examinations.

In 2005, a book Japan in the 21ST Century: Environment, Economy and Society states:

*Japan’s educational system produces students who perform far better on international examinations ... Japanese students are indisputably among the best in the world in solving mathematical equations... Youngsters are well behaved, envied around as law-abiding; Japan’s low crime rates are well known and widely envied around the world. But what is even more striking than the lack of crime is the overwhelming civility; graffiti and vandalism are rare and school sports teams not only bow to each other before the game but rush over to the opposing team’s stand*
In Japan, education is free and compulsory for children from 6 to 15 years. Classes are large and teaching methods are usually lectures. Japanese students spend 243 days a year in school. The school calendar is year-round with some breaks between sessions.

Standard curriculum includes Japanese language, social studies, math and science along with art, music, home economics, physical education, with the greatest emphasis on learning the Japanese language.

The Japanese educational system is divided into five basic levels: kindergarten, elementary school (six years) lower secondary school (three years) upper secondary school (three years) and university (usually around four years). Elementary school covers six years of schooling from Grade 1 to Grade 6. Most of the teachers are females. Lower secondary schools cover grade seven, eight and nine. Men compose two-thirds of the teachers in this level. Class size average is 38 and the periods are fifty minutes long.

Upper secondary schools offer academic, technical and vocational programs. The first year courses includes Japanese language, English, Science and Math. Vocation course includes information processing, navigation fish farming, ceramics and business English. The upper secondary schools are ranked based on their success placing graduating students into prestigious universities.

The Teaching Profession in Japan (Bilbao et al., 2018)

Japanese teachers are an essential element in the success story of the country. Major responsibilities are entrusted upon the teachers for moral education and character development and for instilling values, attitudes and living habits in students at all levels. Teachers are expected to infuse cultural values throughout school activities including student's lives, both in school or even at home and community.
Ever since teaching has been an attractive profession in terms of status. The appeal of the teaching career has heightened because of increase in remuneration. According to the Global Teacher Status Index in 2013, the average annual salary of teachers in Japanese is equivalent to $43,775.00 annually, which is second to Singapore.

Teaching is one of few lifetime professional career opportunities readily available to women in Japan. Ninety percent of the new teachers have four year college degrees with most having majored in other areas than education. They fill up one third of the openings in the elementary level, two thirds at the lower secondary level, and nearly nine-tenths at the upper secondary level.

**Teacher Certification in Japan (Bilbao et al., 2018)**

There are different legal requirements for certification to teach in the pre-school, elementary school, lower secondary school and upper secondary school. First class certificate is issued to teach in the preschool, elementary or secondary teachers with basic qualification of having earned a Bachelor's Degree. To teach in the upper secondary level, the basic qualification is a Master's degree. Second Class Certificate has a basic qualification of 2 years of study (62 credit units) in a university or other post-secondary institution. While to teach in the secondary level, without a Master's degree, the Second Class Certificate will be issued.

In addition to the length of study and degree qualifications, prospective teachers must earn a prescribed number of credits in education studies and in the subjects to be taught.

**Becoming Employed as a Teacher (Bilbao et al., 2018)**

Most of the public school teachers are prefectural employees even if they teach in municipal schools. Prefectures play an important role in the selection and hiring of teachers. In addition to completing a degree, the teacher applicant must secure a license to teach from the prefectural board of education. A license awarded by any prefecture is valid in all prefectures. However, applicant is required to take prefectural appointment examinations.
A prefectural appointment examination is given in two stages. First stage, consists of written tests in general education and specialized fields and skills test for P.E. Music and Art. All applicants for lower secondary teaching jobs are required to take a test in physical fitness. Second stage consists of interviews.

Age is a very important consideration for teacher applicants. More than one half of the prefectures require applicants to be under the age of 30. But once the applicants gain entry to the teaching profession, they are assured of lifetime employment. They are promoted essentially on the basis of seniority, as in all public sector and most major private corporation employment. Because of the lifetime employment policy, all prefectural and municipal boards of education are very careful in selecting new teachers. Dismissals are extremely rare and normally occur only for unethical conduct.

Teachers are rotated from one school to another within the prefecture on various schedules.

3. United States of America (Bilbao et al., 2018)

The American Educational System has greatly influenced the Philippine Educational System specifically the making of the Filipino teacher. The coming of the first American teachers called the Thomasites and the opening of the normal schools in different provinces of the country provided a very strong foundation for teacher education.

This section will present the current scenario about the teaching profession in United States of America.

Basic Education, the Avenue for Teaching Jobs in USA

The levels of education in the U.S. are similar to those in other countries including the Philippines
• Pre-primary education - Type of school providing this education are kindergarten, nursery schools, preschool programmes, child day care centers. Age level is 4-6 years old and the duration is 2 years

• Primary education elementary school - There are varied levels of schooling in primary education. Middle school education Grades 4-6, 5-7, or 6-8

• Secondary education high school – Grades 7-12 or 8-12

• Junior high school. Grades 7-8, 7-9, or 8-

• Senior high school. Grades 9-12, or 10-12

Duration of compulsory education is from entry of 6 years old to exit of 18 years old.

**Becoming a Professional Teacher in the USA**

Pre-service students who are preparing to teach in any of the above grade levels have to attend a college or a university for four years, major or minor in education and earn a teaching certificate. It is possible to earn a teaching degree after graduation by taking additional courses post-baccalaureate or by entering a Master of Arts in Teaching program.

**Earning Teaching Certificates.** United States of America has a decentralized educational system and each State Education Agency (SEA) has its own guidelines and requirements for earning and maintaining a teaching certificate. A teaching certificate earned in one state may or may not be recognized in another. There is an increasing practice requiring that prospective teachers demonstrate some minimal level of competency by passing a competency test before they are allowed to enter the profession. This examination is the National Teacher Examination (NTE) or on Praxis or Praxis II written test. Many states, now require that teachers also renew their certification by continuing to take "renewal credits." Permanent certification is granted if the teacher performs adequately according to the standards established by the state.
Recruitment of Teachers. After following the successful completion of an application process, a superintendent approves the applicant and then forwards a recommendation to hire to the local school board. Once signed, a teacher has a legally binding contract to work, unless guilty of a crime, fails to show teaching competency, or demonstrates egregious professional conduct. He/She is expected to complete teaching during the term of his/her contract, with exception to pregnancy, medical leaves and unforeseen emergencies.

Salaries of Teachers. The salary range for teachers is determined by education and experience as by locale. Teachers who have earned "masters plus 30 doctorate units earn more than those with master's degrees, while teachers with master's degrees receive a higher salary than the bachelor's degree holder. Merit pay has been adopted by some school districts, those who teach in sub-urban school districts or large towns typically earn more than teachers in either urban or rural districts. Some teachers work at another job during the school year or summer. On the average according to the Global Teacher Status report, the average income of teachers $44,917.00.

What Makes a Good American Teacher?

The definition of a "good" teacher slightly differs among levels. Those working in elementary schools seemed more child-focused in their discussions and believed that a good teacher is a kind person, one who is "understanding" and "sensitive to the needs of children." The secondary school teachers generally consider themselves subject-matter specialists. Good teachers have to know how to teach their subjects. It is a plus if students like a teacher. Some feel that having a sense of humor and an ability to handle a class increased the likelihood that students would learn, but the teacher's primary responsibility is to teach.

Middle school teachers pointed out that many schools are changing from junior high to a middle school model because young adolescents still need the support of family like concerns. The middle school teachers, therefore, as a team should be able to give more personal attention to middle school learners.
The Global Teacher Status Index of 2013 (Bilbao et al., 2018)

In 2013, the Varkey GEMS Foundation, a non-profit organization registered with the Charity Commission for England and Wales conducted the first ever Global Teacher Status Index. The study polled 21 countries all over the world that include: Brazil; China; Czech Republic; Egypt; Finland; France; Germany; Greece; Israel; Italy; Japan; the Netherlands; New Zealand; Portugal; Turkey; Singapore; South Korea, Spain; Switzerland; United Kingdom; and United States of America. These countries were chosen on their performance in PISA and TIMMSS to represent the major continents of the world.

The index determined the level of respect afforded the teachers in the specific country. The data included profile of teacher respect; teaching as sought after profession; contextualized understanding of teacher status; and views on pupils respect for teachers. China, South Korea, Turkey, Egypt and Greece respect their teachers more than other European and Anglo Saxon countries, while Israel and Brazil featured at the lower end of the Teacher Global Index.

This is shown in the Table 8.1 below:

**Table 9.1 Global Teacher Status Index, 2013**

<table>
<thead>
<tr>
<th>Country</th>
<th>Index Rating</th>
<th>Rank</th>
<th>Country</th>
<th>Index Rating</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>100</td>
<td>1</td>
<td>Spain</td>
<td>30.7</td>
<td>12</td>
</tr>
<tr>
<td>Greece</td>
<td>73.7</td>
<td>2</td>
<td>Finland</td>
<td>28.9</td>
<td>13</td>
</tr>
<tr>
<td>Turkey</td>
<td>68.0</td>
<td>3</td>
<td>Portugal</td>
<td>26.0</td>
<td>14</td>
</tr>
<tr>
<td>South Korea</td>
<td>62.0</td>
<td>4</td>
<td>Switzerland</td>
<td>23.8</td>
<td>15</td>
</tr>
<tr>
<td>New Zealand</td>
<td>54.0</td>
<td>5</td>
<td>Germany</td>
<td>21.6</td>
<td>16</td>
</tr>
<tr>
<td>Egypt</td>
<td>49.3</td>
<td>6</td>
<td>Japan</td>
<td>16.2</td>
<td>17</td>
</tr>
<tr>
<td>Singapore</td>
<td>46.3</td>
<td>7</td>
<td>Italy</td>
<td>13.0</td>
<td>18</td>
</tr>
</tbody>
</table>
Some of the key questions asked in the survey were:

1. How teachers are respected in relations to other professions?
2. What is the social standing of teachers?
3. Will parents encourage their children to be teachers?
4. Is it perceived that children respect their teachers?
5. What people think teachers ought to be paid?
6. Should teachers be paid according to the performance of their pupils?
7. How much are teachers trusted to deliver a good education to children?
8. What is the degree of trust that people have on their education system?

Answers to the above questions were collated and clustered in three sections which are Teacher Status, Perception of Teacher Reward and Teacher Agency and Control.

1. Teacher Status

**Social Status of Teachers**, Contextual understanding of the teachers status was done by ranking teaching along side other professions in the country.

- Two thirds of the countries judged the status of teachers to be most similar to social workers (Germany, Italy, Spain, Switzerland and the Netherlands). The second closest

<table>
<thead>
<tr>
<th>Country</th>
<th>Similarity</th>
<th>Social Workers</th>
<th>Status</th>
<th>Reward</th>
<th>Agency and Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netherlands</td>
<td>40.3</td>
<td>8</td>
<td>Czech Republic</td>
<td>12.1</td>
<td>19</td>
</tr>
<tr>
<td>USA</td>
<td>38.4</td>
<td>9</td>
<td>Brazil</td>
<td>2.4</td>
<td>20</td>
</tr>
<tr>
<td>UK</td>
<td>36.7</td>
<td>10</td>
<td>Israel</td>
<td>2.0</td>
<td>21</td>
</tr>
<tr>
<td>France</td>
<td>32.3</td>
<td>11</td>
<td>Nothing follows</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

90
status was to librarians (USA, Brazil, France, Turkey) and in New Zealand, people think that the job of teaching is most similar to nursing. Only one country (China) think of teachers as being most closely compared to doctors. The result seems to show the type of work the teachers do in the different parts of the world.

However, to determine the social standing of the teaching profession in the order of how they are respected, the results show that:

- There is a higher regard of teachers in the primary/elementary school teachers than in the secondary school teachers, and head teachers against 14 other occupations included.

**Teaching: Sought-After Profession.** When parents were asked if they could encourage their children to become teachers, the summarized answers are as follows:

- 50% of parents in China provide positive encouragement for child to become teachers. China is joined by South Korea, Turkey and Egypt while parents in Israel, Portugal, Brazil and Japan are least likely to encourage their children to become teachers.

**Pupil Respect for Teachers.** Parents were asked to respond whether they believed that teachers are respected by their pupils.

- In China, 75% of the respondents believe that students respect their teachers, compared to only 27% average per country.
- Turkey, Egypt, and Singapore have a high level of belief that pupils respect teachers with an average of 46%.
- Across Europe, there are higher levels of pessimism about students’ respect for teachers than in Asia and the Middle East. In most of the European countries, respondents thought that the pupils disrespect teachers than respect them.

**2. Perception of Teacher Reward**
Below, is the average actual teacher salary in the countries surveyed. The respondents were asked if the current salary is too little, too much or just enough.

<table>
<thead>
<tr>
<th>Participating Country</th>
<th>Actual Average Salary per Year in USD $</th>
<th>Participating Country</th>
<th>Actual Average Salary per Year in USD $</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>$17,730.00</td>
<td>Spain</td>
<td>$29,475.00</td>
</tr>
<tr>
<td>Greece</td>
<td>$23,341.00</td>
<td>Finland</td>
<td>$28,780.00</td>
</tr>
<tr>
<td>Turkey</td>
<td>$25,378.00</td>
<td>Portugal</td>
<td>$23,614.00</td>
</tr>
<tr>
<td>South Korea</td>
<td>$43,874.00</td>
<td>Switzerland</td>
<td>$39,326.00</td>
</tr>
<tr>
<td>New Zealand</td>
<td>$28,438.00</td>
<td>Germany</td>
<td>$42,254.00</td>
</tr>
<tr>
<td>Egypt</td>
<td>$10,604.00</td>
<td>Japan</td>
<td>$43,775.00</td>
</tr>
<tr>
<td>Singapore</td>
<td>$45,755.00</td>
<td>Italy</td>
<td>$28,603.00</td>
</tr>
<tr>
<td>Netherlands</td>
<td>$37,218.00</td>
<td>Czech Republic</td>
<td>$19,953.00</td>
</tr>
<tr>
<td>U.S.A</td>
<td>$44,917.00</td>
<td>Brazil</td>
<td>$18,550.00</td>
</tr>
<tr>
<td>U.K</td>
<td>$33,377.00</td>
<td>Israel</td>
<td>$32,447.00</td>
</tr>
<tr>
<td>France</td>
<td>$28,828.00</td>
<td>Nothing follows</td>
<td></td>
</tr>
</tbody>
</table>

- Most countries judged a fair rate of pay as similar to teacher's actual pay.
- In Japan, France and USA, the actual pay was judged higher than the fair rate of salary.
- Majority of the countries think teachers ought to be rewarded with higher pay than what they are presently getting.
Performance-Related Pay. Most countries believed that teachers salary should be based on the achieved student learning outcomes. The performance-related pay (PRP) should be used according to performance.

- In all the 21 countries, more than 59% of people think teachers ought to be paid according to the performance of their pupils. The average across countries was 75%.

3. Teacher Agency and Control

The status of the teacher is also dependent on the people’s trust to deliver good education.

Trust Teachers to Deliver Education. Based on the results of the survey:

- No country gave a rating below 5, suggesting that all countries placed satisfactory to positive trust in their teachers.

- Finland and Brazil at the top of the table displaying strong trust in their teachers, while Israel, Japan, South Korea and Egypt are at the bottom of the table, showing limited trust for their teachers.

The Varkey GEMS Foundation (VGF) Index will be immensely valuable as a means of stimulating debate on education reform—just as the publication of PISA data did at the turn of the country. For this reason, the VGF index deserves recognition for the big impact their study has made on future teachers on the Global Teacher Status Index.

Peter Dolton, Professor of Economics at Sussex University, one of the writers of the 2013 Global Teacher Status Index said:

"We find that there are major differences across countries in the way teachers are perceived by the public. This informs who decides to become a teacher in each country, how they are respected and how they are financially rewarded. Ultimately, this affects the kind of job they do in teaching our children."
Sunny Varkey, founder and trustee of Varkey GEMS Foundation said: It is my ambition that teachers are treated with as much respect as doctors. Sadly, in many Countries around the world, teachers no longer retain the elevated status that we used to take for granted. Overtime, the declining respect for teachers will weaken teaching, weaken learning, damage learning opportunities for millions and ultimately weaken societies around the world.

He also said: "It is with immense pride that I say that my parents were teachers. I recently spoke with my mother about what she believed they had achieved by becoming teachers. She spoke fondly about the goodwill that they enjoyed locally as a result of their chosen vocation. Those who taught were held in high esteem. Teachers were often the most educated people in the community, so were turned to as source of advice and guidance. Most importantly, of course, they sparked the imagination of children who went on to accomplish great things for themselves and society."

**LESSON 3: The Changing Global Landscape for the 21st Century Teachers**

This lesson is about the changing global landscape in teaching and learning brought about by factors such as the learning environment, content and processes of learning, types of learners and other parameters of learning in the 21st century. Further, Lesson 3 will present how these changes will be addressed by the principles underpinning the UNESCO’s Pillars of Learning: Learning to Know, Learning to Do, Learning to Be and Learning to Live Together from Delor's Report on Learning: The Treasure from Within. (UNESCO, 1992)

**A. The Changing Global Landscape and the 21st Century Skills for Teachers**

We are in an era of borderless "flat" world. Barriers have been broken by new information and communication technologies. Globalization has opened doors that led nations to co-exist and be interdependent. However, the common future will still be more dependent on the knowledge, skills and values of its people, thus glocalization can be the response.
As future teachers of the 21st century, there is an urgent need to understand the new landscape that is brought about by the changes in leaps and bounds of the century. Furthermore, the development of the 21st century skills is a necessary tool for teachers. Without these 21st century tools, no teacher can survive. Zhou, 2006 as mentioned in SEAMEO, INNOTECH 2011, identified some key categories of the different changes and developments in the 21st century teaching and learning. To understand the categories, we will attempt to:

1. describe the new learning environment,
2. identify the new learning contents,
3. explain the new processes of learning and how these will be facilitated,
4. describe the new type of learners, and
5. describe the new type of teachers.

**The New Learning Environment.** The idea of learning environment has broadened from the confines of the four walls of the classroom to places and spaces that support learning. It is a place where interactions of the learners among one another, with the teacher and the surroundings happen. It is characterized by the following

- learner-centered,
- new spaces and borderless,
- enhanced opportunity for creativity and innovations, and
- use of ICT.

**The New Learning Contents.** With the new learning environment and the explosion of knowledge, content or subject matter of learning has been modified. From a specific discipline or subject area, subject matter of learning has the following characteristics:

- integrated/Interdisciplinary
- demand-driven;
- emphasis on learning tools on how to retrieve knowledge; and
• balance of scientific, technological, cultural, global, local concepts.

**The New Processes of Learning and How These will be Facilitated**

With advancement in the study of the mind and cognition, various processes of learning evolved with human intervention of teachers and peers as well as non-human intervention of artificial intelligence (AI) of robots. With these advancements, different processes of learning and the methods to facilitate these have evolved. These include the idea of multiple ways of learning which can be mediated by the following:

• Face-to-Face when learners and teachers are confined in the same learning space at the same time with the teacher facilitating learning.

• Distance Learning - when teaching-learning is mediated by traditional (modules in print) or modern technology (on-line or off-line) without the physical presence of the teacher in a virtual class. It can be synchronous or asynchronous.

• Blended modalities - when teaching and learning is facilitated through face-to-face or distance learning which enable to the teachers and learners to have both physical presence or physical absence in the teaching-learning process.

• Experiential and lifelong - when learners are immersed into the real life situation, such that learning becomes more authentic and meaningful.

**The New Types of Learners**

The new breed of learners does not have age boundaries. Learners maybe are in an informal, formal or informal setting. The new type of learner is:

• a confident person who thinks independently and critically and who communicates effectively;

• self-directed and who questions, reflects and takes responsibility for his/her own learning;
• a concerned citizen, informed about the world and local affairs, has a strong sense of civic responsibilities and participates actively in improving the lives of others;

• a member of the new generation: pop-culture, different ways of thinking, responding.

Furthermore, the new types of learners are those coming from diverse background, multicultural and multi-generational as coming from different age groups of lifelong learners. In order for every learner to address the challenges of the century, he/she has to develop life and career skills. Life and career skills are enhanced in schools as part of the learning outcomes. Life and career skills include the following:

What are the characteristics of learners who have developed life and career skill? How can teachers enhance these skills in every learner? What are these life and career skills?

Life and Career Skills

• Flexibility and Adaptability

Learners adapt to various roles, responsibilities and schedules. Despite the complex condition, they are able to do the different tasks at one time. Recognition of this potential will give a signal to the teacher to provide all learners the opportunities to develop their individual potential of being adaptable and flexible. Rigidity runs counter to the development of this skill.

• Initiative and Self-direction

A self-directed learner demonstrates life and career skills. Goals are set and managed by themselves. There is a commitment to learning as a lifelong process. Many of the young learners are capable of doing things without being told. They take initiatives. They do not need to be given detailed instructions. They plan and work out their plans. Like the learners, the teachers should also possess the same skills.
• Social and Cross-cultural skills

This life and career skills require learners to respect cultural differences and work effectively with others, to be open-minded to different ideas in order to innovate and improve quality of work. If one understands the other's culture, it will be easy to respect. Disrespect may spring from ignorance and bias. To be able to appreciate the mores, tradition, history of others, one needs to be open and willing to accommodate and compromise.

• Productivity and Accountability

Individuals who possess these skills are able to produce results. They respect teamwork and cooperation. They manage time very well and can do multitask. The most tangible proof that one has done something is the product or result. It can be an idea, or a material product. When one is tasked to do something that person has an accountability to produce results as evidence of a job done. Better results are accomplished if done together through collaboration and cooperation.

• Leadership and Responsibility

Good leaders use interpersonal and problem-solving skills with integrity and ethical behavior to influence and guide others. Leadership and responsibility are life skills that should be developed by all learners and teachers. Leadership is not assigned, it is earned. As the saying goes: "Leaders are born, but they can also be made."

The New Type of Teachers  As teachers are currently preparing students for jobs and technologies that don't even exist yet, the challenge then is to produce the new type of teachers. Teachers for the 21st century learners teach within the context of new environment new content or knowledge and new processes of teaching and learning. Hence the new type of teachers must possess the following characteristics:

• Clear standards and accountability that their learners should know and be able to do at the end of their schooling;
• Use broad pedagogies including inquiry-based learning, cooperative learning, other pedagogies;
• Skillful in the integration of ICT in pedagogy;
• Skillful in the use of assessment to guide teaching and learning,
• Great understanding of local and global cultures;
• Skillful in action research to diagnose and solve classroom problems based on evidence,
• Practice the core values of inspiring teachers; and
• Develop life and career skills for the 21st century and beyond.

B. UNESCO's Four Pillars of Learning from Delor's Report:

Learning: A Treasure from Within

Our common future will depend on the degree to which we all become better world citizens. There are huge changes that take place in our world. Too much is being asked of school teachers hence there is a greater demand to cope and strike balance between what is unchanging and what is changing. What is unchanging must remain, and so what is changing, should be dealt with?

When Jaques Delor wrote a report for the UNESCO entitled Learning: A Treasure from Within, it was because he believes that within each child lies a treasure." (Delor, 1995). The four pillars are seamlessly linked to each other.

How is Literacy Defined?

In 1958, UNESCO defined literate as one who can, with understanding, both read and write a short simple statement on his or her everyday life. However, in 1970, a functionally literate person is one who can engage in all the activities to use reading, writing and calculation for the community's development. Further, in 2000 literacy was defined as the ability to read and write with understanding a simple statement related to one's daily life. It involves a continuum of reading and writing skills and often includes, numeracy. However, the UNESCO international expert meeting in 2003, redefined literacy as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts.
Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

But with the changing global landscape, literacy in the 21st Century is not limited to the definitions given previously. Let us look at the 21st century literacies as presented by SEAMEO, Innotech in Guro 21 Module, 2011.

**The 21st Century Literacies**

<table>
<thead>
<tr>
<th>21st Century Literacies</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts and Creativity</td>
<td>Creativity and innovation are 21st Century Skills, thus in solving problems and creating art works are part of this literacy</td>
</tr>
<tr>
<td>Ecoliteracy</td>
<td>Acquisition of knowledge about climate change, pollution, loss of natural habitats and biodiversity. Solutions on how these environmental problems could be addressed must be practiced.</td>
</tr>
<tr>
<td>Cyberliteracy/Digital Literacy (Information and ICT Knowledge)</td>
<td>Being in the rapid changes in the use of technology for teaching and learning, teachers and learners need to develop and enhance the use of digital gadgets whether on-line or off-line.</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>Basic knowledge about the basics of economics and financial management. This is necessary for every learner and teacher to be able to handle income, expenses and investments to be economically secure.</td>
</tr>
<tr>
<td>Media Literacy</td>
<td>Teachers and learners must learn how to discern about any information which are transmitted via various forms and media.</td>
</tr>
</tbody>
</table>
Social/Emotional Literacy | Knowledge about social dimensions and social skills that are appropriate in the context of society. Emotional intelligence must also be developed to be able to effectively manage the stress due to the changing environments of the 21st century society.

Globalization and Multi-cultural Literacy | If you respect multi-cultural diversity, aware of the global trends, acknowledge differences and similarities, respect each other's dignity, then you are multi-cultural literate.

**Learning to Know.** This implies thirst for knowledge and acquisition of such knowledge. More so, it is learning how to learn throughout one's life. After completing formal education, there should be a great desire to gain more understanding of the world and other people. An individual who is knowledgeable is literate. Being literate is always related to being knowledgeable. Thus, the definition of the word literacy evolved through time. Here are some definitions made by the UNESCO.

**Learning to Do.** How can the knowledge and the methods be incorporated and enhanced towards the development of skills? To apply knowledge, one must have the 21st century skills. Qualifications now is equated to skills and not to knowledge alone. Can the knowledge gained be translated to application? Learning by doing is a pragmatist's view of life. Knowledge acquired is nothing unless applied in daily life.

**Learning to Be.** One of the most difficult things to do among the pillars is Learning to Be. It implies developing the potentials of each individual. Continuing education must improve self-knowledge and self-esteem. What would you like to BE? Answer to this question will require self-analysis, reflection, social skills, creativity and personal discovery. At this point in time, have you decided
that you should really BECOME a TEACHER? Do you have now the skills that enable you to become one?

**Learning to Live Together.** This refers to the relationships among people. It is bringing in together a community to work harmoniously, to live in peace and prosperity and to show respect and concern for others. It also refers to interpersonal skills that will enable people to live side by side with others at home, in school, in the community and the whole world.

All the pillars are interrelated with each other as basic principles. One pillar will not function if it stands alone. There is a need to connect in order to address the 21st century demands for teaching and learning.

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**Assessment Tasks**

**Assessment Task 9-1**

1. Conduct an interview with two Filipino teachers. One who teaches in the Philippines and the other teaches abroad or has taught outside the country. The interview maybe done either on-line or face to face. Write a report and make a reflection on the information you have gathered.

**Interview Report**

A. Personal Profile of the Teacher

B. Name: ___________ Age: ___________ No. of Years in Teaching ___________

Place of Teaching: Philippines _____________ Other Country _____________

B. Key questions for the interview: You may start with preliminary questions to establish rapport before you ask key questions for your interviewee or informant.
1. How do you consider yourself as a Teacher? Please explain.
   a. Beginning   b. Developing   c. Proficient

2. Which of the following have you given much considerations in your teaching? Why?
   a. local setting, values, tradition and culture
   b. global scenario, international developments, 21\textsuperscript{st} century skills
   c. local knowledge, values, culture, 21\textsuperscript{st} century skills, international developments

3. Where you are teaching what do you like the most? (local or abroad?) Why?
   a. the learners   b. the learning environment   c. the pay

   a. local   b. global   c. glocal

**Make a Reflection**

Note: Use the result of your interview to answer some of the questions for your reflection.

1. Who is a glocal teacher? What are the attributes of the glocal teacher?
2. Can the teacher whom you have interviewed be classified as a glocal teacher? Why? Why not?
3. Can one be a global teacher, without teaching abroad? Write your insight.
4 Reflect on the statement: "As a glocal teacher, act locally but think globally."

**Assessment 9-2**

**Take Action**

1. Write down one specific observation for each of the Pillars of Learning that is being practiced. Place in the matrix.

<table>
<thead>
<tr>
<th>Pillars of Learning</th>
<th>Observed Practices in the School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning to know</td>
<td></td>
</tr>
<tr>
<td>2. Learning to do</td>
<td></td>
</tr>
<tr>
<td>3. Learning to be</td>
<td></td>
</tr>
</tbody>
</table>
4. Learning to live together

2. Make a comparison of the global teaching-learning landscape before and in the 21st Century

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Learning Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ways of Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Learning Content</td>
<td></td>
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</tr>
</tbody>
</table>

Summary

Lesson 1 focused on global and glocal education where Global Education is considered as a concept that brings us to understand the connectivity of each member citizen in the planet without leaving behind the local foundations. The advancement of technology shrank the world to a size that everyone can be reached. Because of this development, we have to learn the diversity or differences in cultures in order to address the global standards for education set by the United Nations. Global education requires future teachers the skills for the 21st century so that all will be ready to play a significant role to provide educational access to all types of learners all over the world.

However, globalization does not leave localization behind. The blending of both concepts as advanced by Robertson (1992) underscores the rootedness and sustainability of education as
part of the vision of Education 2030. Thus, a teacher who is global is also a glocal teacher and a glocal teacher can also be global.

Lesson 2 gave us the glimpse about the status of professional teachers and the teaching profession in the ASEAN and beyond. Holistically, it described the current levels of basic education schooling where the teachers are supposed to be employed. Teachers may teach in the primary level or the secondary level according to their qualifications. One of these qualifications is the teacher preparation which they earn in college education. When employed, a teacher may teach all the subjects in a particular grade level in a self-contained classes. On the other hand, those who are teaching in the secondary level, are allowed to teach their major areas of specialization. As professional teachers, they have three important responsibilities: actual teaching, management of learning and administrative work. Furthermore, Lesson 2 provided information about the 2013 Global Teacher Index Report which consolidated information from 21 countries worldwide. As future teachers, you were informed of how teachers are respected, trusted, how much they are paid, and how much influence they have on the educational system. Data vary from country to country.

Lesson 3 addressed what is dubbed as new in the educational landscape but is continuously changing. These include the learning environment that is learner-centered, new spaces and borderless. It promotes creativity and innovation and ICT facilities are available. Within the learning environment, new contents are tackled, unpacked discovered. The contents are integrated and interdisciplinary and demand-driven. The content is about learning tools and how these can retrieve knowledge and information and contents that balance scientific, technological, cultural and local concepts for learning. How are these learned from the current global perspectives? The delivery modes can be face to face, distance and virtual learning, blended and experiential lifelong learning. But the most important element in the landscape are the new learners. The new breed of learners are confident, independent, critical, self-directed, civic oriented and glocal, question, reflect, take responsibility and live-in pop-culture. They need to develop 21st century life and career skills.
As these become the context of learning, there should evolve the new teacher. These teachers are quality teachers who have clear standards of teaching and learning, accountable for students learning, use broad pedagogies, are skillful in the use of ICT and assessment of learning. They are skillful in action research, practice the core values of inspiring teachers and have developed also the life and career skills of the 21st century. All the new qualities of both the learners and teachers are addressed in the UNESCO's Pillar of Learning based on Jacque's Delor's Learning the Treasure from Within. Teaching and Learning will be defined by the pillars as Learning to Know (Knowledge, Skill, Values); Learning to Do (Application of what one knows); Learning to Live Harmoniously Together (Respect of Culture and Diversity, Inclusivity) and Learning to Be (Self-identity and understanding, Confidence and self-worth).

References


SEAMEO INNOTECH 2011, Guro21, Module 1 and Module 2

UNESCO and Khurusapha (2014), The teaching Profession in the ASEAN, UNESCO distributed during the World Teachers Day 2014

UNESCO (n.d.). Education 2030, SGD4
MODULE 10
Ensuring Teacher Quality Through Competency Framework and Standard

Introduction

Are qualified teachers, really quality teachers? Teacher quality matters. Most educators and policy makers agree that one of the most important school-related factors influencing student achievement and outcomes is teacher quality. (Rice 2003) It has been found out to be the best predictor of students outcomes (Rice, 2003).

One of the biggest challenges of ensuring teacher quality is the attractiveness of teaching profession. The teaching profession is not as attractive like the other professions that is why it does not always get the best material. This is a cause of concern in many countries around the world, as exemplified in the Global Teacher Status in 2013 (Bilbao et al., 2018).

Learning Outcomes

• Differentiate teacher quality and quality teachers;

• Relate the Competency Framework for Teachers in Southeast Asia (CFT SEA) to teacher quality; and
• Discuss the Philippine Professional Standards for Teacher (PPST) Career Stage 1-Beginning Teachers Competencies and how it can assure teacher quality in the Philippines.

**Lesson 1. Quality Teachers and Teacher Quality Defined** (Bilbao et al., 2018)

In Module 9, we have discussed much about the attributes of teachers in the 21st century. What really is a quality teacher? Quality teachers are characterized by the different skills needed in the 21st century education. Partnership 21 identified themes that are relevant to the changing times. These are (1) Global awareness, (2) Financial, Economic, Business and Entrepreneurial Literacy, (3) Civic Literacy and (4) Health Literacy. Also included are knowledge and values.

With these themes in mind, the 21s century skills framework are clustered into three.

• Learning and Innovation Skills Framework include Critical Thinking and Problem Solving, Creativity and Innovation and Communication and Collaboration and Technology Skills

• Information, Media and Technology Skills Framework include Information Literacy, Media Literacy, ICT (Information, Communications & Technology Literacy)

• Life and Career Skills Framework which was discussed thoroughly in Lesson 3.

Quality teachers are competent teachers. Teachers with global competence are able to demonstrate knowledge, skills, values and dispositions as described below:

1. understand one's own cultural identity and its influence personal dispositions and classroom practices;
2. know and integrate global dimensions in the subject one teaches;
3. engage students in learning;
4. use real-life local and global examples;
5. value the inputs of culturally and linguistically diverse learners;
6. create environment that encourage positive cross-cultural interactions
7. model social responsibility in local and global context; and
8. help learners find appropriate actions to improve local and global conditions.

Having the appropriate competencies for the teaching, describe a quality teacher. Can quality teachers provide teacher quality in our schools?

Teacher quality is a bit difficult to define. For some countries like the US, it has shifted its definition of teacher quality from the possession of a credential or certification what students know and are able to do with what they were taught by their teachers. This is related to the outcomes-based education. On the other hand, some other countries use standards for teacher quality. The OECD has proposed in the discussion table that the core elements of the teacher-quality standards should include:

- Planning and Preparation: including knowledge of content and pedagogy, knowledge of students, coherent instructional plans, and knowledge on how to assess student learning;
- Classroom environment: including creating a culture for learning and managing student behavior;
- Instruction: including communicating effectively, using appropriate discussion techniques, engaging students, and providing responsive feedback to learners; and
- Professional responsibilities: including reflecting on teaching, communicating with families, contributing to the school and community and developing professionally.

There are differences in the context of how teacher quality is defined hence, there is no universal standard of teacher quality. The teaching profession needs to have standards in a way that other professions have to advance its status. These should be developed and owned by the teachers themselves like in Finland, Sweden and Denmark. In other countries, teacher standards for teacher quality are set at the national or state levels but with consideration for local flexibility in the implementation.
Lesson 2. CONTINUING PROFESSIONAL DEVELOPMENT (Bilbao et al., 2018)

The professional license for teaching obtained after passing the Licensure Examination for Teachers (LET) simply tells that the professional teacher possesses the minimum competencies expected of professional teachers, Hence, every professional teacher is expected to continue developing after obtaining his/her professional license. This is one big demand for a professional teacher. The Code of Professional Conduct for Public School Teachers cited in Section 7 of RA 4670 states: "Responsibility is something expected of a professional teacher. The work of the teacher in the development and guidance of the young is a tremendous responsibility for which he is accountable to God, to his country, and to posterity. It is a trust of which every teacher should strive to be worthy."

In fact, all professional teachers owe it to themselves and to the clientele they serve to go through CPD. When doctors and nurses commit mistake, they bury their mistake. When a lawyer commits a mistake, he/she puts his/her mistake behind bars. What about the teacher? When a teacher commits a mistake, he/she multiplies that mistake. A professional, therefore, cannot afford to commit a mistake. A professional need to go through CPD. The Philippine Professional Standards for Teachers (the revised National Competency-Based Teacher Standards) includes personal growth and professional development as the seventh domain. With the enactment of RA 10912, the CPD Law of 2016, CPD for all the professions regulated by PRC is now mandatory. Mandating CPD is the only way all professionals including teachers are made to go through CPD. CPD for professional teachers is not an option. It is a necessity. Continuing professional development for professional teachers sharpens the professional teachers' competitive edge in a highly competitive global world.
The Philosophical Basis of CPD

"Growth is an evidence of life." This implies that anything that is alive grows or anything that grows is alive. So a teacher who is alive grows physically, psychologically, mentally, socially, emotionally, spiritually. If he/she doesn't grow, it means he/she is no longer alive.

"Man/woman is an unfinished project." For a professional teacher, he/she is always in the process of becoming better and better as a person and as a professional teacher. No person, no professional can claim he/she has already 'arrived' at a state of perfection. Neither "Perfecta nor "Perfecto" who is perfect by name is not perfect. This means that no professional has arrived at a perfect state. This implies that every professional is expected to continue developing.

The Historical and Legal Bases of Continuing Professional Development in the Philippines

Even before the enactment of this CPD Act of 2016, CPD was already alluded to in the 1987 Philippine Constitution. No less than the fundamental law of the land, Section 5, Paragraph 4, states: "The State shall enhance the right of teachers to professional advancement.

Other laws also cited continuing professional development, as follows:

1. Batas Pambansa 232, the Education Act of 1982, Chapter 3. Duties and Obligations, Section 16, (4) states as one of teacher's obligations to assume the responsibility to maintain and sustain his professional growth and advancement...

2. RA 9155, An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability renaming the Department of Education, Culture and Sports as the Department of Education, and for other purposes, was enacted on August 11, 2001. In the enumeration of duties and functions of the Secretary of Education, Section 7 A., to wit:

In addition to his/her powers under existing laws, the Secretary of Education shall have authority accountability and responsibility among other things for ... (6) Enhancing the employment status, professional competence, welfare and working conditions of all personnel of
the Department;... Section 7, E states, to wit,...Consistent with the national educational policies, plans and standards, the school heads shall have authority, accountability and responsibility for ... encouraging staff development." (Underscoring mine)

3. R.A. 7836, the Teachers Professionalization Act, also provided for mandatory Continuing Professional Education (CPE), now referred to as Continuing Professional Development (CPD), to wit:

   To encourage continuing professional growth and development and to provide additional basis for merit promotion, in addition to their performance rating, teachers may take an oral and written examination at least once in five (5) years as basis for merit promotion.

   In taking this examination, no fee shall be required (Sec. 19. Periodic Merit Examination of Teachers).

   Unfortunately, due to lack of funding, the merit examination has not been implemented up to writing time.

The same RA. 7836 states:

   Unjustified or willful failure to attend seminars, workshops, conferences and the like or the continuing education program prescribed by the Board and the Commission (Sec. 23, h. Revocation of the Certificate of Registration, Suspension from the Practice of the Teaching Profession, and Cancellation of Temporary or Special Permit).

4. The Board for Professional Teachers (BPT) also passed Resolution No. 435, s. 177 to adopt the Code of Ethics for Professional Teachers pursuant to the provisions of paragraph (e) Article 11 of RA. 7836, otherwise known as The Philippine Teachers Professionalization Act of 1994. This Code of Ethics states:
Every teacher shall participate in the Continuing Professional Education (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of his profession, and strengthen his competence, Virtues, and productivity in order to be nationally and internationally competitive. (Section 3, Article IV)

5. Executive Order # 266, Institutionalization of the Continuing Professional Education (CPE) Programs of the Various Professional Regulatory Boards (PRBs) Under the Supervision of the Professional Regulation Commission (PRC). This was signed and issued by the Office of then President Fidel V. Ramos on July 25, 1995, to wit:

_The completion by professional licensees of the Continuing Professional Education (CPE programs adopted by all Boards is hereby imposed as a mandatory requirement for the renewal of professional licenses (Sec. 1)._

This Executive Order was premised on the following:

_WHEREAS, the various professions play a crucial role in nation-building:_

_WHEREAS, it is imperative to impose upon registered professionals the completion of the Continuing Professional Education (CPE) programs adopted by the concerned Board as a pre-requisite for the renewal of their licenses;_

_WHEREAS, the professionals who undertake the CPE programs are enabled not only to upgrade or improve their technical knowledge and skills but also to keep them abreast with modern trends and technology in their respective professions, thereby assuring the rendition of highly qualitative professional service/s that will be globally competitive under the General Agreement on Trade in Services (GATS) and the same time securing the safety and protection of the public;_

_WHEREAS, the confidence and patronage of the public in a professional depend upon his competence and the quality of service rendered resulting from his acquisition of updated technical knowledge and skill;_
6. R.A. 10912, Continuing Professional Development Act of 2016- With the enactment of this law, CPD for all the forty-three (43) professions regulated by PRC including the teaching profession has become mandatory.


A lot of questions have been raised about RA. 10912, otherwise known as the Continuing Professional Development Act of 2016. Many a teacher resists CPD. It is claimed to be extra obligation. CPD is the only way professionals can sharpen their competitive edge in an international world that has become global village. The need for CPD is heightened by ASEAN integration and internationalization which are now real. To be in, a professional must meet international standards. The way to go to CPD.

The purposes of CCPD for professionals are stated in RA 10912, Article 1 Declaration of Policy.

*It is hereby declared the policy of the State to promote and upgrade the practice of professions in the country. Towards this end, the State shall institute measures that will continuously improve the competence of the professionals in accordance with the international standards of practice, thereby, ensuring their contribution in uplifting the general welfare, economic growth and development of the nation.* (Underscoring mine)

The State policy on promoting and upgrading the practice of professions in the country and the institution of measures to "continuously improve the competence of the professionals in accordance with international standards" and gives Filipino professionals a competitive edge in the ASEAN region and in the world.
Number of CPD Units Required

Article III, Section 10 of the same CPD Act states: "The CPD is made as a mandatory requirement in the renewal of the Professional Identification Card (PICs) of all registered and licensed professionals... How many credit units are required for the renewal of PICs? For the professional teachers’ group, based on Professional Regulatory Board for Professional Teachers Resolution No. 11, series of 2017, the following credit units are required:

<table>
<thead>
<tr>
<th>Period</th>
<th>No. of Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2017</td>
<td>15 Credit units</td>
</tr>
<tr>
<td>January – December 2018</td>
<td>30 Credit units</td>
</tr>
<tr>
<td>January 2019 onwards</td>
<td>45 Credit units</td>
</tr>
</tbody>
</table>

Ways By Which Professional Teachers Can Earn Credit Units

As shown in the figure below CPD credit units can be earned in 4 ways.

1. Professional track - This includes trainings provided by CPD providers accredited by PRC. You can earn credit units as a participant to a training approved by the CPD Council. You earn more credit units if you serve as a resource speaker, trainer or demonstration teacher. You also earn credit units as panelist /reactor, facilitator/moderator. You earn much more if you are assigned by the CPD Council to monitor the conduct of an approved CPD program.

2 Academic track - This refers to the completion of a Master’s degree, completion of candidacy to the doctorate program, completion of the doctorate program, completion of a post-doctoral diploma, and being a recipient or a professorial chair grant, and/or fellowship grant. Take note that ONLY COMPLETION of the Master's degree 15 given full credit units of 45. Earning MA units is not given any credit unit but completion of candidacy for the Doctorate degree already entitles
one to 45 credit units. The master’s and doctorate degrees must have been earned five (5) years before renewal chair of professional license.

3. Self-directed track This includes trainings offered by non-accredited CPD providers. It refers to "learning activities such as online training, local/international seminars /nondegree courses, institution/company-sponsored training programs and the like which did not undergo CPD accreditation but may be applied for and awarded CPD units by the respective CPD Councils.

   In addition, self-directed track includes serving as accredditor (e.g. ISO, ISA, PACUCOA, PAASCU, AACUP, etc.) It also includes study tours and socio-civic activities using the profession.

4. Productive Scholarship This means that the professional teacher has developed program/training module, curriculum guide or any other resource material. Or the professional teacher has written an article in a professional magazine or a technical /research paper and even better if that technical paper is published in a refereed/peer-reviewed professional journal. Best if the professional teacher writes a book or monograph or comes up with an invention or creative work, the latter entitles him/her to 45 credit units.

   Even professional and/or lifetime achievement awards from the division level to regional, national and international level make the professional teacher earn credit units.

   For specific number of credit units earned by professional teachers per CPD activity, refer to Professional Regulatory Board for Professional Teachers Resolution No. 11, series of 2017 and the CHED Memo on the Updates of the Implementation of the CPD programs dated May 15, 2019.

**Continuing Professional Development Plan**

   A proof that a professional teacher has made CPD his/her way of life is his/her formulation of a CPD plan which he/she religiously follows whether monitored or not monitored by his/her superior/s because he/she monitors himself/herself.
Developing a personal CPD Plan helps teacher leaders develop purposively. It is not enough to have a good intention to do CPD. It is best that good intention should be made concrete in a simple and doable plan. Every professional who has sincere intent to grow professionally must have an annual personal CPD plan.

Professional teachers formulating their respective annual CPD Plans and faithfully observing them lead to the building of a CPD culture among professional teachers. With that CPD culture, the negative attitude towards mandatory CPD hopefully will fade away.

We hope to reach a point where professional teachers will oblige themselves to go through CPD not because it is mandatory but because this is something they owe to themselves as professionals and to the public they serve. This is professionalism.

**Templates for a CPD Plan**

Below are two templates for a CPD Plan. The first one is the template used in the public schools. The second is another template used by others. Comparing the two templates make one conclude that they are basically the same. The different terms used actually refer to the same. Take note of the sample questions. They ask basically the same things.

Which template to use? It is up to you. For those interested to be in DepEd, it may be good to use the IPPD format.

**TEACHER’S INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>METHODS/STRATEGIES</th>
<th>RESOURCES</th>
<th>TIME FRAME</th>
<th>SUCCESS INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>What competence will I enhance?</td>
<td>What professional activity will I undertake to achieve my objective?</td>
<td>What will I do to access resources?</td>
<td>When do I expect to have accomplished?</td>
<td>What PPST competence would I have</td>
</tr>
</tbody>
</table>
## PERSONAL CPD PLAN

<table>
<thead>
<tr>
<th>TRAINING NEED</th>
<th>OBJECTIVE</th>
<th>ACTIVITY</th>
<th>RESOURCES NEEDED</th>
<th>TIME FRAME</th>
<th>EXPECTED OUTPUT</th>
<th>EXPECTED OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I need to improve my teaching?</td>
<td>What should I do to address my need?</td>
<td>What activity should I undergo to address my need?</td>
<td>HUMAN Whose help do I need to address my need?</td>
<td>MATERIAL What materials or how much cash do I need to address my need?</td>
<td></td>
<td>What results does this activity have on my teaching and my students’ learning?</td>
</tr>
<tr>
<td>Preparation of PP</td>
<td>To make PP for at least 5 lessons</td>
<td>Tutorial IT Teacher, expert</td>
<td>Laptop/LCD</td>
<td>May 2018</td>
<td>5 PPs</td>
<td>More interesting and more concrete lesson presentation</td>
</tr>
</tbody>
</table>
Joining Professional Learning Community/ Communities of Practice

CPD is made possible and alive through professional learning communities (PLCs). These PLCs are powerful collaborations communities in which teachers work together to analyze and improve their classroom practice in a systematic process.

The Department of Education institutionalized the School Learning Action Cells (SLACs) as a mechanism for CPD.

In an interview with beginning teachers and administrators on conditions that help them improve their own practice, the answer boils down to this "working in a school with an integrated professional culture".

Characteristics of an Effective CPD

CPD must be continuous thus the word Continuing Professional Development. A professional does not stop developing or else he/she ruts. Stagnant water becomes putrid. CPD must also be collaborative, thus the need to be part of a PLC, a professional learning community. It was Helen Keller who said "Alone we can do so little; together we can do so much.

CPD must be focused on a specific teacher need. It responds to a need and so is highly relevant to the teacher. A CPD that is prescribed by higher officials does not necessarily respond to teachers need.

If CPD is job-embedded, it becomes even more relevant. In teacher has not to be removed from the workplace for CPD so there is no work disruption. What the teacher is trained on is exactly what he/she does.
Quality CPD demands adequate time. What is 10 to 20 hours removed from contact time with learners? Quality time spent 1 CPD ultimately redounds to improved teaching for the benefit of learners.

CPD with support funds is definitely better than one without.

**Lesson 3. The Philippine Qualifications Framework (PQF)** (Bilbao et al., 2018)

As part of the ASEAN convergence and in the light of globalization each country in the ASEAN, the Philippines adopts national standards and levels for outcomes in education. This is called the Philippine Qualifications Framework (PQF) which is provided by law. (RA 10968, s. 2018). Based on the level of education as PQF Level 6, the PQF describes the career path for baccalaureate degree programs including teacher education degrees. All graduates from the baccalaureate degrees are expected to exhibit outcomes as described in Table 4.

**Table 10.1.** Philippine Qualifications Framework (PQF) 6 Levels of Outcomes and Descriptors

<table>
<thead>
<tr>
<th>PQF 6 Level of Outcomes</th>
<th>PQF 6 Descriptor of Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, Skills and Values</td>
<td>Graduates possess a broad level of coherent knowledge and skills in their field of study for professional work (teaching) and lifelong learning.</td>
</tr>
<tr>
<td>Application (of Knowledge, Skills, and Values)</td>
<td>Application of professional work (teaching) in a broad range of discipline and/or for further study.</td>
</tr>
<tr>
<td>Degree of Independence</td>
<td>Independent (as a teacher) and/or in teams of related field.</td>
</tr>
</tbody>
</table>
The PQF is a legal document that adopts national standards and levels for outcomes of education in the country. It assists individuals to move easily between different education and training sectors and the labor market. Further, the PQF aligns the international qualifications for full recognition of the value of Philippine Qualifications. Also, the PQF will be used as the basis for accrediting certificates and licenses recognized by the government of education in the country.

Lesson 4. The Competency Framework for Teachers in Southeast Asia (CFT SEA) (Bilbao et al., 2018)

In collaboration with the Thailand's Teacher Education Council, SEAMO Secretariat (SEAMES) and the SEAMO Regional Center for Educational Innovation and Technology (INNOTECH) initiated the Competency Framework for Teachers in the Southeast Asia which was developed in 2017. The purpose was to revitalize teacher education and to promote teaching as a profession of first choice by professionalizing teachers' pre-service and in-service development using this Regional Competency Framework as a guide.

As described earlier, teacher competencies make up quality teachers. Competencies as defined in the framework are a combination of skills, knowledge, behavior and attributes that enable effective or superior job performance. This Competency Framework for Teachers is a guide to improve teachers performance across the region.

There are four (4) essential competencies and 12 general competencies in the framework. There are 31 enabling competencies and 136 success descriptors. The enabling competencies are a set of performance criteria with success descriptors that describe observable behaviors expected for teachers to perform in a high level. When used, this guide will promote common standards of performance among teachers across Southeast Asia.
Four Essential Competencies

1. **Knowing and understanding what to teach.** It is the ability of teachers to deepen and broaden their knowledge on what to teach, understand education trends, policies and curricula and be updated on local, national, regional and global developments.

2. **Helping students to learn.** It is the ability to know students, use the most effective teaching and learning strategies, assess and give feedback on how students learn.

3. **Engaging the community.** It is the ability to partner with parents and caregivers, involve the community to help students learn, and encourage respect and diversity.

4. **Becoming a better teacher everyday.** This is the ability to know oneself and others, practice human goodness and then master the teaching practice.

Let us look at the details of these Essential Competencies. In the matrix that follow you will find the four (4) Essential Competencies and the corresponding 31 Enabling Competencies.

---

**1.0 KNOW AND UNDERSTAND WHAT I TEACH**

<table>
<thead>
<tr>
<th>GENERAL COMPETENCIES</th>
<th>ENABLING COMPETENCIES</th>
</tr>
</thead>
</table>
| 1.1 Deepen and broaden my knowledge on what I teach | 1.1.1 Master my subject content.  
1.1.2 Use research-based knowledge |
| 1.2 Understand education trends, policies and curricula | 1.2.1 Update myself on educational trends  
1.2.2 Study educational policies and how they affect teaching  
1.2.3 Understand how to implement the curriculum |
| 1.3 Keep myself updated on local, national regional and global developments | 1.3.1 Check the new changes in education environment |
### 2.0 HELP MY STUDENTS LEARN

<table>
<thead>
<tr>
<th>General Competencies</th>
<th>Enabling Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Know my students</td>
<td>2.1.1 Identify my students’ needs and strengths to help them learn better</td>
</tr>
<tr>
<td></td>
<td>2.1.2 Understand how my students learn</td>
</tr>
<tr>
<td></td>
<td>2.1.3 Value what makes my students unique</td>
</tr>
<tr>
<td>2.2 Use the most effective teaching and learning strategy</td>
<td>2.2.1 Select appropriate teaching and learning strategy</td>
</tr>
<tr>
<td></td>
<td>2.2.2 Design clear and effective lessons my students can understand</td>
</tr>
<tr>
<td></td>
<td>2.2.3 Create a positive and caring learning space</td>
</tr>
<tr>
<td>2.3 Assess and give feedback on how my students learn</td>
<td>2.3.1 Design assessment process and tools</td>
</tr>
<tr>
<td></td>
<td>2.3.2 Monitor my student’s progress and provide appropriate support</td>
</tr>
<tr>
<td></td>
<td>2.3.3 Use results from assessment to improve instruction</td>
</tr>
</tbody>
</table>

### 3.0 ENGAGE THE COMMUNITY

<table>
<thead>
<tr>
<th>GENERAL COMPETENCIES</th>
<th>ENABLING COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Partner with parents and caregivers</td>
<td>3.1.1 Build a support network</td>
</tr>
<tr>
<td></td>
<td>3.1.2 Create welcoming space</td>
</tr>
<tr>
<td></td>
<td>3.1.3 Sustain the partnership</td>
</tr>
<tr>
<td>3.2 Involve the community to help my students learn</td>
<td>3.2.1 Engage parents and caregivers about their children</td>
</tr>
<tr>
<td></td>
<td>3.2.2 Design learning activities using community conditions, local wisdom, tradition and knowledge</td>
</tr>
</tbody>
</table>
| 3.3 Encourage respect and diversity | 3.3.1 Accept what makes people different  
| | 3.3.2 Practice inclusion and respect in the classroom |

### 4.0 BECOME A BETTER TEACHER EVERYDAY

<table>
<thead>
<tr>
<th>GENERAL COMPETENCIES</th>
<th>ENABLING COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Know myself and others</td>
<td>4.1.1 Continue to grow by knowing oneself more</td>
</tr>
<tr>
<td></td>
<td>4.1.2 Become more aware and responsible for my emotions and health</td>
</tr>
<tr>
<td></td>
<td>4.1.3 Nurture my relationships with care and respect</td>
</tr>
<tr>
<td>4.2 Practice human goodness in my life and in my work</td>
<td>4.2.1 Be kind and compassionate</td>
</tr>
<tr>
<td></td>
<td>4.2.2 Inspire my students and colleagues by setting my best example</td>
</tr>
<tr>
<td></td>
<td>4.2.3 Nurture my students’ confidence on what they can do and become</td>
</tr>
<tr>
<td>4.3 Master my teaching practice</td>
<td>4.3.1 Keep alive my passion for teaching</td>
</tr>
<tr>
<td></td>
<td>4.3.2 Take responsibility in my own personal and professional growth</td>
</tr>
<tr>
<td></td>
<td>4.3.3 Inspire other teachers by setting my best example</td>
</tr>
</tbody>
</table>

The framework was agreed upon by the Ministers of Education of the Southeast Asian countries including the Philippines. It will be used as a guide to determine teacher quality across the region.
Assessment Task 10-1

In five sentences, discuss how the Philippine Professional Standards for Teacher (PPST) Career Stage 1-Beginning Teachers Competencies can assure teacher quality in the Philippines.

Assessment Task 10-2

Formulate your annual Personal CPD Plan. Regardless of the format/template you will use. Make sure that:

A. the CPD plan responds to your need to improve yourself as a person and as a professional teacher.
B. you state that need/objective specifically and clearly,
C. your activities, resources are aligned to your objective and are complete and adequate.
D. your plan is simple and doable; can be accomplished in a year because this is an annual CPD Plan.

Summary

Quality teachers are defined by their attributes and characteristics while teacher quality is defined by the standards set for the profession and are validated by the students learning outcomes. In lesson 2, we can say that a CPD that works is 1) continuous; 2) collaborative; 3) focused on a specific teacher need; 4) job-embedded, 5) given enough time and 6) funded. The one-shot workshops that teachers bemoan don't work. This module also also presented the Competency Framework for Teachers in Southeast Asia. This framework will be used as a guide to determine teacher quality across the region.