Case Presentation: The Philippines

Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration

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Senior Associate, SEAMEO INNOTECH
Outline

1. Overview of Education System and Context
2. ICT Professional Development Strategy for Teachers
3. Development of ICT Competency Standards
4. Aligning ICT Competency Standards with Pre-service Teacher Education
5. Impacts and Issues
6. Next steps
Overview:

Education System and Context

The Philippines - Supporting Competency-Based Teacher Training
Reforms to Facilitate ICT-Pedagogy Integration
Education System and Context

- **By the numbers**
  - Area: 300,000 sq. km. (7,107 islands)
  - Population: 100.98 million
  - % of GDP spent on education: 2.7%
  - Basic Literacy: 96.5%
  - Functional Literacy: 90.3%
  - Student population: 17.1 million students in 46,847 basic ed schools
Education System and Context

Schools. More fun in the Philippines
Education System and Context
Education System and Context

The Teacher Education and Development Map

- **Retirement Preparation**
- **DepED**
  - Entry to Teacher Education
- **DepED/CHED/TEIs**
  - In-Service Education and Professional Development
- **CHED/TEIs/Schools**
  - Pre-Service Education (BEd/BSEd/PGCEd)
- **DepED/schools**
  - Teacher Induction
- **Teacher Induction**
- **National Competency-Based Teacher Standards**
- **DepED**
  - Civil Service
  - Teacher Licensure
  - Teacher Human Resource Planning, Recruitment, Selection, Deployment and Recognition System

*Includes public and private schools*
Findings from the ICT Readiness Survey Results:

- Majority of teachers surveyed (52.9%) are aware of national policies/strategies on ICT in education, but a substantial percentage (47.1%) are also unaware of such initiatives.
- Many schools provide ICT infrastructure, tech support and Internet access, but most teachers surveyed (89.2%) use their personal devices.
- Teachers are increasingly taking advantage of ICTs, but ICT tool used the most is still the overhead projector.
ICT Professional Development Strategy for Teachers

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ICT Professional Dev’t Strategy

- Main Reference: The National Competency-Based Teacher Standards (NCBTS)

an integrated framework defining the different dimensions of effective teaching
TVET Graduates (PQF 3-5)

PHILIPPINE TEACHER EDUCATION

NCBTS

PRE-SERVICE
Non-TEd Program Graduates (PQF 6)
TVET Graduates (PQF 3-5)
Grade 12 Graduates (PQF 2)
Experts w/o Baccalaureate Degrees (PQF 1-2)

IN-SERVICE

REGIONAL AND INTERNATIONAL CONTEXTS AND LINKAGES

CONTINUING PROFESSIONAL DEVELOPMENT

PHILIPPINE TEACHER EDUCATION

K to 12

CULTURAL – HISTORICAL ROOTEDNESS

COMMUNITY DEVELOPMENT AND TRANSFORMATION

EXPERIENTIAL AND FIELD-BASED LEARNING

REGIONAL AND INTERNATIONAL CONTEXTS AND LINKAGES

zenia DepEd TESDA PRC CSC NCCA NCC

CHED DOLE Private Sector DOE

EXPERIENTIAL AND FIELD-BASED LEARNING

PQF 8 Post-doctoral
PQF 7 Doctoral
PQF 6 Post-baccalaureate
PQF 5 Baccalaureate

COMMUNITY DEVELOPMENT AND TRANSFORMATION
Development of ICT Competency Standards
The Philippines - Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration
## Phase 1 project work plan

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Timeline</th>
<th>Output/s</th>
<th>Key Players</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Phase 1: Preparatory work (4 months)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Project team formation</td>
<td>May 2015</td>
<td>Formation of CHED project team on UNESCO ICT project</td>
<td>CHED OPSD</td>
</tr>
<tr>
<td>2</td>
<td>Rapid survey on the ICT readiness of basic education teachers in 13 regions</td>
<td>June to August 2015</td>
<td>Finalized teacher ICT readiness survey instrument; Analysis of survey data</td>
<td>SEAMEO INNOTECH</td>
</tr>
</tbody>
</table>
Phase 2 project work plan
# Development of ICT Competency Standards

## Phase 2 project work plan

### Phase 2: Review and enhancement of existing ICT teaching standards (3 months)

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Timeline</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>National workshop on supporting competency-based teacher-training reforms to facilitate ICT-pedagogy integration</td>
<td>July to September 2015</td>
<td>CHED OPSD</td>
</tr>
<tr>
<td></td>
<td>a) National workshop on supporting competency-based teacher-training reforms to facilitate ICT-pedagogy integration</td>
<td>(July)</td>
<td>CHED project team on UNESCO ICT project</td>
</tr>
<tr>
<td></td>
<td>a) Follow-up writeshop to draft enhanced ICT competency standards for pre-service teachers</td>
<td>(September)</td>
<td>TEIs</td>
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<td></td>
<td></td>
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<td>SEAMEO INNOTECH</td>
</tr>
</tbody>
</table>
## Phase 2 project work plan, cont.

| Phase 2: Review and enhancement of existing ICT teaching standards (3 months) |
|---|---|---|
| 4 | **Endorsement to CHED TPTE of the following:**
   a) Proposed enhanced ICT competency standards for pre-service teachers
   b) Additional ICT-pedagogy program outcome for teacher education
   c) Proposed course outcomes for TTL 1 and 2 | February 2016 | CHED project team resolution endorsing enhanced ICT teaching standards for pre-service teachers |
| 5 | **CHED TPTE deliberation of proposed enhanced ICT competency standards, and additional program and course outcomes** | March 2016 | CHED TPTE resolution signifying acceptance of proposals’ inclusion to the revised PSGs for undergraduate teacher education |
### Phase 2: Review and enhancement of existing ICT teaching standards (3 months)

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Timeline</th>
<th>Output</th>
<th>Responsible Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Finalization of revised PSGs for undergraduate teacher education programs</td>
<td>April to May 2016</td>
<td>Finalized draft PSGs for nine undergraduate teacher education programs</td>
<td>CHED OPSD, CHED TPTE</td>
</tr>
</tbody>
</table>
### Phase 3: Extensive public consultations on the proposed enhanced ICT teaching standards for pre-service teachers (12 months)

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Timeline</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Public hearings on the proposed PSGs for undergraduate teacher education programs with ICT-pedagogy integration</td>
<td>June to November 2016</td>
<td>CHED MANCOM and CEB</td>
</tr>
<tr>
<td></td>
<td>a) Filing of TPTE resolution requesting for approval from CHED Management Committee (MANCOM) and Commission en banc (CEB) to conduct public hearings/consultations on the revised PSGs</td>
<td>(June)</td>
<td>CHED OPSD</td>
</tr>
<tr>
<td></td>
<td>a) Public notice on the conduct of public hearings/consultations</td>
<td>(July)</td>
<td>CHED TPTE</td>
</tr>
<tr>
<td></td>
<td>a) Conduct of zonal public hearings/consultations</td>
<td>(August to November)</td>
<td>TEIs</td>
</tr>
</tbody>
</table>

- **Feedback from public consultations, if any**
Aligning ICT Competency Standards with Pre-service Teacher Education

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Teacher Education Program Outcomes with Inclusion of ICT:

1. Articulate the relationship of education to larger historical, social, cultural and political processes.
2. Facilitate learning using a wide range of teaching methodologies in various types of environment.
3. Develop alternative teaching approaches for diverse learners.
4. Apply skills in curriculum development, lesson planning, materials development, instructional delivery and educational assessment.
5. **Demonstrate proficiency in the development and utilization of ICT resources in promoting quality (pedagogy) teaching-learning process.**
6. Demonstrate basic and higher levels of thinking skills in planning, assessing and reporting.
7. Practice professional and ethical teaching standards.
8. Pursue lifelong learning for personal and professional growth.
Proposed Course Outcomes

Technology for Teaching and Learning 1 (3 units)

- Explain ICT policies and safety issues as they impact on the teaching-learning process;
- Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching learning;
- Integrate media and technology in various content areas;
- Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies; and
- Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources.
Proposed Course Outcomes

Technology for Teaching and Learning 2 (3 units)

- Use ICT to develop effective communication skills - viewing, listening, speaking, reading and writing skills;
- Develop project/problem-based/inquiry-based collaborative plans and activities using technology tools;
- Use open-ended tools to support the development of the project-based collaborative activities in subject specific application;
- Produce learning resources using technology tools in various subject areas;
- Evaluate the relevance and appropriateness of ICT tools and resources based on the learning context, and
- Use technology tools to collaborate and share resources among communities of practice.
### Sample Syllabi Writing

<table>
<thead>
<tr>
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<th>Key Players</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation for Sample TTL 1 and 2 Syllabi Writers</td>
<td>June 2016</td>
<td>Mapping of Proposed Enhanced ICT Competencies against TTL 1 and 2 course outcomes</td>
<td>CHED OPSD&lt;br&gt;CHED Project Team on UNESCO ICT Project</td>
</tr>
<tr>
<td>2</td>
<td>National Workshop to Finalize Sample TTL 1 and 2 Syllabi</td>
<td>July 2016</td>
<td>Finalized Sample TTL 1 and 2 Syllabi</td>
<td>SEAMEO INNOTECH&lt;br&gt;TEIs</td>
</tr>
</tbody>
</table>
Impacts and Issues

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Reforms to Facilitate ICT-Pedagogy Integration
Impact and Issues

- **Impact:**
  - The PSGs for pre-service teacher education programs spell out minimum requirements which higher education institutions must meet. This master document is the yardstick against which HEIs are measured.
Impacts and Issues

- **Success factors:**
  - Funding support
  - CHED’s commitment and established processes
  - Good mix of stakeholders
  - Implementation amid other ongoing reforms
  - Harmonization with other related UNESCO projects
Impacts and Issues

- Issues and Solutions
  - **Issue**: Trifocalization of education administration leads to limitations on coverage of ICT competency standards
    
    **Solution**: Revise project scope, Update concerned agencies
  
  - **Issue**: Project implementation amid ongoing national reforms
    
    **Solution**: Ride the reform wave
  
  - **Issue**: Balancing limitations in ICT infrastructure with future-looking scenarios
    
    **Solution**: Zonal public consultations
Next Steps

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Reforms to Facilitate ICT-Pedagogy Integration
## Next Steps

- **Phase 3 project work plan, cont.**

| Phase 3: Extensive public consultations on the proposed enhanced ICT teaching standards for pre-service teachers (12 months) |
| --- | --- | --- | --- |
| 8 | Finalization of revised PSGs based on comments and suggestions from public hearings/consultations | December 2016 | Revised PSGs for nine (9) undergraduate teacher education programs, to which ICT pedagogy has been integrated | CHED OPSD  
CHED TPTE |
| 9 | Interface with DepEd on the proposed enhanced ICT competency standards for pre-service teachers and TTL 1 and 2 | January 2017 (tentative) | Mutual understanding on the enhanced ICT standards | CHED  
DepEd |
### Phase 4: Official endorsement of the enhanced ICT teaching standards for pre-service teachers (duration yet to be determined)

<table>
<thead>
<tr>
<th></th>
<th>Step</th>
<th>Schedule</th>
<th>Result</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Submission of proposed PSGs to MANCOM &amp; CEB for approval</td>
<td>(no schedule yet)</td>
<td>PSGs for all undergraduate teacher education programs approved by CHED MANCOM and CEB</td>
<td>CHED MANCOM and CEB</td>
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<td>CHED OP SD</td>
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<td>CHED TP-TE</td>
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<tr>
<td>11</td>
<td>Issuance of CHED Memorandum Orders (CMOs) on approved PSGs for implementation by AY 2018-2019</td>
<td>(no schedule yet)</td>
<td>CMOs on all PSGs</td>
<td>CHED Chairperson</td>
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<td>CHED OP SD</td>
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### Phase 4: Official endorsement of the enhanced ICT teaching standards for pre-service teachers (duration yet to be determined)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Schedule</th>
<th>CHED MANCOM and CEB</th>
</tr>
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<tbody>
<tr>
<td>12</td>
<td>Conduct of public orientations on approved PSGs</td>
<td>(no schedule yet)</td>
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<tr>
<td>13</td>
<td>Faculty training for Teacher Educators teaching TTL 1 and 2</td>
<td>(no schedule yet)</td>
<td>CHED MANCOM and CEB</td>
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<td>CHED</td>
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<td></td>
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<td>TEIs</td>
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<tr>
<td>14</td>
<td>TTL 1 and 2 offered in TEIs</td>
<td>AY 2018-19</td>
<td>TTL 1 and 2 implemented</td>
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<td>TEIs</td>
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Thank you for your time and attention.