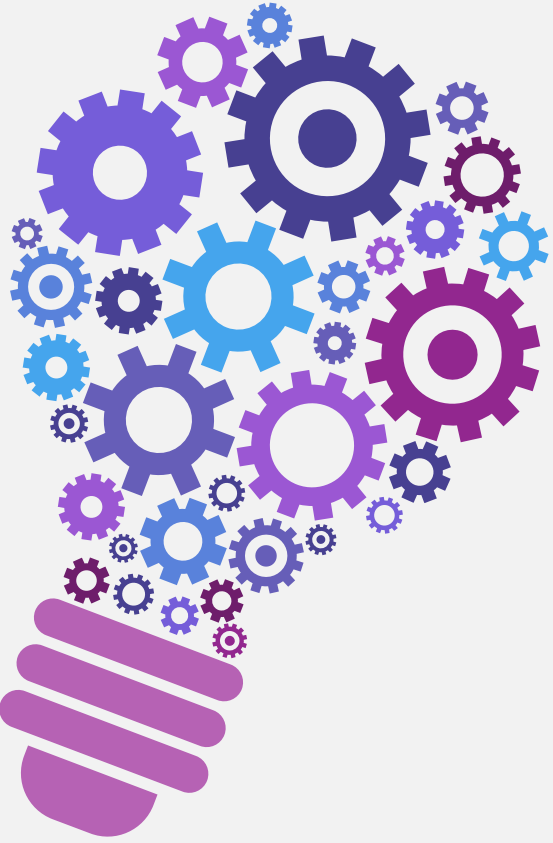




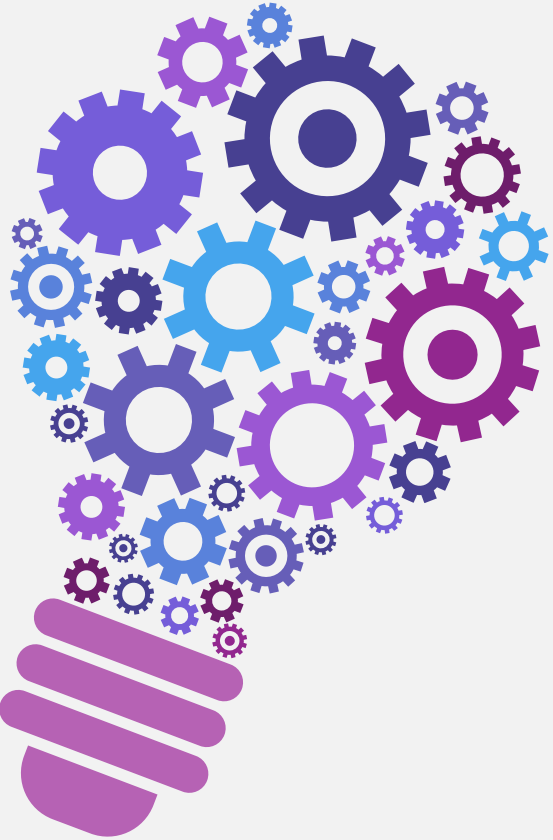
# Ensuring Teacher Quality through Competency Framework and Standards



## **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.





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.



One of the ways to define a qualified teacher is as a teacher “who has at least the minimum academic qualifications required for teaching their subjects at the relevant level in a given country.”

### **Quality Teachers possess:**

- Global awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy. Also included are knowledge and values.



# A. Quality Teachers and Teacher Quality Defined

The 21' century skills framework are clustered into three

## 1. Learning and Innovation Skills Framework

- Critical Thinking Skills
- Problem Solving
- Communication
- Collaboration
- Creativity
- Innovation



## 2. Information, Media and Technology Skills Framework

- Information Literacy
- Media Literacy
- ICT (Information, Communications & Technology Literacy)

## 3. Life and Career Skills



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

- understand one's own cultural identity and its influence on personal dispositions and classroom practices;
- engage students in learning;
- Use real-life local and global examples;
- Value the inputs of culturally and linguistically diverse learners;
- create environment that encourage positive cross-cultural interactions;
- model social responsibility in local and global context; and
- help learners find appropriate actions to improve local and global conditions.



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 to what students know and are able to do with that they were to taught by their teachers (Teacher Quality 2013) 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**
- **Classroom Environment**
- **Instruction**
- **Professional Responsibilities**



## **B. The Competency Framework for Teachers in Southeast Asia (CFT SEA)**

In collaboration with the Thailand's Teacher Education Council, SEAMO Secretariat (SEAMES) and the SEAMEO Regional center for Educational Innovation and Technology (INNOTECH) initiated the Competency Framework for teachers in 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.



## 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.

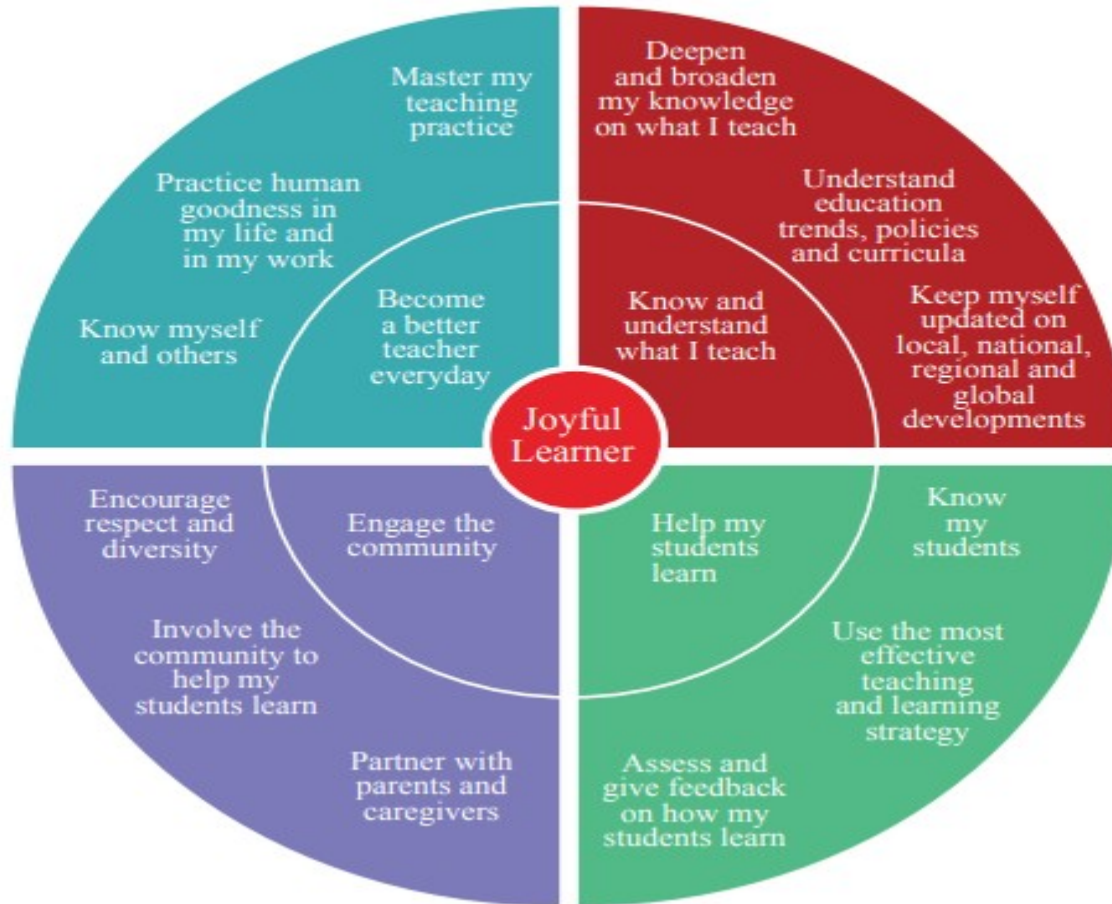
- It is the ability to partner with parents and caregivers, involve the community to help students learn, and encourage respect and diversity.

### 4. Becoming a better teacher every day.

-This the ability to know oneself and others, practice human goodness and then master the teaching practice.



## SOUTHEAST ASIA TEACHERS COMPETENCY FRAMEWORK



## C. Philippine Qualification Framework



The Philippine Qualifications Framework was established in 2012 through Executive Order No. 83. while its governance is stipulated in the Ladderized Education Act of 2014, the passage of the PQF Act in January 2018 provided the legal support for its full implementation.



## D. Philippine Professional Standards for Teacher

- It describes the levels of educational qualifications and sets the standards for qualification outcomes. As defined in RA 10968, qualification refers to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements. A qualification confers official recognition of value in the world of education and training, work and job creation.



## ORDER NO. 42 S. 2017

On August 11, 2017, Philippine Professional Standards for Teacher was signed into policy by the Department of Education Secretary Leonor Magtolis Briones.



# Here are the 7 Domains of PPST

## Domain 1 CONTENT, KNOWLEDGE AND PEDAGOGY 7 Strands

- 01 Content knowledge and its application within and across curriculum areas
- 02 Research-based knowledge and principles of teaching and learning
- 03 Positive use of ICT
- 04 Strategies for promoting literacy and numeracy
- 05 Strategies for developing critical and creative thinking, as well as other higher-order thinking skills
- 06 Mother Tongue, Filipino and English in teaching and learning
- 07 Classroom communication strategies

## Domain 2 LEARNING ENVIRONMENT 6 Strands

- 01 Learner safety and security
- 02 Fair learning environment
- 03 Management of classroom structure and activities
- 04 Support for learner participation
- 05 Promotion of purposive learning
- 06 Management of learner behavior

## Domain 3 DIVERSITY OF LEARNERS 5 Strands

- 01 Learners' gender, needs, strengths, interests and experiences
- 02 Learners' linguistic, cultural, socio-economic and religious backgrounds
- 03 Learners with disabilities, giftedness and talents
- 04 Learners in difficult circumstances
- 05 Learners from indigenous groups

### Domain 4 CURRICULUM AND PLANNING 5 Strands

- 01 Planning and management of teaching and learning process
- 02 Learning outcomes aligned with learning competencies
- 03 Relevance and responsiveness of learning programs
- 04 Professional collaboration to enrich teaching practice
- 05 Teaching and learning resources including ICT

### Domain 5 ASSESSMENT AND REPORTING 5 Strands

- 01 Design, selection, organization and utilization of assessment strategies
- 02 Monitoring and evaluation of learner progress and achievement
- 03 Feedback to improve learning
- 04 Communication of learner needs, progress and achievement to key stakeholders
- 05 Use of assessment data to enhance teaching and learning practices and programs

### Domain 7 PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT 5 Strands

- 01 Philosophy of teaching
- 02 Dignity of teaching as a profession
- 03 Professional links with colleagues
- 04 Professional reflection and learning to improve practice
- 05 Professional development goals

### Domain 6 COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT 4 Strands

- 01 Establishment of learning environments that are responsive to community contexts
- 02 Engagement of parents and the wider school community in the educative process
- 03 Professional ethics
- 04 School policies and procedures



**Domain 1:** Content Knowledge and Pedagogy, is composed of seven strands:

1. Content knowledge and its application within and across curriculum areas
2. Research-based knowledge and principles of teaching and learning
3. Positive use of ICT
4. Strategies for promoting literacy and numeracy
5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills
6. Mother Tongue, Filipino and English in teaching and learning
7. Classroom communication strategies



**Domain 2:** Learning Environment, consists of six strands:

1. Learner safety and security
2. Fair learning environment
3. Management of classroom structure and activities
4. Support for learner participation
5. Promotion of purposive learning
6. Management of learner behavior



**Domain 3:** Diversity of Learners, consists of five strands:

1. Learners' gender, needs, strengths, interests and experiences
2. Learners' linguistic, cultural, socio-economic and religious backgrounds
3. Learners with disabilities, giftedness and talents
4. Learners in difficult circumstances
5. Learners from indigenous groups



**Domain 4:** Curriculum and Planning, includes five strands:

1. Planning and management of teaching and learning process
2. Learning outcomes aligned with learning competencies
3. Relevance and responsiveness of learning programs
4. Professional collaboration to enrich teaching practice
5. Teaching and learning resources including ICT



**Domain 5:** Assessment and Reporting, is composed of five strands:

1. Design, selection, organization and utilization of assessment strategies
2. Monitoring and evaluation of learner progress and achievement
3. Feedback to improve learning
4. Communication of learner needs, progress and achievement to key stakeholders
5. Use of assessment data to enhance teaching and learning practices and programs



**Domain 6:** Community Linkages and Professional Engagement, consists of four strands:

1. Establishment of learning environments that are responsive to community contexts
2. Engagement of parents and the wider school community in the educative process
3. Professional ethics
4. School policies and procedures



**Domain 7: Personal Growth and Professional Development**, contains five strands:

1. Philosophy of teaching
2. Dignity of teaching as a profession
3. Professional links with colleagues
4. Professional reflection and learning to improve practice
5. Professional development goals



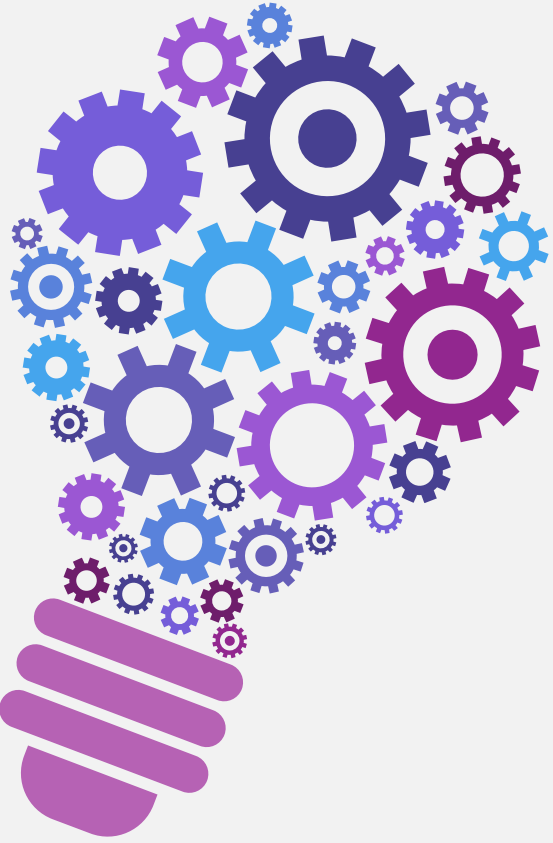
## Career Stage

**Career Stage 1** or Beginning Teacher

**Career Stage 2** : Proficient Teachers

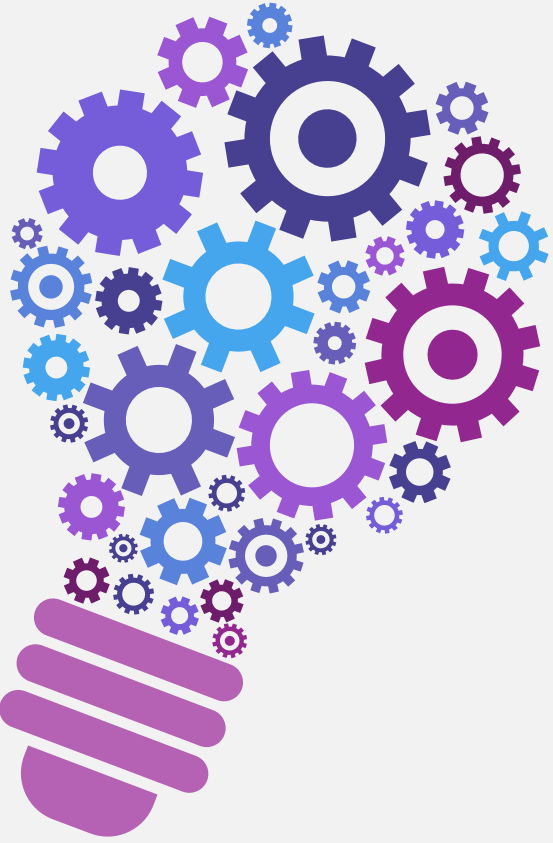
**Career Stage 3** : Highly Proficient

**Career Stage 4**: Distinguished Teacher



# Case Study






# Importance of School Facilities in Education





# Case Scenario

Teacher Topher is currently handling 5 sections with 60 students each in Zaragoza High School. The school is lacking of facilities as there is insufficient spaces to hold classes, the students are suffering from poor ventilation, tables and chairs has sub-standard quality, the size of the classroom is not enough to accommodate all students and different subject departments don't even have their own faculty room. That being said, the quality of education and teachers itself becomes less effective because teachers can't manage all of them and students are having a hard time to focus on studying that's why their academic performances, health and overall growth are being affected.



# I. Statement of the Problem

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The study aims to determine and show the major effects of having a poor and lack of facilities in achieving the goals of education and its effect to the overall performance of students. Additionally, the study sought to answer **the following questions:**

1. Why insufficiency and inadequacy of school facilities especially classrooms are considered as perennial problem to education and to the country as whole?
2. What are the effective actions and plans our government should do to address this ongoing problem?
3. How these poor facilities affect student's learning and the quality of education?

## II. STATEMENT OF THE OBJECTIVES:

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The objective of this study is divided into **two categories:**

### **MUST:**

1. To show the importance and advantages of having sufficient and quality facilities in improving the state of education.
2. To give a better understanding as to why our government should also show greater attentions and efforts to improve school facilities
3. To determine the impact of facilities to students' outcomes and overall performance.

## **WANTS:**

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1. Promote high quality education to all students from both urban and rural areas.
2. All students must have access to quality facilities wherein they will feel comfortable and just focused on studying.
3. Unleash the full potential of all students and improve their academic performance.

# III. Areas of Consideration

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- **Teachers**
- **Students**
- **Government**
- **School**

# IV. ALTERNATIVE COURSES OF ACTION

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1. Conduct a detailed study about the real status of all school facilities all over the Philippines.

**Advantage:** The study will reveal the state of all school facilities in our country so they would be able to do an appropriate action to address the problem.

**Disadvantage:** The study will require a long period of time to be completed as there are so many schools in our country.

2. Renovate the facilities that has been damaged and not working. Also, build new high quality facilities that will meet the needs of students and teachers.

**Advantage:** These facilities will help both students and teachers in many ways as students will be able to learn without distraction and teachers will become more effective.

**Disadvantage:** Building and renovating requires a huge amount of money and investment and is also time consuming.

3. Allocate more budget in building and renovating school facilities.

**Advantage:** The problem with facilities inadequacy would be solved and there will be a comfortable learning and physical environment.

**Disadvantage:** These projects will be costly, discussion and debate will also take place in proposing the budget and it could

# V. RECOMMENDATION

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- As the problem with lacking of facilities is continuous and affects the education. Good strategies and actions must be done. Therefore, government should conduct a comprehensive report about the status of all school facilities in our country. Doing so will show the areas of concern and the places that needs the utmost assistance. More people and also authorities will be aware to the real situation of the students especially those who live in poor areas. If this problem will be addressed, we can expect an improvement to the quality of our education and the academic growth of students because facility quality has important role in teacher's effectiveness and student's learning.

# VI. PLAN OF ACTION

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- Start renovating the facilities of schools that needs help the most so students will not get left behind because of these problems they are currently facing.
- All schools should conduct an informative orientation for students, teachers, and parents about how school facilities can positively or negatively affect the academic performance and school experiences of an individual.
- The government should conduct surveys to all schools nationwide about the challenges and difficulties they're currently experience with regard to their facilities.

# VII. POTENTIAL PROBLEM

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- If there will be so much schools all over the country that has problem with their facilities then not all of them will be given support and prioritized because of lack of funds and resources.
- There will be some circumstances that the blame will just put on teachers if students got a poor performance and had a hard time learning the lessons.
- There will be a chance that the result of surveys will be fabricated by people who doesn't want to change the state of our education because of their personal interest.

# VIII. CONTINGENT PLAN OF ACTION

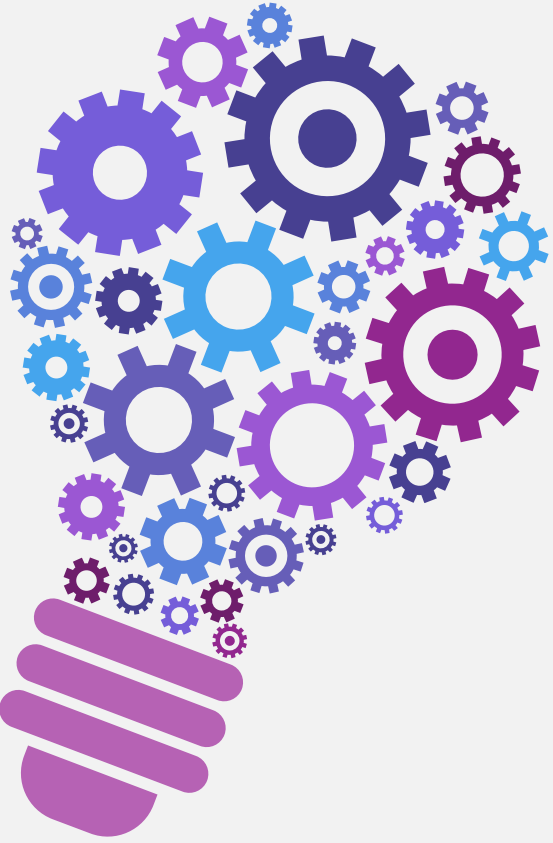
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- Seek help to different stakeholders, investors and individuals who are willing to help and support financially to achieve the goals of education.
- Cite or give different evidences and studies showing that school facilities have really a major part and contribution to the learning outcome of students.
- The Government or authorities must assign their most trustworthy staffs who will conduct and gather the results of survey to avoid fabrication.

# IX. GENERALIZATION

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- Lack of facilities has been one of the major issues that our education is facing since then especially during the time of opening of classes. Many students, teachers, staffs and other employees in school are suffering from poor ventilation, air quality, noise pollution, lighting, temperature and the size of classrooms because of having poor facilities. Therefore, there must be effectual steps and plans to address and eradicate this issue. Moreover, not because it is just a public school means that students don't have the right to access to well-maintained school facilities, these students also need to receive the proper care and feel that they are given importance. If this problem will be finally addressed, then it will help reaching the high quality of education we want for all students because the physical and emotional health of students and teachers also depends on the facilities they have in school. That being said, all schools should be equipped with adequate and proper facilities as the environment is conducive to learning.



**Thank you  
for listening!**

