



DEVELOPMENT AND TRANSFORMATION OF TEACHER EDUCATION IN THE PHILIPPINES



PHILIPPINE NORMAL UNIVERSITY
Educational Policy Research and Development Center



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Acronyms and Abbreviations

ALS	Alternative Learning System
AsTEN	ASEAN Teacher Education Network
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao
BEEEd	Bachelor of Elementary Education
BLEPT	Board Licensure Examination for Professional Teachers
BPS	Bureau of of Public Schools
BSEd	Bachelor of Secondary Education
CHED	Commission on Higher Education
CSC	Civil Service Commission
CMO	CHED Memorandum Order
COE	Center of Excellence
CP	Credit Points
CPD	Continuing Professional Development
DepEd	Department of Education
ECE	Early Childhood Education
ECTC	European Credit Transfer and Accumulation System
ETEEAP	Expanded Tertiary Education Equivalency and Accreditation Program
GTC	Graduand Teacher Competency
HEIs	Higher Education Institutions
ICT	Information and Communications Technology
ILSAs	International Large-Scale Assessments
INSET	In-service Training
ISTE	International Standards for Teacher Education
ITE	Initial Teacher Education
LET	Licensure Examination for Teachers
LPT	Licensed Professional Teacher
LUCS	Local Universities and Colleges
MOE	Ministry of Education
MTB-MLE	Mother Tongue-based Multilingual Education
NCBTE	National Coordinating Body for Teacher Education
NCCA	National Commission for Culture and the Arts
NCR	National Capital Region
NEAP	National Educators Academy of the Philippines
NIE	National Institute of Education
NSTP	National Service Training Program
NZTC	New Zealand Teacher Council
OBE	Outcomes-based Education
OECD	Organization for Economic Cooperation and Development
PBEEd	Philippine Business for Education
PCK	Pedagogical Content Knowledge
PD	Presidential Decree
PDP	Philippine Development Plan
PETS-QSDS	Public Education Expenditure Tracking Survey and Quantitative Service Delivery Statues
PIDS	Philippine Institute for Development Studies
PISA	Program for International Student Assessment
PNC	Philippine Normal College
PNS	Philippine Normal School

PNS	Pangasinan Normal School
PPST	Philippine Professional Standards for Teacher
PPSS	Philippine Professional Standards for Supervisors
PPSSH	Philippine Professional Standards for School Heads
PD	Professional Development
ProfEd	Professional Education
PRC	Professional Regulation Commission
PSGs	Policies, Standards and Guidelines
QS	Quacquarelli-Symonds
QA	Quality Assurance
RA	Republic Act
SPEd	Special Education
SUCs	State Universities and Colleges
TE21	Teacher Education for the 21st Century
TEC	Teacher Education Council
TEDP	Teacher Education and Development Program
TEIs	Teacher Education Institutions
TER	Teacher Education Refresh
TESDA	Technical Education and Skills Development Authority
TIMSS	Trends in International Mathematics and Science Study
TIP	Teacher Induction Program
TLE	Technological Livelihood Education
UP	University of the Philippines
UST	University of Santo Tomas
VMG	Vision, Mission, Goals
V3SK	Values, Skills and Knowledge

Executive Summary

The study examines the development and transformation of teacher education in the Philippines by focusing on six thematic areas relating to teacher education. These six areas include: (1) history of teacher education covering both pre-service and in-service with the inclusion of formal and alternative pathways; (2) legal mandates such as laws, standards, policies, and guidelines directing teacher education and the structures governing teacher education institutions; (3) licensure examination and quality assurance mechanisms; (4) teacher education curriculum; (5) contextualization of learning philosophies and theories in teacher education; and (6) issues and challenges perennially confronting teacher education and the onslaught of pandemic.

The study used a systematic review of the literature in order to critically examine the development and transformation of teacher education in the Philippines. The review process involved four steps: design, conduct, analysis, and writing. The following sections outline the key findings of the study.

History of Teacher Education in the Philippines

The development and transformation of teacher education in the Philippines can be divided into several key periods where each is characterized by distinct educational policies, frameworks, and priorities that have shaped the landscape of teacher education in the country. The first institution dedicated to primary school teacher preparation was the Escuela Normal Elemental during the Spanish colonial era. A more formalized teacher training was established with the coming of the American period, the Philippine Normal School, which prepared students for the public schools system. Later, the post-independence era marked the addition of secondary education curriculum for the Filipinization of teacher education through the medium of instruction and courses on Philippine history and culture; inclusion of field-based practicum; emphasis on continuing professional development of teachers, competency-based approach, and outcomes-based education; findings from the EDCOM I; and more recently, emphasis on alternative pathways, flexible delivery modes, professional development, and teacher quality.

It is necessary to stay ahead of the changing trends, promote innovation, and ensure teacher education program efficiency. Project-based strategies, experiential learning, student-centered techniques that are sensitive to cultural differences are some of the more modern pedagogical approaches used in teacher education. Teachers now need to be leaders and lifelong learners since their roles have evolved. To order to prepare teachers for an interconnected society, global perspectives in teacher education place a strong emphasis on cultivating global citizenship. Technology integration, including the use of virtual reality and online platforms, presents opportunities to improve teacher preparation. These dynamics will influence the direction of teacher education in the Philippines, and adopting innovative techniques, technological advancements, and professional growth will raise the caliber and effectiveness of teacher education programs.

Legal Mandates

The legal mandates in teacher education in the Philippines go a long way, from the introduction and formalization of the public education system during the American colonial period (Act No. 74) to the recent bills filed in Congress for the Teacher Protection Act (Senate Bill 1189) and the Magna Carta of Public School Teachers (House Bill 8058). The governance of teacher education programs continues to evolve through its legal mandates which can be in the form of legislation or sets of standards, principles, and procedures enacted and executed by different branches of the government. However, laws on teacher education in the Philippines are scant; in fact, the 1987 Philippine Constitution does not have a specific policy on teacher education, teachers, and the teaching profession. A recent landmark piece of legislation for teacher education is Republic Act (RA) 11713 or the Excellence in Teacher Education Act. Other relevant laws that deal with teachers and the teaching profession include the RA 4670 or the Magna Carta for Public School Teachers, and the RA 7836 or Philippine Teachers Professionalization Act of 1994. The RA 11899 or EDCOM II, although tackling the country's education sector as a whole, equally impacts teacher education. Aside from laws and policies, the standards and guidelines on teacher education are equally important. Currently, these are formulated by the Commission on Higher Education (CHED). Examining these legal mandates is crucial as they provide the milieu where teacher education programs operate.

Teacher Education Curriculum

Several teacher education curricula have developed in response to the shifting demands and needs of the Philippine educational system. The formal teacher education curriculum dates back from the American colonial period during the establishment of the Philippine Normal School (PNS) in 1901. The elementary education curriculum stayed with the PNS; the secondary education curriculum was transferred to the University of the Philippines in 1910. Until the early post-liberation period, the normal school curriculum for pre-service teachers underwent reorganization to meet the demands of the teaching service. After the Second World War, community-school programs gained traction as a movement. As a response to the needs of the time, PNS aimed at developing prospective teachers and education leaders for elementary community-schools through courses meant to harness the community-based experience. PNS became a chartered college in 1949 and began offering a master's program in education in 1951. The curricula for both prospective teachers and education leaders were replete with experience. In PNS, the bachelor's program and master's program had on- and off-campus teaching and internship in the chosen specialization area, respectively. PNC continued reorganizing and updating its programs and curriculum in response to the needs of education beyond the 1950s.

With the establishment of the Commission on Higher Education (CHED) in 1994, memorandum orders relevant to teacher education curriculum were issued namely: CMO no. 11, s. 1999 or the "Revised Policies and Standards for Teacher Education"; CMO no. 30, s. 2004 or the "Revised Policies and Standards for Undergraduate Teacher Education"; CMO no. 52, s. 2007, an addendum to the previous memorandum order; and the most recent, CMO nos. 74 to 82, s. 2017 on outcomes-based teacher education programs. Currently, the creation and revision of teacher education curriculum builds on the Policies, Standards and Guidelines (PSGs) of the Commission on Higher Education as minimum requirement.

The learning approaches are an important aspect of teacher education curricula. Notably, outcomes-based education (OBE) is the prevailing approach used in all teacher education curricular programs as mandated by the 2017 CHED PSGs. Defining the TEI's institutional outcomes as the basis for discipline-based program outcomes down to course outcomes, and developing appropriate assessments to determine the achievement of the desired outcomes are important in the implementation of OBE. Within this education approach are two other learning approaches, namely experiential learning and service learning. The former is embedded in Field Study courses and Teaching Internship/Practice Teaching while the latter seeks to mobilize students to respond to community needs. University-based and course-based service learning is central in the mandated NSTP (National Service Training Program) course and observed in a Professional Education (ProfEd) course that allows for field-based explorations targeting 21st century new literacies. These two approaches are experiential in nature, such that both allow practice-based and field-based experiences to enhance one's professional practice. Teacher education may benefit from their institutional, program-specific, and course-based integration in the curriculum complemented with contextual and flexible implementation.

Contextualization of learning philosophies and theories in teacher education

The Teacher Education Institution's teaching and learning philosophies are significant in their journey towards excellence. Looking into their graduates' career as teachers, the teaching and learning philosophies have shown to have impacted excellence in several ways. First, excellent TEIs have consciously used their teaching and learning philosophies as guides in mentoring their pre-service teachers. Second, whether sectarian or funded by the state, excellent TEIs are all grounded on and loyal to their core values. They all believe that education is ultimately necessary for personal and social transformation. And third, this belief serves as a strong impetus towards their strong commitment to teaching and mentoring. The section also explores the Bicol concept of *tood*, and the three basic elements in its core – learning, practice, and friendship/friend. *Tood* offers an appropriate philosophical framework for teaching and learning as practiced by excellent TEIs.

Licensure examination and quality assurance mechanisms

The Licensure Examination for Teachers (LET) is a standardized exam that is required for teachers in the Philippines. It is designed to assess the basic knowledge and skills needed in the teaching workforce. However, there have been concerns that LET does not accurately measure a teacher's practical skills and teaching ability, and it may not be a fair assessment of all aspiring teachers, particularly those from disadvantaged backgrounds. A 2022 study found that low teacher qualification was a major factor in the low-quality education and poor performance of students in the Philippines. The study also found that a significant number of schools offering teacher education had below-average passing rates in the LET. Thus, there is a need to examine whether the LET is aligned with the current demands and standards of the teaching profession and whether it accurately measures the competencies that are expected of teachers and TEIs.

Issues and Challenges

The Philippine government has set expectations and standards for education, including those outlined in the 1987 Constitution, the Department of Education's (DepEd's) responsibility to Filipino learners, the K to 12 curriculum's envisioned qualities of a graduate, and the vision of a teacher in the PPST. The education system is also influenced by external factors, such as International Large-Scale Assessments (ILSAs) used to measure the educational performance and achievement of students in different countries. ILSAs are now regarded as authorities that determine the quality of education that a country has, and education systems across the world are desperate to meet their expectations and demands. The Philippine education system has been scrutinized for its quality, especially after the release of the 2018 Program for International Student Assessment (PISA) results, which showed that 15-year-old students scored lower in reading, mathematics, and science compared to the majority of the participating countries.

Introduction

The Philippine education system is undergoing profound changes while also facing enormous challenges (Orbeta & Paqueo, 2022). The passage of Republic Act 10533, or the Enhanced Basic Education Act of 2013, necessitated the rethinking and revision of the basic education curriculum to make Filipino learners globally competitive and equipped with 21st-century skills. Despite the curricular reform, the country ranked last (overall) in ILSA such as PISA and TIMSS. These results demonstrate the need to examine the existing curriculum for basic education and, consequently, require an evaluation of the quality of teacher education in the country.

In response to the challenges confronting the country's education sector, the current administration has demonstrated its commitment to offering high-quality teacher education by including Republic Act No. 11713, or the Excellence in Teacher Education Act, in the Philippine Development Plan (PDP) 2023–2028 (Philippine News Agency, 2023). One of the key transformation strategies identified in the PDP 2023–2028 in terms of the social and human development sector is the provision of access to high-quality learning opportunities to encourage and improve lifelong learning and education. Cooperation, responsiveness, dependability, and efficiency among the Teacher Education Council (TEC), the DepEd, the Commission on Higher Education (CHED), and the Professional Regulation Commission (PRC) are essential to facilitate this educational transformation. Increasing the national passing rate in LET, both for elementary and secondary, was also added as an indicator in achieving lifelong learning under the matrix provided in the PDP 2023-2028.

With this, quality teaching should be reflected in competent performance on academic and professional tests such as license examinations and credentials such as certificates (Generalao et.al., 2022). These are further refined and developed through pre- and in-service training programs provided by TEIs. Consequently, among many other criteria, the extent and quality of teacher education contributes to and has an impact on teachers' effectiveness (Darling-Hammond, 2000; SEA-PLM, 2019).

The CHED CMO No. 74 and No. 75, series of 2017 outlined the policies, standards, and guidelines (PSGs) for baccalaureate degrees on Elementary Education (BEEd) and Secondary Education (BSEd), respectively. The CMO No. 74 and No. 75, s. 2017 covers many of the best practices known to improve quality teaching, such as a stronger emphasis on content, an understanding of context, and an acknowledgment of the pre-service teachers' need for personal and professional growth (Generalao et.al., 2022). Since the enactment of the Philippine Teachers Professionalization Act (Republic Act 7836) in 1994, LET has been taken by millions of Filipinos. Many of these LET takers and passers then went on to become public school teachers. Considering the educational reforms and the evolving educational trends over the last several decades, a thorough review and updating of the legal framework governing the licensing of teachers is necessary. This is to ensure that policies governing teacher professionalization still function as intended and if adjustments are required to make them more responsive to the present education system and the expected roles and responsibilities of teachers once hired by a school (David & Ducanes, 2018).

Curricular reforms in teacher education programs may not be fully realized if not properly implemented. Therefore, the qualification of faculty members in HEIs and program

accreditation must also be examined as it impacts the instruction of pre-service teachers, which may then be carried forward in the delivery of quality basic education (Orbeta & Paqueo, 2022). According to Manasan (2012), there is a positive and significant correlation between the percentage of candidates who pass the LET and the number of faculty with master's and/or doctorate degrees. The CHED, the DepEd, and stakeholders who represent private schools at all levels must work diligently to improve HEI programs for teachers (David & Ducanes, 2018).

Teacher education is a significant investment from which the society benefits (Sagar, 2019). Therefore, the state must ensure that appropriate support is well provided, properly implemented, and maintained to successfully improve the teaching force. Teacher education is essential for nation-building and for the development of the nation's human capital. By equipping teachers with up-to-date teaching methodologies, pedagogies, and classroom management strategies, teachers can become more effective in helping students obtain skills and knowledge necessary to contribute to economic, cultural, moral, and societal growth and development. For this matter, investing in teacher education is not only an investment in the future of students but is also an investment to the nation's future.

However, with the increasingly growing complexities happening worldwide, teacher education faces risks and threats that demand drastic reforms to ensure relevance and responsiveness in pre-service and in-service training programs. The World Bank (2015) identified that across the world, there are seven issues affecting teacher training. These include inadequate content of pre-service teacher training, low qualification levels, absence of an effective in-service teacher training system, poorly equipped institutions, weak linkages with educational authorities, excessive reliance of teacher training on government provisions, and the absence of incentives for professional development (Fontdevila & Verger, 2015).

Therefore, there is a strong need for new policies on teacher training, including strengthened or expanded pre-service teacher education and in-service teacher training schemes for qualified teachers (Fontdevila & Verger, 2015). In the Philippines, this involves a careful review and analysis of teacher training programs and how the different facets and/or stages of teacher training intersect with one another. This can lead to the "revision of pre-service teacher training and encouragement of professional development in order to upgrade teachers' skills; use of more selective criteria and higher standards determining the access to pre-service teacher education; flexibilization of entry paths to the profession" (Fontdevila & Verger, 2015, p. 79).

Furthermore, with DepEd conducting curricular reform in basic education and the Second Congressional Commission on Education (EDCOM II) reviewing the country's current educational system (Bacelonia, 2023), TEIs must examine their curriculum. This is to ensure that it will not only be future-ready, relevant, and responsive to the needs of Filipino learners but is also capable of helping to address and reduce the learning gap and learning poverty in Philippine education that was exacerbated by the COVID-19 Pandemic.

To ensure that pre- and in-service teachers in the Philippines possess the necessary and relevant skills, knowledge, and aptitude to effectively teach and provide innovative and quality education to Filipinos, the project "Development and Transformation of Teacher Education in the Philippines" examines the current state of teacher education in the Philippines. This study identifies the gaps in the existing teacher education standards and

programs, literature, and practices, particularly related to the research themes identified in Area 1 (Teacher Education Frameworks and Programs) outlined in the PNU Research Agenda 2019-2023.

The findings of the project detailed diagnosis and prognosis of the current teacher education in the Philippines. The output of the project could be used to develop strategies, interventions, and innovations to improve the quality of education provided by Filipino teachers and ensure that they could effectively and accurately respond to the changing and emerging content and technological knowledge and pedagogies; address the specific, contextual needs of diverse learners; ensure interactive assessment techniques and use of differentiated instruction in the classroom; and strengthen and elevate teacher development and training as well as uplifting teaching as a profession.

Objectives of the Study

The project provides an overview of the development and transformation of teacher education in the Philippines, covering the following areas:

- (1) history of teacher education in the Philippines covering both pre-service and in-service with the inclusion of formal and alternative pathways;
- (2) legal mandates such as laws, standards, policies, and guidelines directing teacher education as well as the structures governing teacher education institutions;
- (3) licensure examination and quality assurance mechanisms;
- (4) teacher education curriculum focused on pre-service teacher education;
- (5) contextualization of learning philosophies and theories in teacher education; and
- (6) issues and challenges perennially confronting teacher education and the onslaught of a pandemic.

Study Design and Methodology

The study provides a comprehensive description of the development and transformation of teacher education in the Philippines through a systematic literature review. The review process, as defined by Snyder (2019), involves four steps: design, conduct, analysis, and writing. In the design phase, a scoping review was performed to assess the availability of local documents, including existing and proposed policies and programs, as well as published studies. Scoping reviews are carried out to explore the breadth or depth of the literature, to map and summarize the available data, to guide further investigation, and to recognize or fill in knowledge gaps (Peters et.al., 2020). The following steps were conducted during the scoping review: defining the research question, locating pertinent

studies, choosing studies to be reviewed, charting the data, and compiling, summarizing, and reporting the findings (Mak & Thomas, 2022). This stage resulted in a clearly defined purpose, scope, and specific research questions to be addressed by the review.

Next, in the conduct phase, local documents and relevant research studies were collected using specific selection and inclusion criteria. This included publicly available online documents and archival materials, such as unpublished reports or studies, scholarly journal articles, books, and periodicals such as newspapers and government publications. Websites were also utilized to provide supporting content and information. These websites were included based on their type of institution (educational institution, government department or agency, non-profit organization, etc.) and author or publisher. These publications were chosen based on their content's accuracy, reliability, and veracity compared to the existing body of knowledge relevant to the research objectives. Moreover, the publications were selected and evaluated based on their currency, or whether the content and information are up-to-date. The study used publications released over the last three decades, with some older works being cited to provide context and additional information on the milieu of the topic examined. The researchers read the abstracts and/or full texts of the cited publications to ensure their significance to the study's research objectives.

In the analysis phase, the collected documents were subjected to content analysis to derive meaningful insights and draw conclusions. The study used a relational content analysis to examine and expand the connections between concepts and themes from the literature review. In conjunction with identifying trends over time. Finally, in the writing phase, the research team made sense of the results emerging from the content analysis and produced this comprehensive report. By following this systematic approach, the study was able to provide a detailed and nuanced understanding of the development and transformation of teacher education in the Philippines.

Key Findings

The succeeding sections present the key findings of the study encompassing the six thematic areas relating to teacher education: (1) History of Teacher Education in the Philippines; (2) Legal Mandates; (3) Teacher Education Curriculum; (4) Contextualization of learning philosophies and theories in teacher education; (5) Licensure examination and quality assurance mechanisms; and (6) Issues and Challenges.

History of Teacher Education in the Philippines

The development and transformation of teacher education in the Philippines can be best understood, examined, and evaluated within the historical, socio-economic, political, and cultural contexts in which it has developed. Thus, this endeavor looks into the perceived role of the teachers in society, current views of knowledge, and the level of economic development (Lewin & Stuart, 2003). The development and transformation of teacher education in the Philippines can be divided into several key periods where each is characterized by distinct educational policies, frameworks, and priorities that have shaped the landscape of teacher education in the country.

Pre-Colonial and Spanish Colonial Period

Local education in the Philippines before the coming of the Spanish colonists was mostly informal and community-based, with a focus on practical skills, beliefs, and traditions (Bernardo, 1994). Furthermore, due to the practical and consistent nature of education throughout the pre-colonial era, it was not institutionalized because there were no specific educational institutions (Musa & Ziatdinov, 2012). Afterwards, Spanish missionaries later introduced formal education to the Philippines which focused on religious indoctrination and catechism. Religious instruction, Latin and Spanish language training, and basic literacy and numeracy, were all emphasized in the curriculum (Vicencio, 2017).

The first formal teacher education program in the Philippines dates to the Spanish colonial era. The Education Decree of 1863 created a free public normal school to train men as teachers, supervised by the Jesuits. These institutions were the *Escuela Normal Elemental*, which later changed its name to *Escuela Normal Superior de Maestros de Manila* (The Normal School) for male teachers in 1863 and to *Escuela Normal Superior de Maestras* for female teachers in 1871 (Meade & Wiesner-Hanks, 2004). These institutions offered courses in pedagogy, methodology, school administration, and moral and civic education, with a concentration on preparing teachers for primary schools. The founding of Normal Schools allowed for the training of teachers for both genders.

American Colonial Period

A more formalized educational system was implemented in the Philippines with the coming of the Americans in the late 19th century. The Philippine Normal School (PNS), which was founded in 1901, became the nation's first and foremost institution for teacher education (Bernardo, 1994; Vicencio, 2017), was one significant development during this time. Act No. 74, sometimes referred to as the "Education Act of 1901," established it by allowing the establishment of a "Normal School for the Training of Teachers for the Philippine Public Schools" (Bernardo, 1994). The curriculum included courses like English, Mathematics, Physics, and Social Studies, as well as pedagogy and teaching methods. It was mostly based on the "normal school" model with a concentration on teacher training (Carson, 1961; Reyes, 2001). The PNS curriculum includes general education, specialty topic, and pedagogy coursework with a focus on subject matter expertise and instructional strategies (Bernardo, 1994).

Moreover, PNS played an essential role in the professionalization of education by creating requirements for teacher certification and license, and requiring aspiring educators to finish a prescribed course of study and pass a qualifying examination (Reyes, 2001). This represented a substantial reform from the old practice of selecting teachers based on their personal qualifications or political connections. During the American colonial period, numerous normal schools were established in the Philippines after the establishment of PNS. These normal schools were established in specific regions to train teachers for the public school system. Following the curriculum and criteria established by the PNS, these normal schools were tasked to educate and train aspiring teachers in the regions (Vicencio, 2017).

Cebu Normal University, one of Cebu's oldest educational institutions, was founded in 1902 as a provincial normal school and became independent in 1924 (CNU, 2023). In the eastern Visayas region, a mere annex of the Leyte High School, the Provincial

Normal School gave birth to Leyte Normal University in 1921. By Presidential Decree No. 944, which was signed by President Ferdinand Marcos on June 14, 1976 it was changed into the Leyte State College and through RA 7910, the college became the Leyte Normal University on February 23, 1995 (LNU, n.d.). In 1925, Bayambang Normal School (BNS), a secondary-level institution that produced the public school teachers in the Ilocos region was transformed into Pangasinan State University. It reopened as Pangasinan Normal School (PNS) in the 1930s after briefly closing owing to the global economic crisis. PNS was transformed into college status in 1969 as Central Luzon Teachers College (CLTC), the first college in Region I to actively pursue the mandate of a normal school. To decentralize institutions of higher education and to solve the issue of rising numbers of college students in Metro Manila, Pangasinan State University (PSU) was founded. As PSU grew, CLTC was included into the organization; as a result, it became PSU College of Teacher Education (PSU CE) (PSU-BC, n.d.). Bicol University, the premier state university in the Bicol region was established on June 21, 1969 through RA 5521 (BU, n.d.). The Iloilo Normal School (INS) was founded in 1924. By virtue of RA 4189, the INS became the West Visayas State College in 1965 and on January 27, 1986 through PD. 2019, it was converted to West Visayas State University (WVSU, 2017). The Provincial Normal School became the Zamboanga Normal College (ZNC) as a result of Republic Act No. 3272. Then, it was established by Republic Act No. 5492 to Zamboanga State College (ZSC) and became the Western Mindanao State University on June 10, 1978, with the signing of Presidential Decree No. 1427 (WMSU, n.d.). Subsequently, although professional high school teacher training had been suggested for years, high school teachers were not formally prepared until 1911 in the University of the Philippines (Savellano, 1999).

Colleges of education and normal schools understood the value of providing students with thorough teacher preparation during the Commonwealth era. To make sure that graduates were adequately prepared to satisfy the requirements of community and public schools, they took efforts to improve and broaden the curriculum. This concentrated effort aimed to give students the abilities, information, and experience they would require to succeed in their teaching professions and have a positive impact on the educational landscape. Generally, all institutions that train teachers are expected to work closely with the Bureau of Education to prepare future educators in light of the conditions in elementary and secondary schools, and to establish an advisory committee to advise on and recommend rules and regulations to ensure these institutions are more effective (Savellano, 1999).

However, some academics criticized the American model of teacher education during the colonial era for failing to take the local context and needs of Filipino students into account. There have been requests for a more contextually appropriate and culturally sensitive approach to teacher education that considers the culture, history, and languages of the Philippines (Reyes, 2001).

Post-Independence Period

The Philippine government made changes to teacher education in an effort to better align it with the nation's development objectives after the country gained independence from the United States in 1946 (Vicencio, 2017). Across the nation, schools and universities that offer teacher education programs have grown rapidly (Lucido, 2006). These institutions were founded to fulfill the rising need for skilled teachers and to raise the standard of education in the Philippines.

PNS was changed to Philippine Normal College (PNC) with the passage of RA 416 in 1949, and was thereafter permitted to award undergraduate and graduate degrees in education (PNU, 2014). The doctorate and other academic degrees pertinent to teacher preparation were offered by the mandate of RA 6515. At this time, producing teachers for both elementary and secondary levels was the main goal of teacher education, with a focus on pedagogy and content understanding. The PNC established a four-year Bachelor of Science in Education (BSEd) curriculum that covered pedagogy, specialized subjects, and general education coursework (Bernardo, 1994). The goal of the BSEd program was to create teachers who were well-rounded, knowledgeable, and skilled educators. PNC changed its name to Philippine Normal University in 1991, and in 1992 it became a full-fledged university (PNU, 2014).

Furthermore, there was a movement for the Filipinization of teacher education, which intended to create a more contextually aware and culturally appropriate method of teacher preparation (Lucido, 2006). This includes encouraging the use of Filipino as a medium of instruction in teacher education institutions and infusing Filipino culture, history, and languages into the curriculum of teacher education programs. The significance of pedagogical content knowledge (PCK) in teacher education was increasingly being acknowledged. The preparation of teachers to effectively educate different learners and to have a thorough understanding of subject matter content has become a focus of teacher education programs (Lucido, 2006). This change toward a more learner-centered and student-centered approach intended to raise the standard of education in Philippine schools.

The addition of field-based practicum experiences as a vital element of teacher preparation programs was another important development in teacher education during the post-independence era. This involves giving pre-service teachers the chance to receive practical experience in actual classroom situations that enable them to put theory into practice and hone their teaching techniques (Lucido, 2006). Additionally, the Philippine government has enacted policies and initiatives that give teachers the chance to participate in continual professional development to keep their knowledge and abilities up-to-date (Bautista & Reyes, 2019). This comprises numerous teacher training courses and workshops, as well as required continuing professional development (CPD) standards for the renewal of teaching licenses. Changes were also made to the American model of teacher education to respond to colonial criticism and to improve teacher education, making it more contextually responsive to the needs of Philippine schools and students in the post-independence period.

To standardize teacher preparation, the Philippine government implemented more reforms in the 1980s (Bernardo, 1994). The Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) programs were created by the government as the required degrees for teacher preparation in the country (Vicencio, 2017). This was done in an effort to fine-tune the standard of teacher training and to cater to the particular needs of teachers at the elementary and secondary levels. In order to give aspiring teachers a more thorough and specialized education, the BEEd and BSEd programs included training in subject specialization, curriculum creation, and teaching methodologies (Bernardo, 1994). These programs aspire to create teachers who were proficient in pedagogy and curriculum design in addition to their respective subject-matter expertise (Reyes, 2001).

Making Education Work: An Agenda for Reform

In the 1980s and 1990s, there was a change toward competency-based teacher preparation which centered on helping teachers acquire the knowledge, abilities, and attitudes they need to successfully carry out their responsibilities in the classroom (Ocampo, 1992). The goal of competency-based teacher education was to match teacher training programs to the needs of students as well as the evolving requirements of the educational system. Additionally, enhancing teacher professionalism and quality received more attention. Programs for teacher education aimed to increase the standards for certification and draw highly prepared applicants to the teaching field (Ocampo, 1992). There have been initiatives to elevate teaching's standing as a profession and highlight the value of ongoing teacher professional development.

Information and Communications Technology (ICT) was also incorporated into Philippine teacher education from the 1980s up to the present. To better educate teachers to successfully integrate technology into their teaching practices, teacher education institutions began integrating ICT tools and resources into their curricula (Licuanan, 1999). Reflected the growing understanding of the value of ICT expertise in the evolving educational context.

The Congressional Commission on Education (EDCOM) was established in 1991 to conduct an in-depth analysis of the educational system and formulate suggestions for its reform. Its "Philippine Congressional Commission on Education Final Report," often known as the "EDCOM Report," which was published in 1992, includes various suggestions regarding teacher education. Based on the data provided in the EDCOM Report, it forwards the necessity of changing the model of teacher education in the Philippines from a prescriptive or "normal school" approach to one that is more innovative, pertinent, and liberal. It suggests creating a National Coordinating Body for Teacher Education (NCBTE) to develop policies, standards, and guidelines for teacher education. It also recommends integrating pertinent disciplines into teacher education curricula, offering teachers incentives and rewards, and providing adequate pay, benefits, and support services. The report stresses the need for ongoing support and improvement for teachers in order to augment their professional growth and personal well-being.

Changes in Philippine education policy and structure were made possible by the EDCOM Report. The EDCOM study resulted in some significant changes, including the following: 1) the establishment of an independent Commission of Higher Education (CHED) in 1994, which took over the Bureau of Higher Education's duties; 2) the professionalization of teachers through the establishment of the Licensure Board for Teachers; 3) the clear definition of career service pathways for educators and administrators; and 4) the establishment of the Technical Education and Skills Development Authority (TESDA) and 5) the increase in the number of school days; and 6) the upgrading in the salary and other benefits of teachers (Bago, 2008).

In the 2000s, outcomes-based education (OBE) received noticeably more attention in teacher education programs. The main goal of OBE is to specify the precise and quantifiable learning goals that students should attain. By focusing on generating competent and effective teachers, this move toward OBE aims to better match teacher education programs with the intended outcomes of teacher preparation (Licuanan, 2006). With OBE, teacher preparation programs began to shift away from conventional techniques that mostly focused on input-based approaches (such as the amount of training hours spent) in favor of a more outcomes-driven approach. This modification intended to match teacher preparation

programs with the targeted student learning outcomes. TEIs have also changed their teaching and evaluation methods to conform to the OBE framework. Performance-based evaluations, portfolio creation, in-class observations, and reflective practices were some of these strategies. With the use of these approaches, teacher preparation programs intended to give their graduates the skills necessary to apply their knowledge successfully in actual classroom settings.

Strengthening alternative learning systems for teacher education has received a lot of attention from the 2000s to the present, especially for non-traditional students and those from marginalized groups. Programs like ALS, that is available to those without education degrees, and the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP), which recognizes the prior learning of experienced teachers, are examples of these alternative pathways.

The Governance of Basic Education Act, also known as Republic Act 9155, mandates the creation of the Alternative Learning System (ALS), which gives out-of-school youth and adult (OSYA) learners the chance to improve their functional and basic reading skills as well as access to equivalent pathways to finish their basic education (DepEd, n.d.). In 2020, RA 11510, or “An Act Institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in Special Cases and Adults, and Appropriating Funds Therefor,” which provides the much needed support to further expand and strengthen the implementation of ALS throughout the country was signed (Republic of the Philippines, 2020). A comprehensive strategy that requires various aspects of the program is needed to improve ALS in the Philippines. DepEd and UNICEF began to carry out a multi-pronged collaboration which focuses primarily on evidence generation, policy formulation, and field-level innovations (DepEd & UNICEF, 2023). In the multi-pronged collaboration, ALS learners may use micro-certificates as credentials that are valued and required by employers for them to succeed as workers and citizens.

On the other hand, the ETEEAP is a comprehensive educational assessment program at the tertiary level that recognizes, accredits, and assigns equivalencies to information, abilities, attitudes, and values that people have acquired from relevant work (ETEEAP, 2023). It is carried out by institutions of higher learning with deputized status by virtue of the Executive Order Number 330 of 1996 (Republic of the Philippines, 1996). These initiatives intend to increase access to teacher education and help address the need for trained educators in particular subject areas (Tañedo, 2015).

To address concerns including the declining quality of education and the requirement for more specialized teachers, the government further organized reforms in teacher education. With the adoption and implementation of the K to 12 Program in 2013, which extended the basic school curriculum by two additional years, the Philippine educational system underwent a significant upheaval. The need to prepare teachers who are capable of handling the new curriculum and its pedagogical approaches, such as the spiral progression of topics and the use of Mother Tongue-based-Multilingual Education (MTB-MLE) as a strategy for teaching and learning in the early grades, had implications for teacher education as a result of this reform (Gorrez, 2018). In order to improve teaching and learning, there has been an increasing focus on integrating technology into teacher education in recent years. This covers teaching, evaluation, and classroom management using ICT, as well as training teachers to use technology effectively in their professional practice (Robielos III, 2019).

Reforms and innovations in teacher education, including curriculum improvements, outcomes-based learning, and evidence-based teaching practices, have helped raise the level of programs' overall quality (Licuanan, 2006). As a result, teachers may be more prepared and equipped with the information, abilities, and attitudes required to work successfully in a variety of educational environments. Making teacher graduates more relevant and receptive to the changing demands of the education sector is possible through integrating teacher education with the evolving needs of the Philippine educational system, such as the introduction of the K to 12 Program (Gorrez, 2018). As a result, teachers can address the requirements of their students.

The availability of teacher education programs to a wider range of aspiring teachers can be increased by efforts to expand access to teacher education through the establishment of new teacher education institutions, alternative learning pathways, and flexible delivery modes (Tañedo, 2015). This can assist in addressing the issue of teacher shortages and enhance the nation's overall supply of highly educated educators. ICT integration in teacher education can give educators the digital literacy skills they need to successfully incorporate technology into their classrooms (Robielos III, 2019). These initiatives have the potential to lead to considerable improvements in educational practices. This entails using innovative teaching techniques, including collaborative learning concepts, and utilizing efficient communication techniques in the context of education. Additionally, putting more of an emphasis on strengthening educators' ICT proficiency can help with the integration of technological tools and resources, creating a more dynamic and engaging learning environment for students. These combined innovations have the power to improve student learning outcomes and change the face of education for the better. Despite positive changes and advancements in teacher education, impediments still exist when reforms are put into practice due to problems with funding, infrastructure, resources, and the development of teacher education institutions' capacity. To ensure the successful implementation of reforms, stakeholders may need to continue their efforts and support.

Thus, the need for an emphasis on teachers' ongoing professional development is driven by the evolving landscape of teacher education. Over time, teachers' stature in the development and transformation of teacher education in the Philippines has evolved. More people now understand how important teachers are to determine the direction of the nation's educational system. These include professionalization of teaching, placing a standard on teacher quality, recognizing the contribution of teachers, advocating for the welfare of teachers, participating in the formulation of educational policy and decision making, and continuing challenges. Also, it entails giving teachers the chance to stay updated on the educational trends and practices, refresh their knowledge and abilities, and engage in lifelong learning in order to continuously enhance their teaching methods.

The professionalization of teaching has received more attention recently, which includes elevating the status of teachers as professionals through legislative changes like the passage of the Philippine Teachers' Professionalization Act of 1994 (Republic Act No. 7836), which created the Professional Regulation Commission (PRC) to oversee the practice of teaching and establish standards for programs of teacher education. The purpose of such is to advance teachers' status as professionals and encourage their ongoing professional development (Republic Act No. 7836).

Through teacher education programs that place a strong emphasis on competency-based frameworks, evidence-based practices, and ongoing professional development, there has been an increased focus on raising the caliber of teachers. This has been done in an effort

to guarantee that teachers are well-prepared and equipped with information, abilities, and attitudes required to teach successfully in a variety of educational contexts (DepEd, 2018a). Different programs, rewards, incentives, and recognitions for exceptional teachers, the contributions of teachers to society have been recognized and acknowledged have been done in an effort to raise their morale and motivation, and to emphasize their important role in the country's future.

Growing advocacy for teachers' welfare and well-being has been made, with initiatives focusing on problems including pay, benefits, working conditions, and professional development opportunities. This has attempted to strengthen teachers' general status in society and support their welfare (DepEd, 2020). The importance of teachers as stakeholders in the formulation of educational policy and decision-making processes are increasingly being recognized because it covers their participation in the creation of curricula, educational reforms, and other policy efforts. This has been done in an effort to guarantee that teachers' perspectives and knowledge are taken into account when developing educational policies and procedures (DepEd, 2018b). Despite the efforts to elevate the status of teachers in the Philippines, there are still issues that need to be resolved, such as those pertaining to teacher salaries, working conditions, professional development opportunities, and the general recognition of teachers' contributions to education.

Standardization of Teacher Education

Through the years, the Philippine government initiated reforms for teacher development for the purpose of ensuring quality educators in the country. One of these was the National Competency-Based Teacher Standards (NCBTS) which was institutionalized through CMO No. 52, s. 2007 and DepED Order No. 32, s. 2009. The NCBTS framework became the basis for assessing the readiness of new teachers prior to hiring and deployment, current performance of teachers in the field, and assuring teachers' professional development (Ambag, 2014). The NCBTS consists of seven domains which include: (1) social regard for learning, (2) learning environment, (3) diversity of learners, (4) curriculum, (5) planning, assessing, reporting, (6) community linkages, and (7) personal growth and professionalism development.

However, in order to keep up with the changing paradigm of education and the adoption of the K to 12 Reform (R.A. 10533), the need for corresponding focus on teachers who are highly equipped and prepared for the new educational reform necessitates reinforcing the NCBTS; hence paving the way for the Philippine Professional Standards for Teachers (PPST). PPST has a significant influence on the development and transformation of teacher education in the Philippines. It serves as a framework for the skills and attributes that Filipino teachers are expected to possess. It acts as a roadmap for the creation, evaluation, and ongoing growth of teacher education programs across the nation.

The final version of PPST was released in 2017 after years of development that started in 2013 (RCTQ, 2018). Various stakeholders, including teachers, teacher educators, professional associations, and governmental organizations, participated in the process through intensive consultations and collaboration. In order to address the need for a thorough framework that describes the competencies and attributes expected of teachers in the Philippines, the PPST was developed. Since its debut, the PPST has established itself as a key resource for teacher preparation and advancement in the nation.

Seven domains make up the PPST, each of which represents a wide range of competencies that teachers ought to have. These areas, which were developed as a result of in-depth study and consultations, are intended to make sure that teachers are adequately prepared to fulfill the variety of needs of students as well as the requirements of the teaching profession.

The impact of the PPST on the change of teacher education in the Philippines was the subject of a study by Magcamit and Tarroja (2019), which examined the perspectives of teacher educators and pre-service teachers. The study concludes that the PPST had a favorable impact on the development and implementation of teacher education programs. It directed the creation of curricula, instructional methods, and assessment procedures. The PPST was also perceived as supporting learner-centered strategies, reflective practice, and the use of technology in teaching and learning.

In numerous institutions across the Philippines, the PPST has been incorporated into the teacher education curriculum. The Philippine Normal University (PNU), one of the country's top institutions for teacher training, is among the first teacher education institutions to incorporate PPST into its teacher education programs. PNU acknowledges that PPST is an important tool in guaranteeing the quality and applicability of its curricula and assessments for teacher education. DepEd also extended the support given to teachers to school heads and supervisors by further developing a well-defined guide of what they are expected to know, be able to do, and value through the implementation of the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS) (DepEd Order 24, s.2020; DepEd Order 25, s.2020).

The PPSSH, due to the changing demands in the field of education, was the result of the revision of what was then the National Competency-Based Standards for School Heads (NCBSSH). The PPSSH is a set of standards for school heads that depicts holistic practices that are to be expected from school heads to ensure the overall effectiveness of the whole school's operations. The PPSSH provides a framework comprising five domains that act as the basis for the professional reflection and guided practice of the school heads. From the seven NCBSSH domains, these domains were reduced to five in the PPSSH which are: 1) leading strategically; 2) managing school operations and resources; 3) focusing on teaching and learning; 4) developing self and other, and; 5) building connections (DO 24, s.2020). Nonetheless, each of these domains still gravitates toward ensuring that school heads would do their functions and crucial roles as the leaders and managers of their respective schools. That is why school heads in both public and private schools are highly encouraged by the DepEd to adopt the PPSSH.

Lastly, the Philippine Professional Standards for Supervisors (PPSS) further highlights the significance of raising teacher and school quality through effective leadership. The PPSS depicts professional standards for quality supervisors in every region and division highlighting their main responsibility and scope of supervision.

Some salient points of the PPSS include supporting organizational effectiveness and implementation and management of curricula, creating high-impact leadership among school heads and supervisors, and engaging in assessing and reflecting practices in a region or division (DO 25, s.2020).

The framework that was developed for the PPSS portrays a broad conceptual sphere with four domains which are: 1) supporting curriculum management and implementation; 2) strengthening shared accountability; 3) fostering a culture of continuous improvement; and

4) developing self and others. It also outlines the connection between the regional and division supervisors, as well as, between the division supervisors and school heads for the holistic improvement of the learners (DO 25, s.2020).

The development and transformation of teacher education in the Philippines have been affected by the PPST, PPSH, and PPSS. They have a significant impact on the development of the nation's teacher education, emphasizing the growth of capable, compassionate, and successful teacher-leaders who can have a beneficial impact on student learning.

Foresighting the Teacher Education Terrain

Foresighting, in the context of teacher education, refers to the methodical process of anticipating and imagining future trends, difficulties, and opportunities that may have an impact on the teacher education sector (Sandal, 2023; UNESCO IIEP, n.d). It entails utilizing a variety of approaches, including data analysis, research, expert opinions, and scenario planning to distinguish issues and predict prospective developments in the area of teacher preparation, professional development, and the teaching profession. It is crucial for staying ahead of the changing trends, foreseeing problems, encouraging innovation, and making sure that programs are still effective and pertinent. Building knowledge of certain potential causes of change helps teacher education institutions navigate the changing demands of education and better equip teachers to flourish in dynamic learning contexts (Ontario eCampus, 2023).

Over the years, there have been substantial developments in pedagogical methods that have an impact on teacher education programs. The changes include the shift toward project-based and experiential learning, student-centered learning; multidisciplinary approaches; and culturally sensitive teaching methods. These changes reflect the necessity to train teachers for a variety of dynamic learning environments and effective teaching strategies. In order to develop educators who are flexible, adaptive, and able to meet the variety of needs of students in a fast changing educational environment, teacher education programs attempt to provide future educators with these approaches (Dole, Bloom & Kowalske, 2016; Herodotou et al., 2019).

Consequently, because of the dynamic nature of education and the changing requirements of students, teachers' roles also change over time. There is a growing understanding that the world of today is characterized by change, complexity, and hyperconnection and that education institutions are lagging behind in providing students with the skills necessary to succeed in the real world and to improve it (Kaur-Brar, 2017). Teachers as leaders should play a variety of leadership responsibilities such as planner for 21st century careers, resource provider, instructional specialist, curriculum specialist, classroom supporter, digital instructor, learning facilitator, mentor, school leader, data coach, catalyst of change, digital learner (Sardar, 2018; Kaur-Brar, 2017). In light of the changing roles of teachers, educators should continue to study and upgrade their skills, participate in mentoring and coaching programs, and be given networking and collaboration opportunities (Padillo, Manguilimotan, Capuno & Espina, 2021).

Moreover, global perspectives in teacher education emphasize the significance of equipping teachers with the skills necessary to function in an interconnected and diverse society (Richardson, n.d.). The knowledge, abilities, and attitudes needed to address global concerns, foster intercultural understanding, and prepare students to be engaged

global citizens must be provided to teachers. It includes tackling global concerns in education, internationalizing teacher preparation programs, cross-cultural collaboration and exchange, comparative research, and adapting best practices (Parkhouse, Glazier, Tichnor-Wagner & Cain, 2015; Gal, 2005; Richardson, n.d.). By integrating global perspectives in teacher education, teachers are better equipped to solve global concerns, promote intercultural understanding, and encourage global citizenship among their students. It gives teachers the knowledge and outlook required to function in a globally connected environment, foster cultural awareness, and get students ready to prosper in a globalized society.

Likewise, utilizing technology breakthroughs becomes necessary as teacher education demands continue to change. The advantages of utilizing online and remote learning platforms, incorporating augmented reality and virtual reality in teacher education, and investigating the potential of artificial intelligence have all been highlighted in numerous studies (Kaur-Brar, 2017; Seow, 2020; Ontario eCampus, 2023; Sandal, 2023; UNESCO IIEP, n.d.). These procedures present important opportunities to benefit from new advancements and raise the efficiency of teacher preparation.

The quality and effectiveness of the teaching profession will be significantly impacted by the dynamic landscape that the Philippines' teacher education will face in the future. The standard and usefulness of teacher preparation can be improved by embracing innovative teaching methods, utilizing technology, and implementing research-based strategies. A strong system of professional development that provides a range of learning opportunities can be developed through strengthening collaborations between governmental entities, TEIs, and professional groups, and other stakeholders.

Legal Mandates

The Teachers Rights, Welfare, and Regulations

The legal mandates in teacher education in the Philippines go a long way, from the introduction and formalization of the public education system during the American colonial period (Act No. 74) to the recent bills filed in the House of Representatives for the Teacher Protection Act and the Magna Carta of Public School Teachers (HB 8058).

The 1987 Philippine Constitution

As a constitutional provision, Article XIV on Education, Science and Technology, Arts, Culture, and Sports of the 1987 Constitution of the Republic of the Philippines aims to promote the right of all citizens to quality education at all levels to make it accessible to everyone. This article recognizes the important role that education plays in the development of individuals and society, and sets out the state's responsibilities in providing a complete and integrated system of education relevant to the needs of the people.

Section 2 of this article emphasizes the state's obligation to establish and maintain a system of free public education in the elementary and high school levels. The article recognizes that education is a fundamental right of every child, and mandates that

elementary education is compulsory for all children of school age. The state is also tasked with providing scholarships, grants, and other incentives to deserving students, especially to the underprivileged.

Furthermore, Section 4 of this article recognizes the complementary roles of public and private institutions in the educational system, and provides for reasonable supervision and regulation of all educational institutions. It also sets out the conditions for the ownership, control, and administration of educational institutions, and mandates that no educational institution be established exclusively for aliens.

Finally, Section 5 of this article highlights the state's commitment to enhancing the right of teachers to professional advancement, and ensuring that non-teaching academic and non-academic personnel enjoy the protection of the state. This section also recognizes the importance of academic freedom in all institutions of higher learning, and mandates that every citizen has the right to select a profession or course of study, subject to fair, reasonable, and equitable admission and academic requirements. The state is also tasked with assigning the highest budgetary priority to education and ensuring that teaching will attract and retain its rightful share of the best talents through adequate remuneration and other means of job satisfaction and fulfillment.

Act No. 74

Tracing back to the Philippine Commission, Act No. 74 was a significant legislative act in the Philippine education system that was passed by the Philippine Commission in 1901. It established the Department of Public Instruction and laid the foundation for a formalized educational system in the Philippines.

The establishment of the Department of Public Instruction marked a significant shift in the Philippine education system. The act created a centralized educational system with the General Superintendent as its head responsible for the management and supervision of all educational activities in the archipelago. The division of the archipelago into school divisions and districts for effective management was also a notable feature of Act No. 74 (Section 3). The law, particularly in Section 3 (e) orders the General Superintendent to “divide the Archipelago into school divisions, not more than ten in number, and shall fix the boundaries thereof, with power to change the same when necessary, but the city of Manila and its barrios shall constitute one of such school divisions.”

Act No. 74 also provided for optional religious instructions in all schools (Section 16). While this provision aimed to cater to the country's predominantly Catholic population, it also raised concerns about the separation of church and state and the potential for religious bias in education (Philippine Commission, 1901).

One of the most significant provisions of Act No. 74 was the establishment of various educational institutions (section 17). The creation of a Trade school in Manila, now known as the Technological University of the Philippines, aimed to provide vocational and technical education to address the country's economic needs. The establishment of a school of Agriculture in Negros aimed to provide agricultural education, while the Normal school in Manila, now known as the Philippine Normal University, aimed to train teachers (Philippine Commission, 1901).

This law is an integral part of Philippine academic history as De Guzman (2003) stated that the Americans played a significant role in establishing a democratic education system through the enactment of Act No. 74. Additionally, Martin (1980) argued that a crucial aspect of this influence was the emphasis on academic English Language and Literature, which has led to the Philippines becoming the world's third largest English-speaking nation. The Philippine government, as stated on the Department of Tourism website, emphasizes that the Philippines stands out as the third-largest English-speaking nation, with approximately 93.5 percent of its population proficient in English. This statement is further supported by Benito Bengzon Jr., a former undersecretary of the DOT, who highlights the country's competitive advantage and suggests the development of a new tourism brand centered around education (Saavedra, 2019).

In 1968, there was the passage of RA 5250, an act establishing a 10-year training program for teachers of special and exceptional children in the Philippines. The said mandate, under the administration and supervision of the Bureau of Public Schools and in cooperation with the University of the Philippines, then the Philippine Normal College, and the School for the Deaf and the Blind paved the way for the conduct of a ten-year program for the training of special and exceptional children (as amended by R.A. No. 6067 on August 4, 1969). The said mandate is a precursor to the inclusive education direction of the Philippine education sector from then on.

Republic Act No. 4670 - The Magna Carta for Public School Teachers

The Magna Carta for Public School Teachers (Republic Act No. 4670) was enacted on June 18, 1966, in the Philippines. This Act aimed to promote and improve the social and economic status of public school teachers and their living and working conditions, their terms of employment, and career prospects, attracting and retaining more people in the teaching profession with proper qualifications. Section 3 of the Magna Carta for Public School Teachers mandates that the recruitment policy with respect to the selection and appointment of teachers should be clearly defined by DepEd. The Act sets the minimum educational qualifications for teacher applicants, such as a Bachelor's degree in Elementary Education (B.S.E.ED.) for teachers in the kindergarten and elementary grades, a Bachelor's degree in Education or its equivalent with a major and a minor for teachers of secondary schools, and a master's degree with a specific area of specialization for teachers of courses on the collegiate level, other than vocational (Republic Act No. 4670, 1966).

The Act also provides for a probationary period, where a teacher appointed on a provisional status and lacking the appropriate civil service eligibility will undergo a period of probation for not less than one year from the date of his provisional appointment (Republic Act No. 4670, 1966). In addition, stability on employment and security of tenure are assured for teachers, subject to the provisions of Section 3 of the Act. A teacher appointed on a provisional status for lack of necessary civil service eligibility shall be extended permanent appointment for the position they are holding after having rendered at least 10 years of continuous, efficient, and faithful service in such a position (Republic Act No. 4670, 1966). This was later on amended by the PRC Modernization Act of 2000 (to be discussed in detail in its own subsection).

Furthermore, the Act provides safeguards in disciplinary procedures, ensuring equitable safeguards at each stage of any disciplinary procedure, and providing teachers with the right to be informed in writing of the charges, the right to full access to the evidence in the

case, the right to defend themselves and to be defended by a representative of their choice, and the right to a fair and impartial hearing (Republic Act No. 4670, 1966).

The document also outlined the working hours of a teacher who is engaged in actual classroom instruction. They shall not be required to render more than six hours of actual classroom teaching, which shall be scheduled to provide time for the preparation and correction of exercises and other duties (Section 13). However, in cases where the exigencies of the service require, a teacher may be required to render more hours, but not exceeding eight hours of actual classroom teaching per day, upon payment of additional compensation at the same rate as their regular remuneration plus at least 25% of their basic pay (Section 13).

This Magna Carta for Public School Teachers is now being amended through House Bill 8058 filed in the 18th Congress for its Second Regular Session, with Act Teachers Party-list Rep. France Castro as its principal author. If passed into law, the new magna carta, which will be known as Magna Carta of Public Schools Teachers, instead of “for”, will focus on the teachers’ benefits, functions, status, more humane terms and conditions of work, and greater protection in the performance of their duties while in or even outside the school. It will also update the provisions on: recruitment, qualifications, salaries, teaching hours, special hardship allowances, transfer, probationary period, health measures, injury benefits, and deductions from salaries. Its most salient features are the shortened period of teaching hours and stronger protection for teachers.

PD 1006 or the Professionalization of Teachers

This law defines the teaching profession as primarily concerned with the classroom instruction, at the elementary and secondary levels, following the curriculum prescribed by the National Board of Education. It refers to teachers as persons who are tasked to teach at the elementary and secondary levels, whether on a full-time or part-time basis, the scope of which comprise related professionals: guidance counselors, school librarians, industrial arts or vocational teachers and “all other persons performing supervisory and/or administrative functions in all schools in the aforesaid levels and legally qualified to practice teaching” as defined in the decree. This was known as the act that formally and legally defined the teaching profession.

The governance of teacher education programs continues to evolve through its legal mandates which can be in the form of legislation or sets of standards, principles, and procedures enacted and executed by different branches of the government. However, laws on teacher education in the Philippines are scant; Among the legal mandates are the Republic Act 7784 or An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council and the recently enacted Republic Act 11713 or the Excellence in Teacher Education Act. Meanwhile, the laws that deal with teachers and the teaching profession include the Republic Act 4670 or the Magna Carta for Public School Teachers, and the Republic Act 7836 or the Philippine Teachers Professionalization Act of 1994.

Policies are not legislated but they act as guides for the actions of the government and reflect the intentions that determine those actions (NRCP, 2022). In the above-mentioned laws for teachers, RA 4670 and RA 7836. RA 4670, for instance, envisions the promotion and improvement of the socio-economic status of the public school teachers while RA 7836

focused on the vital roles of teachers in nation-building and overall development. Meanwhile, the RA 7836 “recognizes the vital role of teachers in nation-building and development.

Aside from laws and policies, the standards and guidelines for teacher education are equally important. Currently, these are formulated by CHED through Policies, Standards, and Guidelines (PSGs). Examining these legal mandates is crucial as they provide the milieu where teacher education programs operate. It is imperative to conduct a thorough evaluation of the effectiveness of existing teacher education programs in order to adapt to the evolving educational landscape. The alignment of current measures with the changing needs of aspiring teachers should be carefully scrutinized to ensure their continued relevance. If the current measures prove to be insufficient or fail to meet the evolving demands of the profession, it is crucial to identify and implement the necessary legislative actions to address the ongoing requirements of teacher education.

Aside from the legal mandates, the governance structure in TEIs is another factor worthy of examination. It is said that Filipino lawmakers are capable of legislating world-class laws; however, the problem lies in its implementation. In light of the laws surrounding teacher education and professionalization, it is essential to explore how TEIs navigate the implementation and contextualization of these regulations. Additionally, an examination of the distinctive governance features found within high-performing TEIs can provide valuable insights.

Law	Year of Promulgation	Focus
1987 Philippine Constitution	1987	Philippine Education Landscape as mandated by existing constitutional provision
Act 74	1901	Establishment of the PNS
Republic Act 5250	1966	10-year education program in special education
Republic Act 4670 Magna Carta for Public School Teachers	1966	Teachers' Rights, Welfare, Benefits
PD 1006	1976	Legal and Formal Recognition of Teachers as Professionals and Teaching as Profession
Republic Act 7836	1994	Teachers Professionalization Act (Mandatory Licensure Examination for Public School Teachers)
Republic Act 7784	1994	Strengthening the Teacher Education by Establishment of Center of Excellence and Creation of Teacher Education Council
RA 8981	2000	The PRC Modernization Act of 2000 repeals presidential decree 20023 which created the professional regulation commission and prescribed its powers and functions as a regulatory commission for professionals.

Republic Act 11713	2022	Strengthening the Teacher Education by Enhancing the Teacher Education Council, Establishing Scholarship Program for Teacher Education, and Institutionalization of the National Educators Academy of the Philippines
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Commonwealth Act No. 578

Commonwealth Act No. 578 amended Article 152 of Act No. 3815 or the Revised Penal Code to include teachers, professors, and persons in charge of supervising public or duly recognized private schools, colleges, and universities as “persons in authority.” Prior to this amendment, only individuals directly vested with jurisdiction were considered as such.

With this amendment, teachers, professors, and school supervisors were granted the same level of protection as those in authority. This meant that any assault or act of violence committed against them would be considered an offense against a person in authority.

Republic Act No. 386: Teachers Acting as Second Parents

Republic Act No. 386 (June 18, 1949), also known as the Civil Code of the Philippines, is the primary legal document that governs civil law in the Philippines. One of its provisions pertains to Substitute Parental Authority, which is granted to certain individuals to act as legal guardians in the absence of the biological parents. In particular, Article 349 grants Substitute Parental Authority to teachers and professors, making them responsible for the well-being of their students.

Under Article 349(2) of the Civil Code, teachers and professors are granted Substitute Parental Authority over their students. This means that they are authorized to act as legal guardians in the absence of the biological parents, and are responsible for the well-being of their students while they are in their custody.

This provision reflects the important role that teachers play in the lives of their students, not only as educators but also as mentors and role models. It recognizes that teachers have a duty to provide for the physical, emotional, and intellectual needs of their students, and that they are entrusted with a significant degree of responsibility for their care and welfare.

While teachers are granted Substitute Parental Authority over their students, they are also subject to the provisions of Article 2176 of the Civil Code, which holds individuals responsible for damages caused by acts of negligence or fault. Article 2180 further specifies that teachers and heads of establishments of arts and trades shall be liable for damages caused by their pupils and students or apprentices, so long as they remain in their custody.

Thus, if a teacher or professor fails to exercise due diligence in supervising their students, and as a result, a student causes harm to another person or property, the teacher can be held liable for the resulting damages. This provision places a significant burden on teachers, as they are not only responsible for the education of their students but also for their behavior and actions. It recognizes the important role that teachers play in the lives

of their students, and highlights the need for teachers to be responsible for the care and welfare of their students.

Republic Act No. 7610

The “Special Protection of Children Against Abuse, Exploitation and Discrimination Act” of the Philippines (June 17, 1992) is a comprehensive legislation that aims to protect children from all forms of abuse, neglect, cruelty, exploitation, and discrimination. The Act recognizes that teachers, along with parents and guardians, have a crucial role in protecting children from abuse, exploitation, and discrimination.

Under Section 2 of the Act, the State shall intervene on behalf of the child when the parent, guardian, teacher, or person having care or custody of the child fails or is unable to protect the child against abuse, exploitation, and discrimination, or when such acts against the child are committed by the said parent, guardian, teacher, or person having care and custody of the same. The Act also mandates that every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life.

The Act underscores the importance of the best interests of children as the paramount consideration in all actions concerning them, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies. This principle is consistent with the United Nations Convention on the Rights of the Child, which recognizes the fundamental rights of children to protection, participation, and provision (Section 2).

In the context of schools, the Act places a responsibility on teachers to ensure the safety and well-being of their students. It also provides for sanctions against teachers who commit acts of abuse, exploitation, and discrimination against their students. By emphasizing the critical role of teachers in protecting children, the Act underscores the importance of creating a safe and nurturing learning environment for all students (Article VII).

Republic Act No. 7836

The Philippine Teachers Professionalization Act of 1994 (Republic Act No. 7836) was enacted to strengthen the regulation and supervision of the practice of teaching in the Philippines, as well as to prescribe a licensure examination for teachers. Specifically, this segment highlights the following sections and articles of the law: Section 2 of the law states that the state recognizes the vital role of teachers in nation-building and development through a responsible and literate citizenry. The law aims to ensure and promote quality education by proper supervision and regulation of the licensure examination and professionalization of the teaching profession.

Article II of the law focuses on the creation and composition of the Board for Professional Teachers. Section 5 establishes the Board as a collegial body composed of five members appointed by the President of the Philippines from among the participants chosen by the Commission. The participants must be chosen from the list of nominees selected by the accredited association of teachers, who possess all the qualifications prescribed in Section 8 of the law. The chairman and vice-chairman of the Board shall be appointed from these five members by the President. The members of the first Board appointed under this Act

shall be automatically registered as professional teachers and issued with the certificate of registration and professional license upon payment of the fees for examination, registration, and other fees prescribed by the Commission.

Article III of the law covers the examination and registration of professional teachers. Section 13 requires all applicants for registration as professional teachers to undergo a written examination, which shall be given at least once a year in such places and dates as the Board may determine upon approval by the Commission. A valid certificate of registration and a valid professional license from the Commission are required before any person is allowed to practice as a professional teacher in the Philippines, except as otherwise allowed under this Act.

Section 14 outlines the scope of examination which shall be administered separately for elementary and secondary school teachers. The examination for teachers in the elementary level shall consist of two parts, namely: professional education and general education. On the other hand, the examination for teachers in the secondary level shall consist of three parts, namely: professional education, general education, and field of specialization.

Section 15 provides the qualification requirements for applicants. No applicant shall be admitted to take the examination unless, on the date of filing of the application, he or she has complied with the following requirements: a citizen of the Philippines or an alien whose country has reciprocity with the Philippines in the practice of the teaching profession; at least eighteen (18) years of age; in good health and of good reputation with high moral values; has not been convicted by final judgment by a court for an offense involving moral turpitude; and a graduate of a school, college or university recognized by the government with the minimum educational qualifications prescribed by the law.

Section 16 mandates the Board to report the ratings obtained by each candidate to the Professional Regulation Commission for approval and appropriate action within 120 days after the examination.

Finally, Section 17 stipulates the issuance of the Certificate of Registration and Professional License to every registrant who has satisfactorily met all the requirements specified in the law. The registration of a professional teacher commences from the date his or her name is enrolled in the roster of professional teachers. The certificate shall remain in full force and effect until withdrawn, suspended and/or revoked in accordance with law.

Republic Act 7784

Envisioning a teacher education system composed of teachers with competence, commitment, and integrity, RA 7784 or an act to strengthen the teacher education in the Philippines by establishing centers of excellence and the creation of a Teacher Education Council (TEC) was enacted. Under this mandate, the TEC shall be composed of 11 members including: the education department Secretary as ex-officio chair, and three other ex-officio members from the CHED, National Commission on Culture and the Arts (NCAA), and the PRC. The identification of the centers of excellence in teacher education in this Act covers both the public and private universities. RA 7784 is therefore a precursor to the RA 11713 that we know today, which at its core, seeks to strengthen the TEC through provision of scholarship to deserving teacher education stakeholders and the eventual transformation of the National Educators Academy of the Philippines (NEAP).

Republic Act No. 7877

Republic Act No. 7877, also known as the “Anti-Sexual Harassment Act of 1995,” declares sexual harassment as illegal in the employment, education, or training environment. The Act was signed into law in 1995 to address the issue of sexual harassment, which was prevalent in the Philippines. It aims to promote the dignity of every individual, enhance the development of human resources, and uphold the dignity of workers, employees, applicants for employment, students, or those undergoing training, instruction, or education. Furthermore, the Act recognizes the vulnerability of students and trainees to sexual harassment and aims to provide them with legal protection and a mechanism to report incidents of sexual harassment.

The Act defines sexual harassment as “any unwanted or unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature when made by any person in authority to another, in a work-related, training, or education environment.” The Act covers both public and private sectors, including government agencies, educational institutions, and private corporations.

The law contains several provisions aimed at preventing sexual harassment and protecting victims. Section 4 of the Act places a duty on the employer or head of office in a work-related, education, or training environment to prevent or deter the commission of acts of sexual harassment. It also requires them to create a committee on decorum and investigation of cases on sexual harassment to investigate allegations of sexual harassment. The committee should conduct meetings with officers and employees, teachers, instructors, professors, coaches, trainers, and students or trainees to increase understanding and prevent incidents of sexual harassment. The committee should also be composed of at least one representative from the administration, trainers, teachers, instructors, professors, or coaches, and students or trainees, as the case may be.

The PRC Modernization Act of 2000

Moreover, the Teachers’ Professionalization Act states that it is obligatory for graduates of teacher education programs, irrespective of whether they intend to teach in private or public elementary and secondary schools, to successfully pass the licensure examination. This requirement ensures that individuals who have obtained a favorable outcome in the Licensure Examination for Teachers (LET) possess the essential competencies and skills requisite for effective teaching within the domain of basic education. Moreover, the Professional Regulation Commission (PRC) is entrusted with the task, as delineated in Section 7(m) of Republic Act No. 8981, commonly referred to as the PRC Modernization Act of 2000, of monitoring the performance of educational institutions in the licensure examination. To strengthen the caliber of teacher training in the realm of basic education in relation to RA 7836, according to Nool & Ladia (2017) who studied the trend of performance in the licensure examination of TEIs in Central Luzon, the CHED has enacted CMO No. 30 series of 2004, titled “Revised Policies and Standards for Undergraduate Teacher Education Curriculum”.

Republic Act No. 9155

The Governance of Basic Education Act of 2001 or Republic Act No. 9155 aims to provide a framework for the governance of basic education, establish authority and accountability, and ensure quality education for all Filipino children.

Section 1 of the Act establishes the short title as the “Governance of Basic Education Act of 2001,” while Section 2 declares the State’s policy to protect and promote the right of all citizens to quality basic education. The Act mandates that all Filipino children receive a free and compulsory education in the elementary level and free education in the high school level. Furthermore, alternative learning systems are provided for out-of-school youth and adult learners. The goal of basic education is to equip learners with the skills, knowledge, and values needed to become productive and patriotic citizens.

Section 3 outlines the purposes and objectives of the Act, including the establishment of a framework for the governance of basic education that sets general directions for educational policies and standards, the definition of roles and responsibilities for the implementation of educational programs, the promotion of local initiatives for the improvement of schools and learning centers, and the establishment of facilities for the teaching and learning of national values and core competencies.

The Republic Act No. 11713

Republic Act No. 11713, also known as the “*Excellence in Teacher Education Act*,” which was enacted on April 27, 2022 is a landmark legislation that aims to enhance the quality of teacher education in the Philippines. This Act aims to promote the development of highly qualified and competent teachers by establishing a national teacher education program and a system of accreditation and evaluation for teacher education institutions. It provides a comprehensive legal framework for the improvement of teacher education and the development of highly qualified and competent teachers (Republic Act No. 11713, 2022).

Ulla et al. (2017) discussed the various challenges and issues facing teacher education in the Philippines. Many teachers lack the necessary qualifications and training to teach effectively - a reality which has a significant impact on the quality of local education. The study reveals that teachers face obstacles such as inadequate research expertise, excessive teaching responsibilities, and insufficient financial support from their schools, which hinder their ability to conduct research. Teachers believe that attending research training programs, receiving research incentives, and having a lighter teaching load would enable them to conduct research. The study’s findings suggest that policymakers, school officials, and researchers should take note of these issues and address the needs of teachers to foster a community of teacher-researchers.

In light of the objective to promote highly qualified and effective teachers, Ulla et al. (2017) conducted a study that explores the diverse challenges and issues prevalent in the field of teacher education in the Philippines. The research sheds light on the striking reality that many teachers lack the necessary qualifications and training, ultimately impacting the overall quality of local education. Specifically, the study reveals significant obstacles faced by teachers, including insufficient research expertise, overwhelming teaching responsibilities, and inadequate financial support from educational institutions - all of

which hinder their ability to engage in research activities. Teachers express the belief that attending research training programs, receiving research incentives, and having a lighter teaching load would empower them to conduct valuable research. As policymakers, school officials, and researchers consider the findings, it is crucial to recognize and address these pressing issues to create an environment that nurtures and fosters a community of dedicated teacher-researchers.

One of the key provisions of the Excellence in Teacher Education Act is the establishment of a national teacher education program which aims to ensure that all teacher education institutions in the Philippines must provide high-quality teacher education that meets the standards set by the government. The Department of Education (DepEd) stated that the national teacher education program “is a critical component of the Philippine education system because it ensures that all teachers possess the knowledge, skills, and values necessary to provide quality education to learners” (DepEd, 2019).

The Republic Act no. 11713 aims to further strengthen teacher education in the Philippines by enhancing the Teacher Education Council, establishing a scholarship program for students in the teacher education program, institutionalizing the National Educators’ Academy of the Philippines, and appropriating funds for these purposes.

Another important provision of the Excellence in Teacher Education Act is the creation of NEAP. NEAP is responsible for providing continuous professional development programs for teachers, which is essential for ensuring that teachers are up-to-date with the latest teaching methods and technologies. The NEAP also plays a critical role in developing the skills of aspiring teachers through its pre-service training programs.

TEC is another key provision of the Excellence in Teacher Education Act. The TEC is responsible for overseeing the implementation of the national teacher education program and ensuring that all teacher education institutions in the Philippines comply with the accreditation and evaluation standards. The TEC also has the authority to provide incentives for teacher education institutions that meet the said standards.

Moreover, the Excellence in Teacher Education Act has the potential to significantly improve the quality of teacher education in the Philippines. According to a report by the Philippine National Research Center for Teacher Quality, the Act is expected to revamp and strengthen TEC and improve teacher and school leader quality across all career stages (RCTQ, 2022). The report also noted that the act has the potential to address the shortage of highly qualified and competent teachers in the country. Sen. Sherwin Gatchalian emphasized the importance of providing quality education and adequate training for teachers to address the education crisis in the Philippines from then incoming President Marcos in a report from *Inquirer.net* in 2022. He urged the DepEd to prioritize the immediate and effective implementation of the Excellence in Teacher Education Act. Senator Gatchalian highlighted the benefits of this law, stating that a strong foundation for teachers would ensure the delivery of high-quality education to students (Gascon, 2022). A similar report from Philstar Global, which highlights the law’s several benefits for teachers and education professionals. It aims to strengthen the TEC and establish a scholarship program for deserving students pursuing teacher education degrees, as well as for teachers and school leaders pursuing graduate programs. Furthermore, the law institutionalized NEAP, which will provide high-quality professional development programs for in-service teachers and other teaching-related personnel in both public and private educational institutions. The legislation also mandates the establishment of

Teacher Education Centers of Excellence throughout the regions of the country. These centers must have highly educated and experienced faculty members who exhibit excellence in their respective fields and are committed to promoting Filipino culture and the goals of education (Flores, 2022).

However, there are concerns about the implementation of the Excellence in Teacher Education Act. There are signs that implementation is going slow with calls from education reforms advocacy group Philippine Business for Education (PBE, 2022) and a Constitutional Commission, Commission on Human Rights (CHR, 2022) to expedite and prioritize the release of the implementing rules and regulations (IRR) of Republic Act (RA) 11713 that is projected to improve the quality of teacher education in the country.

With the passage of the Republic Act 10912, teacher education professionals, more commonly known as licensed professional teachers or LPTs in elementary and secondary, are among those professionals required to earn a certain number of points before one can renew a license. Since the release of its IRR or the Implementing Rules and Regulations, LPTs are required to complete a 15-unit or 15 points of professional training for the renewal of their professional license. To earn the points, LPTs are supposed to undergo training with PRC-initiated or PRC accredited training institutions and compile a portfolio attesting to the veracity and documentation of such professional training attended and completed.

The other one is the substitute Teacher Protection Act (Senate Bill No. 1189). The House Committee on Basic Education and Culture has approved the measure at the committee level in May 2023. The said measure will balance the teachers rights to due process, legal assistance, and provision of teacher and student manuals in school (TPA TWG, 2023).

With the current learning crisis in the Philippine basic education system and the complexities of the aftermath of the COVID-19 pandemic, the Philippine Congress, in consultation with DepEd and the stakeholders, leaders, prime movers and partners in the education sector, convened for the Second Congressional Commission on Education to address the issues of learning loss, learning recovery, and learning innovations and advancements. The EDCOM II was enacted through Republic Act 11899 enacted into law in July 2022. Its mandate centers on “comprehensive national assessment and evaluation of the performance of the Philippine education sector for the purpose of recommending transformative, concrete and targeted reforms in the sector with the end in view of making the Philippines globally competitive in both education and labor markets” in the next three years, from 2023 to 2025 following EDCOM I which established the trifocalization of education in the Philippines, creating TESDA (Technical-Vocational); DepEd (Basic Education); and CHED (Higher and Graduate Education). The teacher education’s legal mandates, in sum, are a history of the social condition and the needs of the society in balancing the needs of the students and their parents, the school and the administration, and the teachers in relation to their stakeholders, regulatory bodies, and education partners.

Teacher Education Curriculum

Among the many nuances of the term curriculum, varied standpoints agree that at its core is teacher education. Ofsted’s (2018) recent work on curriculum defines it within three

predictors of curriculum quality: “a framework for setting out the aims of a program of education, including the knowledge and understanding to be gained at each stage (intent);” “for translating that framework over time into a structure and narrative, within an institutional context (implementation);” and “for evaluating what knowledge and understanding learners have gained against expectations (impact)” (p. 4).

According to Darling-Hammond and Bransford (2005), the curriculum is an organized program of classes, subjects, and learning experiences created to prepare candidates for their jobs as educators. It includes general education courses, subject-specific content, pedagogy or teaching methods, classroom management, assessment and evaluation, as well as practical experiences like fieldwork, practicum, and internships. It also encompasses the knowledge, skills, and dispositions that teachers need to teach successfully in a variety of educational settings.

In the teacher education context, the intent of the curriculum is “to develop quality and effectiveness” the pre-service teacher’s practice and role (Perry et al., 2019, p.7). The intent of the curriculum also focuses on the “achievement of teacher standards and an idea of a uniform teacher ideal” (p.7). Meanwhile, the implementation of the curriculum includes “approaches to the delivery of the curriculum and its management” (p.7). Perry puts premium on the crucial aspect of proficient curriculum management which underscores the necessity of effectively aligning the curriculum with the specific requirements of students, teachers, and the overall educational institution. Furthermore, it highlights the paramount importance of delivering the curriculum in a manner that is both effective and engaging.

The curriculum takes a significant discussion on issues surrounding education. For instance, in the Philippines, issues among DepEd in-service teachers such as lack of competence to teach a considerable portion of the K to 12 curriculum (The World Bank, 2016), attitude and work ethic (Erfe, et al., 2019) can be accounted to the insufficiency of pre-service teacher preparation in equipping them with adequate competence to teach in the classroom (SEA-PLM Policy Brief, 2022). It is thus imperative to trace the development of the teacher education curriculum, identify reforms and distinct practices, and possibly, find gaps to be used as bases for policy and practice recommendations.

Philippine Teacher Education Curriculum

This segment of the report provides the bases for available literature online and a significant portion, extant presidents’ reports with details on changes in teacher education curriculum from the history of the Philippine Normal University.

Various teacher education curricula were implemented through the years. As mentioned in the first section of this report’s findings, the formal teacher education curriculum dates back from the American colonial period in the Philippines. The establishment of the Philippine Normal School (PNS) in 1901 paved the way for the formal training of prospective elementary teachers for the public school system (Savellano, 1999). In a report, the first president of the PNC Macario M. Naval explained that through the past decades the PNS curriculum was subjected to adaptation and revision based on the changing demands in Philippine education to ensure high scholastic standards (PNC, 1951). Other than teacher training, PNS initially had classes for students being prepared for law, medicine, nursing, or entrance into colleges and universities in the United States. When a decline in enrollment in the regular teaching curriculum alarmed the authorities, the non-teaching courses were

separated from the teaching courses to be grouped under the Junior College. In 1910, this Junior College was transferred to the University of the Philippines (UP) and which later became the College of Liberal Arts. In Savellano's accounts (1999), this college began the formal preparation of teachers for the high school level in 1911. With special courses in the preparation of aspiring high school teachers, one year was added to the basic two-year liberal arts curriculum in the college. Then, professional courses were offered by the UP School of Education in 1913. The three-year program included a preparation on selected subjects, professional study on the problems of the secondary education, teaching principles, education administration, and general education. A four-year degree program, Bachelor of Science in Education, was later offered in 1915. The school of education became a college in 1918.

Until the early post-liberation period, the PNS curriculum for pre-service teachers underwent reorganization to meet the demands of the teaching service (see Table 1).

The PNS also offered a kind of professional development opportunity for in-service teachers and leaders. Supervising teachers and principals had been introduced to a one-year course in 1918 which later became a two-year course in 1920 (PNC, 1951). In 1951, two years after PNS became a chartered college whose purpose then was to prepare "young men and women for progressive leadership in education, especially for its elementary school phase" (p.10), a Master of Arts in Education was offered (PNC, 1951). By this time, the process of curriculum revision included division superintendents of the Bureau of Public Schools (now the Department of Education) to ensure the relevance of the curriculum.

Table 1. PNS pre-service teacher education curricula before post-liberation period (based on data presented in PNC, 1951)

1911	1916	1926	1928	1950	1951
<ul style="list-style-type: none"> • four-year regular normal (for prospective elementary teachers) • two-year domestic science • one-year course for scholarship teachers • one-year curriculum for high school graduates 	<ul style="list-style-type: none"> • four-year curricula in the academic, industrial, and domestic science • two-year course in physical education 	<ul style="list-style-type: none"> • four-year general curriculum • four-year home economics • two-year home economics • two-year curriculum for high school graduates 	<ul style="list-style-type: none"> • two-year general normal curriculum • two-year home economics curriculum • two-and-one-half-year home economics curriculum • three-year combined general and home economics curriculum 	<ul style="list-style-type: none"> • four-year Bachelor of Science in Elementary Education • two-year general normal curriculum 	<ul style="list-style-type: none"> • four-year Bachelor of Science in Education (with specialization in Elementary Education) • four-year Bachelor of Science in Education (with specialization in Home Economics) • two-year general normal curriculum

It is around this time that the community-school program gained traction as a movement, as a means of social reconstruction. Anderson (1958) wrote that the community-school idea materialized in 1938 in Capiz, and was rekindled after the Second World War when schools reopened. The Bureau of Public Schools launched community-school at a national scale in 1949 after UNESCO's recommendation that "elementary and secondary schools be developed into community schools 'as a means of educating

children, youth, and adults more effectively through active participation in the study and solution of community problems” (Anderson, 1958, p.337). Isidro (1957) elaborated that the community-school program

“utilizes the school as a vital instrument for social and educational development of the country. The functions of the school and the community are integrated so that under the community concept there is no boundary line that separates the schools from the community. The school draws much of its materials and programs from the resources of the community and the community utilizes the school for many of the activities calculated to improve its various facets.” (p.120)

Small groups called *purok*, consisting of 20 or more families from rural areas, were organized and worked for the improvement of their own community under the leadership of principals, teachers, parents, and community leaders (Isidro, 1957; Anderson, 1958). The focus of the programs was on literacy, adult education, home industries/economic advancements, social and civic programs, and health and sanitation. The public elementary schools were the locus of community-schools.

Apart from changes in the curriculum and instruction in public elementary schools (Anderson, 1958), professional development programs for in-service teachers and curriculum revisions for pre-service teachers that center on community-school were made. For one, curriculum development classes were offered in normal schools for in-service teachers (Anderson, 1958). PNC pioneered the training of teachers for community-school since 1950 (PNC, 1953). The college developed a curriculum with courses meant for harnessing the community-school experience of prospective teachers (PNC, 1951). The courses involved engagement with a rural area for a study of a community. Sociological techniques, fundamentals of adult education, community health and sanitation, and practical arts were covered in these courses. By the school year 1953-54, PNC had adopted a community-school in Barangay Bago Bantay in Quezon City (PNC, 1954). At the graduate level, PNC’s master of arts in education included a professional course on community schools in the Philippines and a specialization area on administration and supervision of community elementary schools (PNC, 1954).

The curricula for both prospective teachers and education leaders were replete with experience. In PNS, the training of students in the bachelor’s program included a practice teaching on and off campus (PNC, 1951). Students were assigned to a supervising instructor in the training department/laboratory school established for on-campus training, and to a cooperating teacher for off-campus teaching in actual elementary schools. The master’s program also included an internship or field experience in a chosen specialization area (PNC, 1954).

PNC continued reorganizing and updating its programs and curriculum in response to the needs of education beyond the 1950s. In 1967-68, PNC developed the Bachelor of Science in Elementary Education major in School Health Education and a graduate program with a specialization in Health Education to fulfill the need for Health Education Coordinators in the Bureau of Public schools and for Health Education teachers in public and private schools (PNC, 1968). The graduate school also developed programs with specialization in library science and certificate in teaching the blind. Around this time, newer approaches to teaching such as lecture-demonstration, role-playing, discovery approach, and dual-Socratic approach were utilized. In 1969-70, PNC facilities were expanded for high school practice

teaching. Additional curricular programs for specialization in guidance and counseling for elementary teachers, teaching of reading, pre-school education, and audio-visual education were developed (PNC, 1970). By 1970, PNC introduced the Bachelor of Science in Education, offering major and minor subjects (PNU, 2002). Then, in 1972, through RA 6515, PNC started offering a Doctor of Education (Ed.D.) and the Doctor of Philosophy (Ph.D.) degrees and academic in-service training programs for teachers, school supervisors, administrators, researchers, and other educational specialists and personnel. In the mid-80s, the AB/BSE double degree programs were offered to enable graduates to teach in both the elementary and secondary schools in different specializations - an innovation which was later on adapted by other TEIs nationwide (PNU, 2005). In 1991, the college was elevated to university status by virtue of RA 7168. In five years, Philippine Normal University (PNU) was able to offer undergraduate programs in the different disciplines such as English, Filipino, Physics, Biology General Science, History, Math, Values Education, a BSE major in Physics and Technology, and a specialization in Women Studies (PNU, 1996). The university also had 32 specializations and 2 new specializations in Bilingual Education and Special Education (intellectually disabled stream) in the graduate level. Teaching approaches tried out were experiential learning approach, situational methodologies, and team-teaching approach. In 1999, PNU was designated as the Center of Excellence in Teacher Education (COETE) in the National Capital Region (NCR) and COE in Filipino at the national level (PNU, 2005; PNU, 2002). In 2004-2005, PNU developed a BS and MA in Educational Technology as part of a research on ICT Integration in Education (PNU, 2005). Curriculum innovations include a successful implementation of the Accelerated Teacher Education Model (ATEM+) curriculum which included three years of undergraduate studies and one year for a master of arts in teaching (MAT) (PNU, 2010).

Around the time that PNU had been innovating as a full-fledged university, the CHED was established in 1994. The commission released issuances relevant to the teacher education curriculum. CMO no. 36, s. 1998 or the "Policies and Standards on Graduate Education" mandated a vertical restructuring of graduate programs by discipline. Institutions were given the flexibility to develop and implement their own competency-based curriculum subject to the minimum requirements defined in policies and standards specific to each discipline or field. For undergraduate teacher education, CMO no. 11, s. 1999 or the "Revised Policies and Standards for Teacher Education" required TEIs proper authorization from CHED prior to offering curricular programs in teacher education. Furthermore, it provided for a teacher education curriculum in two general streams, Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd). The issuance laid out the three components of the teacher education curriculum namely general education, professional studies, and specialization. It also encouraged the use of team teaching in courses that call for special expertise and mandated that student teaching be offered in the last semester of the fourth year without other subjects to allow pre-service students full concentration and total immersion in actual teaching.

By the turn of the century, CHED revised further the curriculum for teacher education. The CMO no. 30, s. 2004 (with addendum via CMO no. 52, s. 2007) and CMO nos. 74 to 82, s. 2017 were the most recent curricular revisions for teacher education programs.

CMO no. 30, s. 2004 or the "Revised Policies and Standards for Undergraduate Teacher Education" set the new minimum requirements for BEEd and BSEd programs. The revised teacher education curriculum was created to address several problems and difficulties in the teacher education program such as alignment with international standards, integration of technology in education, development of 21st century skills, and enhancement of field

experiences. CHED implemented the curriculum as a national framework for teacher education to raise the standard of teacher preparation courses and produce graduates who possess the knowledge, abilities, and values required to be successful teachers. The general education, professional education, specialty, and teaching internship are the four components that make up the revised curriculum. Subjects including Communication, Social Sciences, Natural Sciences, and Mathematics are covered in general education classes. Courses in professional education emphasize classroom management, assessment, and instructional strategies. Teaching internships offer opportunities for teacher candidates to engage in practice teaching in real classroom settings, and specialization courses are customized to the particular subject areas where the teacher candidate plans to teach.

The 2004 revised teacher education curriculum aspires to produce teachers who are not only educated in their specialized fields, but also have the skills necessary to aid students in acquiring these essential skills. The curriculum focuses on the application of learner-centered teaching approaches that give students' needs and interests. To ensure that teacher candidates are ready to use technology as a tool for instruction and learning, the curriculum also incorporates the use of technology in teaching and learning (CHED, 2004).

Three years later, CMO no. 52, s. 2007 was issued as an addendum to CMO no. 30, s. 2004. The memorandum order mandates TEIs to incorporate the NCBTS among the teacher competencies defined in the previous issuance. The NCBTS, a key element of the Teacher Education and Development Plan (TEDP), articulates a set of competencies divided into seven domains that represent the desired features of the teaching and learning process; each domain contains strands of desired teaching performance statements which can be taken as performance indicators of the quality of a teacher's performance (CHED, 2017).

In 2017, CHED established the policies, standards and guidelines (PSGs) for teacher education programs through CMO nos. 74 to 82, s. 2017. The evolving requirements of the Philippine K to 12 Basic Education Program, the Philippine Qualifications Framework, outcomes-based quality assurance system (based on CMO no. 46, s. 2012), and the Philippine Professional Standards for Teachers (PPST) led to the development of the new teacher education curricula (CHED, 2017).

Using an OBE approach, the new curricular programs were created to help pre-service teachers become capable and successful teachers who have the knowledge, abilities, attitudes, and values to successfully teach in a variety of educational contexts. The new curricula aspire to produce educators who are proficient in the 21st century skills (e.g., ICT, communication, collaboration, and critical thinking); combine general education courses with subject-specific content, teaching methods, assessment, and field-based experiences like practicums or practice teaching; and incorporate the promotion of diversity, equity, and inclusion in education, as well as technology into teaching and learning (CHED, 2017).

The two major OBE teacher education programs are the Bachelor of Elementary Education (BEEd) and the Bachelor of Secondary Education (BSEd), whose curricula intend to prepare teachers for the elementary and secondary levels, respectively. Other teacher education programs that utilize OBE are the Bachelor of Early Childhood Education (BCEd), Bachelor of Special Needs Education (BSNEd), Bachelor of Technology and Livelihood Education (BTLEd), Bachelor of Technical-Vocational Teacher Education (BTVTEd), Bachelor of Physical Education (BPEd), Bachelor of Science in Exercise and Sports Science (BSESS), and Bachelor of Culture and Arts Education (BCAEd). Table 2 shows the basic components of the curricular programs.

Table 2. Components of the current teacher education curriculum

Curricular Programs	Descriptions
General Education courses	These courses give students a solid foundation in a variety of subjects, including mathematics, natural sciences, social sciences, humanities, and communication skills. They seek to improve the pre-service teachers' critical thinking, communication, and problem-solving abilities.
Professional Education courses	The theories of learning, educational psychology, curriculum development, assessment and evaluation, teaching methods, and classroom management are the main topics of these courses, which concentrate on the concepts and practices of education. They equip future teachers with the pedagogical knowledge and abilities required for successful instruction.
Subject-Specific Content courses	These courses are tailored to the disciplines, like English, Math, Science, Social Studies, Filipino, or other specialist subjects that pre-service teachers want to teach at the elementary or secondary levels. They offer comprehensive knowledge and comprehension of the subject matter in addition to methods for instructing and promoting learning in these areas.
Field-Based Experiences	Pre-service teachers are often put in real classroom settings for student teaching or practicum under the supervision of more seasoned educators. These courses give pre-service teachers the chance to put their knowledge and abilities to use in the classroom and to receive first-hand experience in lesson preparation, delivery, and evaluation.
Inclusive Education and Special Education	These courses focus on inclusive education practices and ideas as well as methods for meeting the many needs of students, including those with special educational needs. They place a strong emphasis on the value of advocating for diversity, equity, and inclusion in education and offering suitable support to students with disabilities.

As listed above, there are additional specialized curricula for teacher education that concentrate on particular subjects or professions, including Early Childhood Education, Special Needs Education, Physical Education, Technology and Livelihood Education, among others. These specialized curricula often concentrate on certain topic areas, educational levels, or specializations. These curricula are created to give aspiring teachers in that particular field specialized knowledge and abilities (CHED, 2017).

Table 3. Specialized curricula in teacher education

Specialized Curricula for Teacher Education	Descriptions
Early Childhood Education	Preparing future teachers to work with young children in early childhood education settings, such as daycare facilities, preschools, and early intervention programs, is the main objective of this specialized curriculum. The curriculum and instruction for early childhood education, as well as the testing and evaluation of young children's learning, are often included.
Special Education	This specialized curriculum places a strong emphasis on educating future teachers to work with students who have special educational needs, such as those who are gifted, have impairments, or have learning challenges. Courses on assessment and intervention for students with exceptional needs, special education laws and policies, and inclusive educational approaches are typically included.

Physical Education	This specialized curriculum includes courses in exercise science, sports management, coaching, and teaching methods for physical education and sports, focusing on preparing pre-service teachers to teach physical education and sports in schools.
Technology and Livelihood Education	This specialized curriculum includes courses on entrepreneurship, technical skill development, and instructional strategies for TLE subjects like home economics, agriculture, industrial arts, and information and communication technology, focusing on preparing pre-service teachers to teach vocational and technical skills in basic education.

Distinct Practices in the Current Teacher Education Curriculum

The current teacher education curriculum is primarily based on CHED's PPSGs for teacher education programs. These PSGs already included best practices known to boost quality teaching, including recognition of pre-service teachers' need for personal and professional growth, more emphasis on content, and understanding of the context (Generalao et al., 2022). However, with the issues and challenges in education such as low passing rate in teacher licensure examination and low student achievement attributed to poor teacher quality, it may be useful to take a critical view of certain practices in the curriculum that prepares prospective teachers.

As mentioned in the previous section, OBE has been implemented in all teacher education programs through the 2017 CHED PSGs. As an educational approach, OBE "focuses and organizes the educational system around what is essential for all learners to know, value, and be able to do to achieve a desired level of competence at the time of graduation" (CHED, 2014, p. 9). This approach necessitates defining the TEI's institutional outcomes that become the basis for identifying discipline-based program outcomes which are then translated into course outcomes. Under OBE, appropriate assessments are given importance in determining the achievement of the desired outcomes.

Another notable feature of teacher education in the Philippines is experiential learning. This approach is embedded in the Professional education courses of all teacher education programs. Formerly, under the 2004 revised PSGs for undergraduate teacher education curriculum, there are Field Study 1 to 6 courses that take up 1 unit each and Practice Teaching with 6 units. In the 2017 teacher education curriculum, there are only two Field Study courses but with 3 units each and Teaching Internship with six units. These courses expose students to practical learning experiences where they can observe, verify, reflect on, and experience different components of the teaching-learning processes in an actual school setting (CHED, 2004). Essentially, theories and concepts courses and methods and strategies courses have to be taken by pre-service teachers prior to taking experiential courses.

Experience-based practice is not new in teacher education. In fact, in the then-Philippine Normal College, an internship or student teaching program within its Bachelor of Science in Education (BSE) curriculum dates back to the post-liberation period (PNC, 1951). Seniors had an entire semester for internship. The first two to three weeks were devoted to orientation on their expected roles in the schools division where they would be assigned. The next 14 weeks was the actual deployment to cooperating teachers through the division superintendents. The activities of pre-service students at this time involved teaching in a particular school, demonstration teaching, fundamental and

adult education work, community improvement activities, and understudy supervision and administration. Pre-service students returned to the campus during the last two to three weeks of the semester for a seminar period aimed at sharing experiences, solving common problems, and forming their educational philosophy. There was also a training department/laboratory school whose work was “foremost in translating theory into practice” (PNC, 1959, p.118). Much of these activities resemble current practices not only in the PNU but in other TEIs as well.

Experiential learning in teacher education can further be strengthened in terms of how it is structured and managed within a curricular program. For instance, the frameworks for Philippine Mathematics and Science teacher education emphasized that practicum programs should ensure a link between theory and practice of teaching to make the learning experience meaningful and significant (SEI-DOST & UP NISMED, 2011a; SEI-DOST & UP NISMED, 2011b). In addition, instructors of methods courses should be involved in the everyday activity of public schools in order for pre-service teachers to realize what was taught in the courses (SEI-DOST & UP NISMED, 2011b). Generalao et al. (2022) proposed a lengthening of the apprenticeship period, such that the field-based experience of pre-service teachers are not limited to the 12-unit experiential courses.

Service learning is another feature of teacher education and higher education in general. This pedagogical approach has gained momentum among higher education institutions in developing countries such as the Philippines where a fifth of its population is underprivileged (Adarlo, Amor, & Marquez, 2019). It is made inherent in the curriculum of undergraduate programs with the implementation of Republic Act No. 9163 which mandates the offering of NSTP. NSTP has become an avenue for the incorporation of university-based or course-based service learning in teacher and higher education where the spirit of volunteerism (Custodio et al., 2016) and holistic formation (Anorico, 2019) among students are gained.

Apart from the mandatory course, service learning can be embedded in a ProfEd course titled ‘Building and Enhancing New Literacies Across the Curriculum’. This course introduces new literacies in the 21st century as an evolving social phenomena and shared cultural practices across learning areas through the use of field-based interdisciplinary explorations and other teaching strategies (CHED, 2017). A university offering teacher education programs sought the course rich in opportunity to integrate service learning (del Valle et al., 2023). In the process of modifying how service learning is carried out in the course due to the restrictions brought by the pandemic, the pre-service students found ways where “service learning becomes a worthwhile opportunity for teacher training, social responsibility, and community (re)building” (del Valle et al., 2023, 51).

The idea of school-community partnership that is emphasized in service learning dates back to the post-war period. At the time of disorder and lawlessness, education institutions were called to step up the rate of progress of backward communities emphasizing community-centered education (Naval, 1950 in PNC, 1951). PNC heeded the call of superintendents at the time to revise the teacher education program to prepare teachers for community schools to be established throughout the country. As emphasized by the then-president of PNC, community school is “the hub of community life which in turn progressively improves as a result of many-sided social interaction. At the same time, the individual school child gains in intellectual, moral, social, and physical stature from the highly stimulating contacts and first-hand experiences with community resources and problems which are the stuff as well as the background of school work” (Naval, 1950 in PNC, 1951, enclosure p. 3).

Both experiential learning and service learning approaches are experiential in nature, such that both allow practice-based and field-based experiences to enhance one's professional practice. These approaches help people to gain practical skills and apply theoretical information in real-world settings by offering hands-on and field-based experiences. Teacher education may benefit from their institutional, program-specific, and course-based integration in the curriculum complemented by contextual and flexible implementation. Future educators can participate in practical experiences through this integration, bridging the gap between theory and practice. Educators may create a dynamic and effective learning environment that prepares future teachers for the demands and challenges of their profession by incorporating experiential and service learning within teacher education.

Contextualization of learning philosophies and theories in teacher education

There are 1,500 TEIs in the Philippines however, only two percent are classified as high performing (PBE, 2023). The success of any educational institution depends on the academics, administration, and staff all sharing the same philosophy. When the mission and guiding institutional ethos and the teaching philosophy of faculty members are aligned, a shared vision and common educational goals are developed consequently. To better understand the journey of TEIs towards excellence, the study examines the teaching philosophies of selected TEIs and the professional lives of teachers who were guided and mentored by the said ethos.

University of Santo Tomas

In the recent study of PBE (2023), the highest number of high-performing TEIs (in terms of the licensure examination) is in the National Capital Region. The study also disclosed that private sectarian TEIs form part of the most number of high-performing institutions and Centers of Excellence (COE) in Teacher Education. The University of Sto. Tomas (UST), Asia's oldest Catholic university, is a COE and has an impressive performance in LET. Since 2008, UST has been ranked as a top performing TEI in both elementary and secondary licensure examinations (University of Santo Tomas, 2022; Malgapu, 2020). Likewise, UST has received major recognitions such as Top Philippine University by Times Higher Education and a recipient of the coveted Five Stars Quacquarelli-Symonds (QS) rating, both achieved in 2020. These recognitions substantiate UST's mission to develop competent and compassionate individuals committed to serving both local and global communities, guided by its core values of competence, commitment, and compassion (UST, 2022).

The Thomasian teaching is committed to the integral formation of students for social transformation in the spirit of Catholic educational principles. Graduates of the university are expected to be socially responsible and to become leaders in the spirit of service in their field of specialization. As a Catholic university, UST incorporates Catholic beliefs and ideas into its educational philosophy. It seeks to cultivate students with a strong moral compass and a sense of societal responsibility. The UST adheres to the following: (1) holistic education—UST places an emphasis on students' holistic development, cultivating their intellectual, moral, and spiritual components. The university seeks to generate well-rounded graduates who are both intellectually capable and morally decent.

(2) Tradition and excellence—UST has a long history of educational excellence. Its devotion to academic rigor, critical thinking, and the quest for knowledge is most likely reflected in its philosophy of education. (3) Student-centered approach- UST takes a student-centered approach to education, customizing teaching approaches for individual learning styles. It places a premium on active participation, cooperation, and the practical application of knowledge.

Some of the notable faculty at UST that won the Metrobank Foundation Outstanding Teacher Award are highlighted in this paper. Dr. Maria Minerva Patawaran-Calimag is a recipient of the 2021 Metrobank Foundation (MBF) Outstanding Filipinos. The award recognized her service and excellence in the field of education. Her dedication to quality is consistent with UST's philosophy which underscores academic excellence, rigorous instruction, and the constant improvement of educational programs. In the awarding ceremonies she said *"My mission as a leader, educator, and researcher is actually to champion the 5Ps: the medical profession, the Philippine Medical Association, my fellow physicians and peers, my patients, and the planet.* The diversity of her involvement and interactions with people- legislators and other government officials reflects her involvement with numerous facets of education and healthcare. This multimodal approach to education is consistent with UST's holistic formation philosophy, which promotes the intellectual, moral, social, and spiritual growth of students. Professor Calimag's efforts to promote medication safety, educate the public about the dangers of low-quality drugs, and protect the environment affirm her concern for ethical practices and social responsibility and is congruent with the UST's desire to produce morally decent human beings. Finally, her interaction with healthcare professionals and patients demonstrates her devotion to the medical profession and to aiding others. This service-oriented approach is consistent with UST's philosophy, which emphasizes the importance of education in contributing to the advancement of society and advancing the common good (Malgapu, 2021).

Former deans Angeles Tan-Alora and Allan B. de Guzman, as well as professors Beatrice Q. Guevara and Thomas Edison E. dela Cruz, are just a few of other Thomasians who have been recognized as outstanding educators and researchers by the Metrobank Foundation Outstanding Filipino award (Hernandez, 2020). Their success validates the efforts of UST to improve the lives of its students, to advance knowledge, and to improve society through the talents of its professors. Thomasian awardees of the Metrobank Foundation show that UST is dedicated to developing outstanding faculty who will go on to improve society through their teaching and research.

University of the Philippines

The UP College of Education (UPCEd) in Diliman is another COE, and is recognized as a high performing TEI. For the past several years, UPCEd performance in BLEPT is highly remarkable with many alumni topping the examinations (Diliman Information Office, 2022). Based on the QS Graduate Employability Rankings, UP is one of the best schools in employability outcomes and prospects for high-quality employment categories (Quadra, 2021). The UPCEd is guided by the philosophy, "Education is the commitment to the principles and values of personal and professional competence, academic freedom, social justice, diversity, and nationalism and the core values of leadership, professionalism, expertise, inquiry, service, diversity, collaboration, and sustainability (University of the Philippines College of Education, n.d.)." In keeping with this philosophy and core values, Education with a Social Conscience is a common theme propagated

in the College. The theme helps in the development and appreciation of critical thinking among students and consequently, in doing something to aid in progress. The UP College of Education is perhaps most renowned for its dedication to learner-centered, inquiry-based, and contextualized educational practices. As a result, the pre-service teachers are more involved in their own education. The UPCEd values research and innovative teaching methods, which could drive both educators and pre-service teachers to profoundly value education and devise novel ways to teach. Pre-service teachers are taught the tools they need to become education champions and changemakers. UPCEd's educational practices place a premium on social justice, equity, and tolerance.

Dr. Felicitas E. Pado, one of Metrobank's Outstanding Teacher awardees comes from UPCEd. She is the head consultant of Basa Pilipinas, an Education Development Center-USAid literacy project in the Philippines; and a consultant for various DepEd's literacy projects. Her professional work aspires to make a positive impact on education, national development, and eventual social reform.

Another Metrobank Outstanding Teacher is Professor Ricardo T. Jose. A teacher-historian by profession, Professor Jose demonstrates his commitment to education and scholarship as a war historian. Being a product of UP, Professor Jose is as committed to knowledge creation and dissemination evidently shown in his contributions to many contributions to historical research. The same can be said about Professor Carla B. Dimalanta whose extensive research in geoscience, particularly in assessing landslide hazards, looking into gold mineralization, and locating sources of groundwater for coastal communities, is an example of her dedication to scientific inquiry and its application to solving societal problems. As a scientist, she hopes to use knowledge in geophysics to improve the lives of Filipinos and address scientific queries in the field.

Philippine Normal University

PNU's philosophy is centered on, "*Education for Personal Renewal and Social Transformation.*" It is believed that personal revitalization and empowerment have the potential to reclaim the mantle of positive and healthy consciousness in Filipinos. Through education, Filipinos can have faith in themselves and their future. PNU provides inclusive, innovative, effective, and sustainable teacher education programs that produce future-ready teachers and education leaders who value truth, excellence, and service (PNU Quality Policy, 2022). It has pledged five strategic commitments: (a) Quality – commitment to providing high-quality teacher education programs and services, as well as continuous improvement via a stakeholder-driven quality assurance system; (b) Inclusivity – commitment to equality and equity in providing access to quality resources and services to all internal and external stakeholders; (c) Innovation- a commitment to the creation, application, and evaluation of knowledge that improves theories, practices, and policies to address future needs and directions; (d) Impact- a commitment to ensuring the positive and practical benefits of educational programs and services for the present and future needs of all its internal and external stakeholders, most especially the teachers and educational leaders it serves; and (e) Sustainability- a commitment to the advancement of educational programs, policies, and processes that are manageable and sustainable (PNU Strategic Development Plan 2022-2032).

Two faculty members from PNU recognized by the Metrobank Foundation as Outstanding Teachers are Dr. Josephine M. Calamlam and Dr. Rowena Raton-Hibanada. In terms of

excellence, integrity, and commitment, Dr. Calamlam and Dr. Hibanada's philosophies and teaching practices are aligned with PNU's educational tenets. Their beliefs and actions exemplify the qualities and values that PNU endeavors to instill in its students. Dr. Josephine Calamlam believes that teachers should always act in the best interests of their students and the educational system as a whole. She understands the value of research as a requisite for improving pedagogical practices and policies. For her, research can be a potent means for educators to hone their classroom practices and techniques. And lastly, her involvement in teacher mentoring programs and collaborative activities with fellow educators exemplifies the importance of investing in human resources as a key to producing capable educators and educational leaders in the future (Dujali et al., 2019).

Dr. Hibanada's philosophy emphasizes motivating and empowering students to achieve and actualize their potential. She encourages students to overcome their self-perceived limitations and believe in themselves instead. Dr. Hibanada supports a student-centered learning environment. Her belief in the influential role of teachers as guides and mentors of students resonates with PNU's pedagogical ethos. Similar to Dr. Hibanada's desire to be remembered as an educator who inspires and empowers, PNU endeavors to produce teachers who inspire and positively influence their students. Her strategy of incorporating discovery learning and dynamic teaching methods is consistent with the university's philosophy of fostering innovation and continuous improvement in teaching practices. In addition, aside from the classroom, Dr. Hibanada believes that the transformative power of education can be brought to the communities. She acknowledges the significance of teachers' active involvement in their communities and the impact they can contribute to social transformation (Dujali et al., 2019).

The multifaceted professional lives of teachers discussed above reflect the manner by which they were nurtured by their respective alma mater. Shaped and nurtured by the institutions' teaching and learning philosophies, they have become the embodiment of TEIs' aspiration for their graduates. Looking into the successful professional lives of the outstanding teachers described above, one can theorize that outstanding TEIs are those that have consciously used their teaching and learning philosophies as guides in mentoring their pre-service teachers. The terms learning theories and learning philosophies are best understood when discussed together. Learning theories "suggest the science behind one comes to know and learn" while learning philosophy "relates to the personal belief of which theory rings true" for a teacher (Herrin, no date). Teachers' learning philosophy plays a vital role in the teaching process. It influences their decisions and choices, from designing the course up to teaching such to their students. Although philosophy is always personal at least for a teacher inside the classroom, learning philosophy is also professed by educational institutions such as the TEIs, manifested in their TEI's vision, mission, and goals.

Careful analysis of the teaching philosophy of the Metrobank Awardees could lead us to the assumption that their teaching philosophies stem from their exposure to the learning and teaching philosophies of their respective institutions. Drawing inspiration from the Bikol concept of *tood* and the three basic elements in its core- learning, practice, and friend, *tood* offers an appropriate philosophical framework for teaching and learning as practiced by excellent TEIs. Loquias (2012) conceptualized *tood* or habit as "the ability to be habituated, used, familiar, practiced or experienced over something". He defined learning as the result of the interplay between thought and action. Loquias further argues that "learning is an activity acquired through practice and practice develops into an activity of learning. [Through habit] thought and action [become] intertwined because learning comprises all physical and intellectual activities (Loquias, 2012, p. 467-474)." He further argued that the repeated and

continuous interplay between thought and action has become a habit. Accordingly, “What is practiced and learned becomes habits of thought and action (Loquias, 2012, p. 467-474).” that equips an individual with the ability to understand and interpret the world.

Still mirroring the professional lives of outstanding teachers, accomplished TEIs whether sectarian or funded by the state are also grounded and loyal to their core values. The three TEIs mentioned strongly believe that education is ultimately necessary for personal and social transformation and this belief serves as a strong impetus to commit themselves to teaching, an activity that imparts knowledge, skills, abilities, and influence behaviors and to mentoring, an activity that is characterized by reciprocity, learning, relationship, partnership, and development. To be considered a learned person, one must be able to achieve intelligence and understanding. An intelligent individual is someone who has “achieved mastery of a certain technical know-how within or outside the walls of the school, (Loquias, 2012, p. 467-474),” while understanding is described as a way of seeing beyond what is seen by the naked eyes (Loquias, 2012, p. 467-474)). Following this line of thought, learning could be described as the continuous and repeated interplay between thought and practice, which is expected to result in the development of understanding (wisdom) of a mastered skill or knowledge (intelligence). Moreover, through friendship or mentor-mentee relationship in the school setting, learning as practice becomes a meaningful and constructive activity because individuals are able to enter into the lived experiences of another person, and as they enter into the other’s horizon, they are introduced to and become immersed in new knowledge, skills, and attitudes; in other words, “They become more acquainted and familiar with each other’s ways of doing and thinking (Loquias, 2012, p. 467-474). Within the paradigm of *tood*, education is seen as an activity that resulted from three things: intellect, practice, and friendship. In other words, theories when applied to practice repeatedly becomes a habit and when this habit is shared with others, it facilitates an exchange of and generates new knowledge and skills.

This idea of friendship borne out of habit can be used as a paradigm in rethinking mentorship as part of linking pre-service to in-service, and in professional development. Teaching and learning are not isolated activities and it is best done with peers. Positioning mentorship within the framework of friendship can lead to faster and more effective integration of pre-service teachers to actual classroom settings as well as provide pre-service teachers the opportunity to take in new teaching ideas. In other words, “mentoring is a shared two-way opportunity for learning and growth between the mentor and the mentee (Mathipa & Matlabe, 2016, p. 36-47).” Interestingly, while “the mentee gains knowledge, skills, experience, support, guidance and assistance, the mentor gains experience and insight into how he or she can employ new mentoring techniques and approaches. The acquired knowledge also helps mentors to plan an effective programme that can address the needs of a mentee more effectively” (Mathipa & Matlabe, 2016, p. 36-47).

In summary, the TEIs, as expected, inevitably impact the formation of pre-service teachers’ initial learning and teaching philosophies. The TEIs do this by introducing the vision, mission, and objectives of the institution, teaching relevant competencies or expertise, either explicitly or implicitly or both, buoying up practice or application of the acquired competencies, and purpose-driven mentoring meant to replicate effective teaching practices. The clear mission and effectiveness of teacher preparation programs are not only important in developing future quality classroom teachers. They also become the ideological impetus when teachers, especially the high-performing ones take up multifaceted roles as evidenced by the career path of the Philippines’ outstanding teachers.

Licensure examination and quality assurance mechanisms

The Philippine Development Plan (PDP) 2023-2028 points out that teacher education in the country needs improvement due to consistently low passing rate in board licensure examination for professional teachers (BLEPT). Recent studies such as the one conducted by the Philippine Institute for Development Studies (PIDS), PBE and Generalao (2023) analyzing LET and Board Licensure Examination for Professional Teachers' data through the years show a decline in the performance of TEIs (Philippine Business for Education [PBE], 2023; Generalao et al., 2022). The same studies assert that these results are reflective of low quality of education in the country as shown in poor performance of students in international large-scale assessments. PBE (2023) highlights that the poor performance of teacher education graduates in BLEPT puts teacher quality into question.

At present, initial effort has been made in the legislative arena. In 2022, the Congress enacted the Republic Act 11713, a law that strengthens and empowers the TEC to ensure the provision of quality teacher education in the country. Under the law, the TEC, composed of DepEd, CHED, Technical Education and Skills Development Authority (TESDA), Professional Regulation Commission (PRC), and National Commission for Culture and the Arts (NCCA), is mandated to set the basic requirements for teacher education programs and ensure that the system to professionalize teachers involves a comprehensive analysis of factors affecting graduate performance. In particular, the law stipulates that transparency in the conduct of licensure examination shall be guaranteed by releasing examination questions with answers immediately after administration by the PRC, results of item analyses, and other test statistics. In the midst of dismal licensure examination results and questionable quality of teachers produced by TEIs, the reliance on the licensure examination as the first step towards professionalization of teachers is also under scrutiny.

Teacher Education Institutions and Licensure Examination Results

In the Philippines, LET is administered by PRC and mandated by the Republic Act No. 7836, also known as the “Philippine Teachers Professionalization Act of 1994”. The law stipulates that all teachers in the Philippines must pass the LET to be granted a license to teach. To be eligible to take the examination, candidates must have completed a bachelor’s degree in education or a related field from a recognized Higher Education Institution (HEI) in the Philippines; candidates must also meet the other requirements set by PRC as to the category of the exam the candidates wish to take. In addition to RA 7836, other laws and issuances are used as basis for LET: CMO No. 30, Series of 2004, which outlines the policies and guidelines for the implementation of RA 7836, including the requirements for LET eligibility and the composition of the exam; and DepEd Order No. 7, Series of 2015 which provides the hiring guidelines for teacher positions.

LET remains an essential part of the process of becoming a professional teacher in the Philippines. The LET functions as a standardized metric to measure and assess the basic knowledge and skills required for teachers to teach. It is also a mechanism that prevents unqualified individuals from entering the teaching profession and in a way, the LET “serves as a gateway to the [teaching] profession, allowing only those who have met minimum standards of competence to practice” (National Research Council, 2001). Moreover, the LET provides a benchmark for TEIs to improve their programs and produce better-prepared graduates and help maintain the quality of education in the Philippines by ensuring that

teachers possess the desired competencies and aptitudes to deliver quality education to their students.

While it is true that the licensure examination can be an indicator of the level of knowledge and understanding of pedagogical theories and concepts, it does not necessarily translate to the ability to apply these theories and concepts effectively in the actual classroom setting. In other words, the licensure examination may not be an accurate indicator of a teacher's effectiveness in the classroom, as it only measures the theoretical knowledge and does not assess their practical skills and teaching ability. In addition, some argue that the licensure examination is not a fair assessment of all aspiring teachers, especially to those aspiring teachers coming from disadvantaged backgrounds or with limited access to education may face challenges in preparing for and taking the exam. (National Research Council, 2001; Bagadion & Tullao, 2018).

Despite an essential requirement for teacher certification, licensure exams are not the ultimate gauge of teacher quality. Several studies suggest that there is no evidence to support the claim that teacher licensure test scores predict teacher success in the classroom or positively affect student achievement (Buddin & Zamarro, 2008; National Research Council, 2001). Moreover, Brock et al. (2023) argue that the narrow and prescriptive understanding of teacher quality ignores the various aspects of teacher skills and practice, which are essential in developing high-quality teachers.

One significant concern regarding the reliance on licensure exams as the sole measure of teacher quality is the potential for creating a culture of teaching to the test and neglecting other important aspects of effective teaching (De Jesus, 2023). While it is important to ensure that teachers have the necessary basic skills and subject-matter knowledge, it is equally crucial to consider other factors that influence teacher effectiveness, such as their professional development, working conditions, and school organizational factors (National Research Council, 2001). Another concern is the limited ability of licensure exams to distinguish minimally competent candidates from those who are not (National Research Council, 2001). The lack of evidence to support the predictive validity of licensure exam scores for teacher success in the classroom suggests that other factors may better predict teacher quality, such as teacher education, professional development, and critical thinking skills (Paudel, 2023). Furthermore, Bagadion and Tullao (2018) suggest the need for a critical content analysis of the LET item sets to determine if they contribute to the fourth element of human capital, which is know-how. This analysis would help identify areas where the licensure exam may fall short in evaluating teacher quality, and suggest alternative forms of assessment that better capture a teacher's effectiveness in the classroom.

In understanding why teachers and TEIs are performing poorly in the LET, it is important that we look into the relevance and responsiveness of the LET. Therefore, there is a need to examine whether the LET is aligned with the current demands and standards of the teaching profession, and whether it accurately measures the competencies that are expected from teachers and TEIs. Hence, a careful examination will help us decide whether the licensure examination for teachers is still needed or if it is time to propose alternative mechanisms to replace it.

A Philippine Institute of Development Studies (PIDS) study identified that “low teacher qualification was a major factor in the low-quality education and poor performance of students” in the Philippines. The *teacher factor* in this predicament is confirmed by a study

jointly conducted by a team of researchers from the Philippine Business for Education (PBE) and the Philippine Institute of Development Studies (PIDS). The study analyzed 12 years' worth of LET data from the website of the PRC and cross-referenced it with other data points from CHED. The study concluded that 56 percent of the schools nationwide offering teacher education had below-average passing rates in the licensure exam since 2010 [and that the] overall passing rate of LET examinees was lower compared to that of other courses, such as architecture, nursing, civil engineering, and accountancy" (Bautista, 2023). The study also mentioned the regional and socio-economic disparities in the licensure examinations. Examinees from privileged backgrounds may have more access to educational resources and preparation for the exam, while those from disadvantaged backgrounds may not have the same level of access and preparation. Furthermore, Bautista (2023) stated that institutions in Luzon outperformed their counterparts in Mindanao, which had the lowest regional passing percentage, owing to the exceptionally low score of schools in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).

In addition, Amanonce and Tamayo (2020) assert that factors such as teacher quality, school facilities, curriculum and instruction, admission and retention regulations, and graduation profile—age, gender, and intelligence quotient—influence TEI graduates' performance on the LET. Surprisingly, Amanonce and Maramag (2020) found that although the CHED curriculum directs TEIs, there are differences in implementation. Each TEI takes a distinct approach and technique to delivering training and curriculum.

Issues and Challenges

International Large-scale Assessments

Education is often viewed as a way to emancipate individuals from economic and social inequities. Individuals who exercise their right to education have the opportunity to improve their lives and become competitive and active members of society. The potent role of education in human and societal development necessitates the development of education standards and learning targets to measure the effectiveness and efficiency of teaching and learning in schools. The standards outline and determine the set of competencies that individuals should learn throughout their education journey.

Aside from the aforementioned local expectations and standards, it is nearly impossible for an education system to remain unaffected by global developments. The Philippines' educational system is also influenced by external developments. In the West during the 1950s, ILSA started to play a role in the education system as the main source of "*high-quality education data*" to improve policymakers' understanding of key school-based and non-school-based factors influencing teaching and learning. The same purpose can be said of the Philippines' most recent participation in ILSA, the 2018 Programme for International Student Assessment (2018 PISA). As articulated by Malaluan (2021) the goal of the Philippines in participating in the ILSA is to have an objective look at how Filipino learners compare with the rest of the world. The results put the quality of education and, consequently, of teacher education in the Philippines under scrutiny. The results reported that 15-year-old students scored lower in reading, mathematics, and science than those students in most countries that participated in the assessment. In fact, the Philippines ranked second to last in the over-all ranking of participating countries. Prior to the PISA 2018 results, the 2016

World Bank Philippines Public Education Expenditure Tracking Survey and Quantitative Service Delivery Study (PETS-QSDS) report had shown that elementary and high school teachers, with the exception of elementary English, are inadequately trained to teach a considerable portion of the K to 12 curriculum based on their subject-matter test scores.

Although ILSA plays an influential role in education across the world, it is not without criticism. Common arguments against them include concerns regarding the differences in socio-economic and cultural contexts as well as access to quality education among different countries. In the Philippines, when the 2018 PISA result was announced, the focus and attention was directed towards the ability of teachers to teach. As stated by Torney-Purta and Amadeo (2013, p. 248-258), “one explanation frequently given for low achievement in a country is poor quality of teachers’ education.” Different sectors of the Philippines immediately held teacher education accountable for the poor performance of Filipino learners.

Critique against the influence of ILSA questions the standardized expectations they set for the participating nations’ education systems. In the Philippines for instance, the (so-called) poor quality of teacher education can be framed within the assumption that teachers in the Global South, like the Philippines, can perform as good as their counterparts in the high performing Global North. Brahm Fleisch (2018) perfectly captured this North-South divide when he described education systems in the Global North as focused on ensuring that more and more learners are succeeding in acquiring higher order learning skills as articulated in cross-national tests like PISA, PIRLS and TIMSS while the education systems in the Global South, as in the case of the Philippines, are just starting to have universal school access are still confronted with the quality of learning they receive.

The difference between the Global North/South reveals that the more developed the country is and their education system, the more freedom they possess to initiate programs and policies or other interventions that directly target the expectations of the ILSA. However, this is not the case for developing countries whose educational systems are tackling diverse issues and challenges and are constrained by limited resources. In the Philippines, for example, on top of socio-economic and cultural concerns, teacher education are confronted with issues regarding “poor quality of pre-service education provided by TEIs; low performance rate of TEIs in the licensure examination; inadequacy of new graduates to handle classes as beginning teachers and their unpreparedness to address learners’ needs; inability to cope with the demands of 21st century classrooms; unclear personal identity and disposition of teacher education graduates; and a curriculum that is unresponsive to the needs of the learners and the employers” (Bilbao, 2019, pp. 12-21).

Due to these factors, teachers are unable to develop the desired or expected competencies or mastery of skills required to deliver subject matter content, pedagogy, assessment, and classroom management (Bilbao, 2019). For example, Balagtas (2021) conducted a study that analyzed whether CHED’s mandated curriculum for Bachelor in Secondary Education (BSEd) majors in Mathematics are aligned with the mathematics framework formulated by PISA, which includes financial literacy, collaborative problem solving, and creative thinking (Espinosa et al., n.d.). In the same study conducted by Balagtas, it was discovered that there is a lack of “emphasis on the application of PISA mathematics and financial literacy in different contexts from personal to home, occupational, societal, and global settings based on how courses are described in the CMO 75 series of 2017 (Espinosa et al., n.d.)” and that the curriculum in mathematics “fails to explicitly cover

the development of written and visual creative expressions and creative social problem solving as well as the competencies in generating diverse ideas and in evaluating and improving ideas, which are all valued in the PISA creative thinking framework (Espinosa et al., n.d.).”

In the gaps identified by Balagtas, it is apparent that there is a dissonance between learning outcomes and competencies identified by PISA with the expected learning outcomes and competencies set by the Philippine education system. In this regard, it is also worth exploring how ILSA encroaches the unique contexts of Philippine education that could lead to epistemic violence, a condition where “the different ways in which violence is exercised in relation to the production, circulation and recognition of knowledge: the denial of epistemic agency for certain subjects, the unacknowledged exploitation of their epistemic resources, their objectification, among many others (Pérez, 2019, pp. 81-98). Similarly, the European Parliament clearly expressed this epistemic violence when they stated that “standardized tests and quantitative approaches to educational accountability measure at best a narrow range of traditional competences and may result in schools having to adapt teaching syllabi to test material, thus neglecting the intrinsic values of education (EP Resolution, 2016).”

In other words, there is a strong tendency to neglect the local context and diversity, which can be seen as a threat to education systems in the Global South because it deprives them the ability to organically design education frameworks based on their own context because participating in the ILSA can entail “compulsory assignment of subjects and cultural systems”, one of two different and discrete spheres: “us” and “the others”, each with its corresponding epistemic role (Pérez, 2019, pp. 81-98). Moreover, metaphorical death takes place when education systems are put within the context of “us” and them”—with the “us” referring to the performance criterion identified by the ILSA and the “them” pertaining to low-performing schools—because such action results in “the loss of one’s voice, of one’s interpretative capacities, or of one’s status as a participant in meaning-making and meaning-sharing practices (Medina, 2017, p. 12).”

Centers of Excellence/Development in Teacher Education

One of the government initiatives to improve the quality of teacher education in the Philippines is the establishment of Centers of Excellence and Center of Development in Teacher Education. Empowered by RA 11713 or the Excellence in Teacher Education Act, the COEs and CODs are mandated to perform the following functions: (1) conduct innovative and relevant pre-service and in-service teacher education and training programs, including alternative delivery programs, to ensure access to education, continuity of learning, and resilience of education system that shall develop and produce teachers who shall provide quality education to learners; (2) organize and coordinate collaborative research on identified areas for systematic investigation in teacher education as basis for improving teacher education PSGs; (3) serve as teacher resource center for the development of curricular or instructional materials, or both (4) act as the central node for networking specific disciplines in teacher education in the region; (5) provide professional assistance to TEIs as the need arises, including mentoring them in preparing for and pursuing appropriate pathways for quality assurance, and expediting accreditation among TEIs; (6) encourage mutual support among TEIs in the region for upgrading and improving their programs; (7) develop high standards of conduct in the field of research and innovation on teacher education, publish research papers thereon in local and international referred journals, and facilitate their accessibility and

dissemination to TEIs and concerned agencies; and (8) participate in the development and implementation of a national agenda for research in teacher education that should cover priority areas for the continuous enhancement of teacher education, training, and development for purposes of local and international research and publication.

A TEI can apply to be recognized as a COE of COD. As stipulated in CMO No. 55 Series of 2016, the COE program is a key initiative of the CHED in its attempts to promote higher education quality in the country (CHED, 2006). It aims to foster academic excellence by recognizing and promoting TEIs that excel in specific academic disciplines. The selection criteria includes instructional quality, research and publication, extension and linkages, and institutional qualifications. The selection criteria require TEIs to have a sufficient number of qualified faculty members with advanced degrees and relevant experience in their field of expertise in cognizant with high-quality research outputs. They must also be armed with an active program of extension and linkages in different government agencies, industries, and other TEIs (both national and international). In addition, TEIs must also have a strong and relevant curriculum that must meet the national and international standards. These academic programs, research, and extension activities must have relevant contributions to the country's national development.

Based on the functions stipulated in RA 11713, COEs play a critical role in assisting other TEIs in providing effective and relevant teacher education to prospective teachers. The COEs can help and guide TEIs towards the improvement of their programs, operations and capacities as TEIs. In short, COEs can assist the CHED in ascertaining provision of quality higher education in the country. In the midst of these expectations, a recent study by PBEd highlighted the weaknesses of these institutions. It was found out that 81 percent of COEs and CODs in Teacher Education are not high performing or just have overall passing rates below 75 percent in elementary and secondary licensure examination. In 2019, only 22 out of 110 COEs in the country passed the criteria for recognition in 2019, and most of them were in the National Capital Region. The PBEd's findings about COEs' surprisingly unimpressive performance is a serious blow to the COEs' supposed excellence in the field of teacher education and the mandate entrusted to them by RA 11713. If these COEs are not successful in producing as many licensure passers as possible, it will be difficult to guide ordinary TEIs to improve their performance.

In summary, the Philippines' decision to join the most popular and arguably the most influential ILSA, the PISA, is a positive development for various reasons. At the forefront is the Philippines' readiness to accept the limitations of its education system and hopefully, to use the current standing to institute reforms. Although there are valid criticisms against the hegemonic tendencies of ILSA, they should not be a deterrent to stop the education sector from examining or scrutinizing the system. As ILSA results unavoidably compare education systems across the globe, it opens opportunities to learn from one system to another. The Philippines can decide to learn from any education system it deemed fit to consider then situate the learnings in the Philippine context.

Any reform in the education system will not be possible without the participation of the TEIs that produce teachers. The issues and challenges that emerge from the results of these ILSA also reflect their poor performance, unable to deliver the expected outcomes as Centers of Excellence. The TEIs and CHED need to work together to fix the problems PBEd found in schools. Funding initiatives, bolstering of faculty credentials, selective admission requirements for prospective teachers, and adequate books and technology will augment systemic problems. It is also crucial to make sure that COEs adapt their

courses to meet the demands of an ever-evolving education needs. COEs are extremely important for both teacher preparation and the delivery of high-quality education to pre-service teachers.

Summary of Findings

Teacher education in the Philippines has developed through various periods, including the Spanish colonial era, the American period, and the post-independence era. To ensure quality education for Filipino learners, it is essential to adapt modern pedagogical practices, global perspectives, and technology integration. The Philippine teacher education system has evolved through various legal mandates, including the Excellence in Teacher Education Act (RA 11713), Magna Carta for Public School Teachers (RA 4670), and the Philippine Teachers Professionalization Act of 1994 (RA 7836). Since its establishment in 1994, CHED has been responsible for formulating policies, standards, and guidelines concerning teacher education curriculum in the Philippines.

Current teacher education curricula utilize approaches grounded in OBE, experiential learning, and service learning to enhance professional practice through field study courses, internships, NSTP, and ProfEd courses. TEIs significantly impact pre-service teachers' learning and teaching philosophies by introducing their vision, mission, and objectives. LET is a standardized examination in the Philippines, but concerns arise about its accuracy in measuring practical skills and teaching abilities of examinees, especially for teachers from disadvantaged backgrounds. The Philippines' participation in influential ILSAs demonstrates its readiness to accept its education system's limitations and implement reforms. Funding initiatives, faculty credentials, selective admission requirements, and adequate resources are crucial for addressing systemic problems. At any rate, COEs must adapt their courses to meet evolving educational needs, ensuring teacher preparation and high-quality education for pre-service teachers.

Recommendations for policy and practice

The following recommendations for policy and practice are offered based on the findings of the study:

- 1. Immediate development of a national teacher education roadmap to clarify its future directions based on the current issues and challenges of teacher education, including pre-service, graduate, and in-service education.**

Among the mandates of TEC, by virtue of RA 11713 or the Excellence in Teacher Education Act, is the development of a national teacher education roadmap which shall serve as the basis for the creation of different programs. This roadmap shall be geared towards excellence. As defined by the law, 'excellence' refers to "efficient, effective and innovative delivery of relevant, functional, and quality programs in teacher education, training, curriculum development, instruction, research and extension services" (RA 11713, Sec. 3a). The TEC, composed of relevant agencies in education, is in the best position to develop a national plan on the future of teacher education based on these requirements.

A comprehensive review on the status of teacher education and teacher quality in the country may lay the groundwork for developing a national roadmap. It is recommended that this review include: (a) a survey of all programs offered for pre-service, graduate, and in-service education and training, including curriculum and program delivery, to see possible gaps or redundancies; (b) an analysis of the quality of teacher education programs vis à vis various quality assurance mechanisms such as accreditation, licensure, among others; (c) an analysis of the professional development programs offered to new and senior in-service teachers; and (d) an analysis of enrollment and graduation data across the years in pre-service and teacher education programs to determine the demand and success rate of these programs. It may also be useful to look at the employability of new graduates of teacher education and the retention of teachers in the public and private schools.

On an existential and teleological level, the Philippine education should first and foremost, figure out what purpose and function it serves. Teachers, education leaders, and policymakers should work together to conduct a comprehensive and holistic review of the current education system and identify its goals, objectives, and how it wants to be of service to Philippine society, specifically in relation to the ever-changing global society and global economy. It is important to make a distinction between '*education to make better human beings*' and '*education to make better human laborers*', how we distinguish these two would enable the Philippine education to build and craft relevant and responsive teacher education programs, practices, and policies because the goal is clearly defined—the function and purpose of education should be clear and simple. Hence, there is a need to avoid convoluting the education system. Such work is tantamount to a whole-of-government approach to finding common solutions to the issues, not only of teacher education but also of education as a whole. It is emphasized that time is of the essence in doing this work as the opportunities are ripe to make reforms in education.

2. Strengthen the teacher induction program for new teachers and professional development of in-service teachers.

DepEd's Teacher Induction Program (TIP) allows new teachers to demonstrate understanding of DepEd and their rights and responsibilities, develop competencies based on the PPST, and improve their practices towards career advancement. In 2019, a new induction program contained in six coursebooks was developed for this purpose. The new teachers who are permanent teachers with 0 to 3 years in DepEd are the targets of the induction program. It is recommended that the TIP differentiate the induction of new teachers coming from different backgrounds. Such that there are separate programs for new teachers who are fresh graduates from TEIs, non-education graduates with CPD, non-education graduates without CPD, and experienced teachers from private schools, among others. The implementation of the current TIP should also be evaluated for possible policy revision.

The professional development (PD) programs for in-service teachers should also be tailored for different cohorts. In particular, DepEd and NEAP may develop programs that are discipline-based, interest-based, and job-embedded. To make such programs sustainable, they can be integrated in the mid-year and year-end In-service Training (INSET) for Teachers and in learning action cells (LAC) as these are constant components of in-service teachers' professional development activities.

3. Provide professional assistance to TEIs in establishing strong institutional identity and quality assurance mechanisms.

To ensure the responsiveness and relevance of the national teacher education roadmap, it is necessary to establish a robust institutional quality assurance mechanism framework that encompasses key elements in teacher education such as curriculum, pedagogical approaches, teacher qualifications, and continuous professional development. This means that the national teacher education roadmap should be aligned with the quality assurance standards for teacher education, particularly to the definition of quality spelled out in CMO No. 17, s. 2022 and CMO No. 46, s. 2012.

CMO 17 defined quality as the “ability of an [TEI] to implement its stated vision and mission as reflected in its program, services, and institutional outcomes; the achievement of minimum standards set by the government in the form of the existing Policies, Standards, and Guidelines (PSGs) prescribed by CHED; the achievement of standards of excellence in curriculum and instruction, faculty qualifications, governance and management, facilities and learning resources, student services, research and publication, and community engagement and linkages; and the ability of an [TEI] to satisfy the demands of external stakeholders (DepEd, 2022).” Moreover, CMO 46 articulated quality “as the alignment and consistency of the learning environment with the institution’s vision, mission, and goals demonstrated by exceptional learning and service outcomes and the development of a culture of quality (DepEd, 2012; Harvey & Green, 1993).” Taken together, these two definitions of quality provide a comprehensive and holistic overview that would guide TEIs to ensure that they are providing quality teacher education.

According to CHED, “Quality assurance system begins with the [TEIs] identity (DepEd, 2012, p. 3).” Hence, it is essential that support and guidance are provided to TEIs in terms of developing their identity—in the form of their vision, mission, and goals— as a teacher education institution. Constructing a strong institutional identity enables TEIs to articulate their strengths, values, and educational philosophy and also helps them differentiate themselves from other institutions. Similarly, this differentiation can help TEIs position themselves as specialized providers of teacher education by developing programs, curriculums, and pedagogical approaches that are aligned with their identity as a teacher education institution— a strong identity could help TEIs to translate and align their vision, mission, and goals (VMG) into and with their desired learning outcomes and learning environments (DepEd, 2012).

A clearly defined VMG can serve as a strong foundation for institutional quality assurance mechanisms because this clarity helps sustain a cohesive and consistent approach to quality as it functions as a guide to the development of policies, procedures, and standards that support the TEIs’ VMG, which can greatly contribute to continuous improvement. Moreover, by anchoring institutional quality assurance on VMG, TEIs can identify performance indicators, benchmarks, and evaluation criteria necessary for quality assurance.

To improve teacher quality in the country, the DepEd designed the PPST based Results-Based Performance Management System (RPMS) in adherence to the Memorandum Circular No.6 series of 2012 of the Civil Service Commission (CSC) which mandates government agencies to have a strategic performance management system. The RPMS-PPST aligns performance targets and accomplishments of the teachers with the PPST. In RPMS-PPST, Key Result Areas (KRA) are provided to teachers. The KRA consists of general outputs or outcomes that are expected of teachers. Additionally, the objectives under each KRA were based on the indicators of high-quality teaching practices under the PPST (DepEd Order No. 2, s. 2015). Although additional reforms are yet to be made in order to ensure the quality of teacher education, tools like the

RPMS-PPST respond to the megatrends in the 21st century global standards for teachers such as the AsTEN teacher standards and ISTE Educator Standards.

The AsTEN (ASEAN Teacher Education Network) teacher standards have established seven teacher education standards to be utilized as a guide in evaluating study programs as part of the accreditation processes. The standards include: Standard 1: Qualification of Prospective Teachers: Acquisition of appropriate levels of educational background; mastery of knowledge, skills, broad educational context, and professional dispositions; Standard 2: Well-managed Selection, Admission, and Student Support System; Standard 3: Clearly stated Institutional Vision and Curriculum Design, Implementation and Evaluation Standard; 4: Well-managed Professional Field Experiences in Partner or Laboratory Schools Standard; 5: Well-planned Recruitment and Professional Development of Faculty Standard; 6: Effective Leadership, Clear and Appropriate Policies, Efficient Management and Appropriate level of accreditation; and Standard 7: Well-developed Research and Community Service. On the other hand, the International Society for Technology in Education (ISTE) also provides standards for teachers which can be used as a comprehensive roadmap for effective use of technology in schools worldwide. These standards has seven themes which include: Learner; Leader; Citizen; Collaborator; Designer; Facilitator; and Analyst (Trust, 2018).

In this regard, quality assurance agencies or organizations should provide interventions that would allow TEIs to align their VMG with quality assurance standards identified by CHED and other agencies. By aligning the VMG with these standards, TEIs are guaranteed to monitor and evaluate whether their programs and practices are progressing towards their goals and objectives as well as identify areas for improvement and facilitate evidence-based decision-making. In other words, the mutual and symbiotic relationship between a TEI's identity and quality assurance mechanisms enable the TEI to continually refine and enhance to render that desired level of quality achievable.

But assistance should not end at empowering TEIs to have a strong identity. It should be extended to support the implementation and ongoing improvement of existing quality assurance mechanisms in the school. It is true that a strong identity or a strong VMG provides foundation, it is through effective tangible quality assurance practices that reinforce and sustain desired levels of quality within the institution. Examples of actions that can be initiated to bolster the alignment of VMG and quality assurance include capacity building, review, and development of the TEI's quality assurance framework, facilitate review processes, and undergo external quality assurance checks.

4. Consider alternative quality assurance mechanisms other than the licensure examination for teachers.

Due to poor performance of the majority of TEIs in licensure examinations, the quality of teacher education programs are inevitably put into question. Although their performance has been the perennial subject of public criticisms especially after the release of licensure examination results, the poor performing TEIs do not seem held accountable for their performance. The weak accountability is evident in their continued existence, incessantly producing aspiring teachers who would flunk the licensure examinations many times. News of CHED closing or warning TEIs of closure is scant (unlike in the case of nursing and law schools) even though PRC data readily show the TEIs that should have been chastised due to poor performance.

The absence of specific laws solely dedicated to imposing penalties for poor performance in licensure examinations highlights a significant problem in the regulation and accountability of TEIs in the Philippines. While broader regulatory frameworks and quality assurance mechanisms exist, they are not adequate to demand quality and accountability from TEIs. This lack of legislation limits the effectiveness of enforcing high-quality education programs and holding underperforming TEIs accountable for their outcomes.

The Higher Education Act of 1994 (Republic Act No. 7722), which establishes CHED and provides the legal basis for the regulation and supervision of higher education institutions. Under this law, CHED has the power and function to “monitor and evaluate the performance of programs and institutions of higher learning for appropriate incentives as well as the imposition of sanctions such as, but not limited to, diminution or withdrawal of subsidy, recommendation on the downgrading or withdrawal of accreditation, program termination or school closure”. Given this legal mandate, CHED could have operationalized the law and implemented it. Moreover, the CHED implements a Quality Assurance (QA) program through CHED Memorandum Order No. 46 of 2012 to assess and monitor the performance of higher education institutions and their programs. The QA program includes evaluation and accreditation processes, which involve rigorous assessment of institutional performance, faculty qualifications, curriculum design, facilities, and student outcomes. The memorandum order emphasizes the responsibility of higher education institutions to establish their internal quality assurance systems that is why institutions are expected to develop their own strategic policies.

A close examination of CMO No. 46 of 2012 points to a great degree of freedom afforded to HEIs/TEIs in matters concerning quality. In Section 6, CHED’s definition of quality is not based on nationally defined standards but rests only on the institutional or HEIs/TEIs standards of quality. In Section 10, CHED itself recognizes that quality is developmental as it positions its role as a “help to HEIs to develop a culture of quality”. These provisions are problematic because they are tantamount to accepting that not all HEIs are capable of giving quality education, and they are still in the process of achieving it with the help of CHED. The Memorandum weakens CHED’s regulatory functions under the Higher Education Act of 1994. In addition, inadequate monitoring and evaluation also limit the effectiveness of the quality assurance system and hinder improvements. PBEI pointed out that the PRC does not consistently track the performance of TEIs in the licensure examinations (Bautista, 2023). The lack of monitoring makes it difficult to hold underperforming TEIs accountable and implement necessary interventions. To augment the weaknesses of the licensure examinations and enhance quality assurance mechanisms, it is crucial to strengthen the coordination between CHED and PRC. This can involve regular collaboration in setting with periodic reviews and updates of quality standards, and can contribute to improving the accountability and overall quality of teacher education programs.

Aside from the licensure examination, the Philippines can also consider instituting individual certification and credentialing systems as part of the quality assurance process for teachers/teacher education in the Philippines. At this point however, they face a number of hurdles. First, there is a need to increase public awareness and understanding about teacher certification and credentialing. Second, standardized and consistent processes are unavailable (Sanyal & Martin, 2007). Third, high cost of certification and credentialing (Sanyal & Martin, 2007; Ebisine, 2014). Fourth, lack of access to certification programs. Fifth, there is a need to align teacher certification and credentialing requirements with teacher education programs (Ruiz & Junio-Sabio, 2012). And sixth, the inclusion of prior learning and experience as part of the certification

and credentialing system (El-Khawas, 1998). In order to ensure the effectiveness and continuous improvement of quality assurance mechanisms in teacher education, a wide range of stakeholders, including government agencies, teacher education institutions, certification bodies, and professional organizations, must work together to find solutions to these problems.

Given the limitations of the LET as an adequate standard for ensuring the quality of teachers, there has to be other ways to ascertain or improve quality. In countries that do not have licensure examinations, TEIs undergo an accreditation process usually set and conducted by the education department or ministry and teacher professional organizations. Accreditation involves submitting the TEI or its program to evaluation to determine if it meets the national or professional standards for the content and operation of the program, and for the performance of its graduates. Accreditation can help promote accountability (World Bank, 2009).

In New Zealand, it has the New Zealand Teacher Council (NZTC) to ensure the quality of instruction by developing standards, training, assessment procedures, and results for the teaching profession. This is inspired by the top-performing education systems such as Australia, Singapore, and the United Kingdom (NCEE, 2014). The council is composed of autonomous professional and regulatory authority for teachers which were carefully selected and nominated by the government; trade unions and teachers who are responsible for initial teacher education; regulation of qualification standards; entry standards for teaching; teaching certification; and personnel who deal with competence and conduct issues. In New Zealand, aspiring teachers do not need to pass a licensure examination for teachers. They are only required to be registered and holders of a practicing certificate (Teaching Council of Aotearoa New Zealand, 2023). To be able to qualify for registration, aspirants must first complete the approved Initial Teacher Education (ITE). Once completed, aspirants will have the chance to apply for registration. The registration indicates that you are qualified, competent, and appropriate to teach. Meanwhile, the practicing certificate proves that the teachers have adequate recent teaching experience, have participated in professional development activities or programs, and are physically and mentally fit to teach. Practicing certifications expire after three years and must be renewed. Aspirants must complete a two-year introduction and mentorship program within three years of first becoming registered. If failed to achieve the requirements for a full practicing certificate within the six-year term, they will need to complete a Teacher Education Refresh (TER) program in order to be eligible for a subsequent provisional practicing certificate. However, if they can demonstrate that they have made sufficient progress toward achieving the complete requirements, they can petition for a review of the TER program requirement.

In Finland, a different quality assurance mechanism is being practiced. This mechanism is observed at the level of TEIs through its selection process, programs, and operations. TEIs are required to evaluate the education they deliver and its effectiveness, as well as to engage in external assessments of their operations as part of their quality assurance (European Commission, 2023). Teaching is highly valued in Finland (Malinen et al., 2012; Tirri, 2014). Thus, high-achieving students are purposefully recruited to teach and require higher qualifications such as master degree (Tirri, 2014; Google for Education, n.d.; European Commission, 2023). Future pre-service teachers are chosen through two-phase entrance exams that emphasize, in addition to academic qualifications, the pre-service teachers' personal suitability and motivation for teacher employment (Malinen et al., 2012). In addition, teacher education in Finland has become research-based, emphasizing the ability of the pre-service teachers to produce and consume research knowledge and use

them for local curriculum planning and development of teaching and school practices (Tirri, 2014; Maaranen et al., 2019). There is no law requiring teachers to obtain teacher's qualification or certification similar to that of New Zealand (Maaranen et al., 2019).

For aspiring teachers in the secondary level, teacher education is divided into two parts: content subjects/courses are studied in its respective departments i.e. Chemistry, whereas pedagogical studies are taken at the Faculty of Education and teacher training institutions (Lavonen, 2018). Credit points (CP) are to be acquired by the students as organized by the Faculty of Education (60 CP pedagogical studies; 20 CP teaching practice; 40 CP bachelor's and master's thesis) (Lavonen, 2018). For aspiring teachers in the primary level, they are required to have the following credit points: 50 CP for actual knowledge base including cultural, psychological, and pedagogical features of instruction; 70 for methodological studies (quantitative, qualitative, and mixed); and 40 CP for master's thesis (Lavonen, 2018). This mechanism has been the practice of Finland making them one of the best in education as they prepare teaching professionals capable of planning, implementing, and assessing their own teaching and students' learning. Interestingly, countries such as Sweden and Denmark almost have a similar system of teacher education where credit points were taken into consideration (European Commission, 2023).

The case of New Zealand and Finland provide QA mechanisms that can be replicated in the Philippines. Although their education milieu is far different from the Philippines, their case studies presented dimensions worthy of rethinking vis a vis Philippine distinct conditions. In the case of New Zealand there are multiple QA mechanisms available – a credible and powerful teacher council with strong regulatory powers and nationally formulated standards for teacher certification. In Finland, TEIs themselves exercise greater autonomy, with each TEI implementing its very own quality assurance (QA) to regulate their teacher education program. The huge autonomy of the TEIs is possible and acceptable because to begin with, they have been known for their outstanding ability to produce highly competent teachers. Something that is not present in many TEIs in the Philippines. If this is the case, trusting these institutions to define quality and regulate themselves is not a wise move.

5. Revise teacher education curricula to align with the evolving environment by implementing systematic and evidence-based approaches.

In order to meet the evolving needs and problems of education, the Philippines' teacher education curriculum has undergone a dynamic and ongoing process of adaptation and improvement. The Philippines' revised teacher education curriculum has several ramifications, some of which may be as follows:

1. Improved teacher preparation - Revisions to the teacher education curriculum may result in better teacher preparation by equipping future teachers with the information, abilities, and mindsets they need to function successfully in the current educational environment. Updated curricula that adhere to the most recent theories, methods, and standards in education might better equip instructors to cater to the needs of a variety of students, adapt learner-centered pedagogies, and integrate technology in the classroom (UNESCO, 2019; Ahmod, & Zhang, 2021).
2. Enhanced teacher quality - Updated curriculum may highlight research-based practices, evidence-based tactics, and pertinent pedagogical approaches that might raise the standard of instruction in classrooms, which has the potential

to improve teacher quality. An updated curriculum can inform training and preparation which teachers need to effectively support student learning and academic success (UNESCO, 2019).

3. Alignment with national or international standards - Revisions to the teacher education curriculum may also be in line with national or international standards for teacher education, such as the UNESCO International Standards for Teacher Education (ISTE) or the Philippine Professional Standards for Teachers (PPST). Ensuring that teacher education programs in the Philippines adhere to established standards for high-quality teacher preparation, this alignment can improve the legitimacy and efficacy of the educational system (UNESCO and Microsoft, 2011; UNESCO, 2019).
4. Addressing emerging challenges - New issues in education, such as altering student demographics, advancing technology, or changed educational priorities, can also be addressed with changes in the teacher education curriculum. Incorporating initiatives like inclusive education, multicultural education, or digital literacy, among others, into updated curricula might help solve these issues (UNESCO IIEP Learning Portal, n.d.).
5. Reflecting evolving educational philosophies - Changes to the teacher education curriculum may also be a result of shifting educational paradigms and ideologies. Changes in curriculum frameworks, for instance, might be in line with modern educational philosophies like constructivism, social constructivism, or critical pedagogy, which might influence how teachers are educated and trained (Bueno, 2019).
6. Promoting continuous professional development - Changes to the curricula for teacher education may also support the idea of continuous professional development for educators. The need for continuous learning, reflection, and growth throughout a teacher's career may be emphasized in updated curricula, creating a culture of lifelong learning among educators (GPE, 2016; SEA-PLM, 2019).

6. Consider adaptation of innovative and flexible modality of teaching and learning in TEIs

Prioritizing the adoption of innovative teaching strategies and the incorporation of technology in teacher preparation is essential as we look to the future of education in the Philippines. It is recommended that policymakers establish a permanent adaptation of the teaching-learning modality in higher education to accommodate the emerging needs of Filipino learners. This strategy has a number of benefits, including improved accessibility and inclusivity for students who live in rural locations or have physical restrictions. Technology can be used to break down geographical barriers and accommodate individual differences, disabilities, and employment responsibilities. Online platforms also promote collaboration and global connectedness, allowing students to engage with classmates from all origins and cultures and developing crucial skills for a world that is increasingly interconnected. Additional advantages include scalability and cost-effectiveness, as online courses enable schools to accept more students without making significant infrastructure investments, addressing the issue of limiting classroom capacity and lowering costs. Furthermore, personalization and customization are made

possible, allowing students to move through their educational experience at their own pace, and developing their capacity for independent study and critical thought.

Policymakers should include the flexible learning modality into national education policies and frameworks in order to effectively implement these recommendations. Recognizing digital credentials, creating quality control procedures, and allocating sufficient funds for infrastructure development, digital resource creation, and faculty development should all be part of this integration. For widespread access to flexible learning, it is essential to prioritize the development of sufficient internet connectivity and digital infrastructure, especially in underserved areas. Teachers should also be given the support for a flexible learning environment by investing in faculty development programs that concentrate on digital pedagogy, course design, and efficient technology integration.

The Philippines can transform teacher education, respond to changing student needs, and prepare students for future demands by adopting permanent flexible teaching-learning modality, ultimately leading to the development of a more inclusive, accessible, and efficient educational system. With this transformation, the teacher preparation program remains applicable, efficient, and responsive to the changing demands of our students and society by giving priority to the implementation of a permanent flexible learning modality.

Conclusions

On a final note, this study provides a comprehensive examination of the development and transformation of teacher education in the Philippines in terms of its history, legal mandates governing teacher education, quality assurance, licensing examinations, pre-service teacher education curriculum, contextualization of learning theories and philosophies in teacher education, and perennial problems and challenges in teacher education, as well as the aftermath of the COVID-19 pandemic.

Moreover, the study utilized Snyder's (2019) review process, which includes four steps: design, conduct, analysis, and writing. An evaluation of local documents, including current and proposed policies and programs, as well as published studies, was done during the design phase. Following that, during the conduct phase, pertinent local documents and research studies were gathered using predetermined selection and inclusion criteria. This included archival materials like unpublished reports or studies as well as publicly accessible online documents.

Content analysis was applied to the collected documents during the analysis phase to gain insightful information and reach conclusions. Finally, during the writing stage, the research team produced an extensive report using the findings from the content analysis. This systematic approach allowed the study to provide a thorough and nuanced understanding of the current state of teacher education in the Philippines.

The evolution of teacher education in the Philippines from pre-colonial era to the present is covered in a number of studies. The founding of the PNS, the impact of the American model of teacher education, the professionalization of teaching, the growth of normal schools, as well as criticisms, all reflect the American colonial era. The enrollment in teacher education fell precipitously from the middle of the 1970s to the 1980s, a trend that was attributed to a

number of factors, including the low pay and low status of basic education teachers as well as the idea that teacher education was the “easiest course” and the “dumping ground” for aspirant students (Savellano, 1999). It is interesting to know why these impressions have remained the same if these conditions applied to the state of teacher education fifty years ago. Crucial in the evaluation of the range of initiatives that influence teacher education in the Philippines is the historical milieu of the discipline.

Strategies to address the current issues and overcome persistent obstacles can be derived by acknowledging the difficulties endured in the past, examining the lessons learnt, and instigating necessary reforms. This can entail revisiting policy frameworks, revising the techniques and content of the curriculum, expanding professional development opportunities, or assessing the design and effectiveness of teacher preparation programs. Thus, the development and transformation of Philippine teacher education is an essential resource for guiding future directions in teacher education policies, curriculum development, professionalization efforts, and teacher training practices. It will not only allow for the assessment of progress and the identification of areas for improvement, but by having an understanding of the past, teacher education in the Philippines may have continuous improvement and advancement.

The emphasis on teacher quality and professionalization, the incorporation of ICT into teacher education, the development of alternative teacher education programs, and the emphasis on contextualized teacher education all occurred between the 1980s and 1990s. These changes attempted to raise the standard of teacher training, respond to the shifting demands of the educational system, and adapt it to the local setting and the requirements of Filipino students. Significant advancements and reforms have been made in teacher education in the Philippines from the 2000s to the present, with an emphasis on raising the standard, usefulness, and accessibility of teacher preparation courses. Some of the most significant changes during this time include the move toward outcomes-based education, the launch of the K to 12 Program, the establishment of alternate learning pathways, and the incorporation of technology in teacher education. These modifications are intended to solve the challenges facing the Philippine educational system, adapt to the evolving demands of education, and train qualified and productive teachers for the 21st century.

With transformation of educational demands, several implications can be derived. Improved quality of teacher education, increased relevance of teacher education, increased accessibility of teacher education, integration of technology in teacher education, implementation challenges, and continuous professional development are some potential implications of the development and transformation of teacher education.

Overall, the evolution of the Philippine teacher education curriculum demonstrates a commitment to continued improvement, a responsiveness to changing educational demands, and an ethic toward quality, relevance, and effectiveness. Teacher preparation programs’ quality, relevance, and accessibility are positively affected by the growth and transformation of teacher education in the Philippines. It is crucial to remember that teachers’ status is a complicated and nuanced subject that can change depending on different context and circumstances. The attempts to improve the status of teachers should be ongoing and all-encompassing, taking into account both their needs and goals and the changing requirements of the educational system. However, there may be difficulties with the implementation, and maintaining and improving the results of these reforms may need a focus on continuous professional development for teachers.

Most of the laws about teacher education are entwined with legal mandates related to the teaching profession. Much of the legislation and legal mandates in the Philippines focus on the administrative aspect of teaching and the governance of TEIs and other associated institutions. Policies, standards, and guidelines for teacher education are left in the hands of CHED and TEIs. There has yet to be a law or a similar legal basis that prioritizes the research, development, implementation, and standardization of teacher education curricula in the country to ensure quality instruction for prospective teachers. Similarly, laws governing continuing professional education with a particular focus on content, pedagogical, and technological knowledge development are yet to be realized.

Several studies have expressed doubts about the accuracy of the LET in measuring the quality and effectiveness of teachers. They argued that LET is limited in that it only assesses prospective teachers' knowledge and understanding of pedagogical and subject matter content but not their ability to effectively and efficiently teach. As such, alternative quality assurance measures must be formulated to ensure quality teacher education among TEIs. Moreover, as expressed in the key findings, TEIs vary in their implementation of CHED's prescribed teacher education curriculum. The philosophy of education of these TEIs might be influencing how they unpack the prescribed curricula and deliver the expected learning outcomes. Hence, this necessitates an assessment of the influence of educational philosophies on building a culture of quality education in TEIs.

Furthermore, mechanisms geared towards the improvement or closing down of low-performing TEIs in the LET are lacking. The TEC, along with its associated institutions, must lay the foundations that will assist low-performing TEIs in licensure examinations and other quality assurance measures to improve their delivery of instruction. Providing the necessary incentives and technical support to these TEIs will commence the advancing of quality of education.

The advancement of teacher education in the Philippines calls for a comprehensive strategy that includes fostering collaboration and partnerships, continual curriculum review and improvement, embracing technology integration, increasing professional development opportunities, improving field experiences and practicum, promoting research and evidence-based practices, and promoting global perspectives. To do these strategies, it is crucial to increase funding for resources, continuously improve the curriculum, strengthen partnerships, offer chances for teachers' professional growth, integrate technology, promote research and collaboration, push for policy changes, and set up quality assurance systems. By putting these strategies into practice, it can create teachers that are qualified and capable, fulfills the demands of 21st century learners, and contributes to the improvement of the educational system so that Philippine teacher education programs can become more successful and of high-quality, producing more qualified educators and a stronger education system.

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