



# Teacher Quality

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## Focus of the Presentation:

1. PNU's unique role in Philippine teacher education
2. Teacher quality and its framework in the Philippines
3. PPST as framework for teacher quality
4. Teacher education in the new normal: ensuring teacher preparedness



# PHILIPPINE NORMAL UNIVERSITY

*The Country's National Center for Teacher Education by virtue of R.A 9647*

- is the [National Center for Teacher Education](#) (RA 9647)
- Is the [adviser](#) of Teacher Education Council (RA 11713)
- has campuses in [Isabela](#) (PNU hub for Indigenous Peoples Education), [Quezon](#) (PNU hub for Technology and Livelihood Education), [Visayas](#) (PNU hub for Green Technology Education) and in [Mindanao](#) (PNU hub for Multicultural Education)
- is the [lead shepherd](#) of the [National Network of Normal Schools \(3NS\)](#)
- is the [convener and leader](#) of the [Philippine Teacher Education Network \(PhilTEN\)](#)
- is the [convener and immediate past chair](#) of the [ASEAN Teacher Education Network \(ASTEN\)](#)
- is a [Center of Excellence](#) in Teacher Education

# PNU's mandate: Section 4 of NCTE Law

**Develop *Teacher Education Standards***

Support all stakeholders national directions on teacher education



Support the country's redefinition of teacher education:

- Teaching & learning delivery
- Innovative strategies and alternative modalities of teaching and learning

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**“The quality of an  
education system cannot  
exceed the quality of its  
teachers.”**

(McKinsey, 2007)

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We sometimes  
forget how  
much things  
change  
over time



This is a Cargo  
Plane in 1956.

It is transferring a  
5MB IBM Hard  
Drive.

A 256GB **iPhone**  
is more than  
**51,000 times** that!

Source: <http://forums.sharplab.com/threads/10-mb-hard-drive-from-the-60s-pic-tech-brahs-gtfih.3500915/>

\*Slide borrowed from RCTQ

Some harsh realities:

1. *Teacher quality* is not **fully** defined in the Philippine context

Example:

## Competency is not Effectiveness

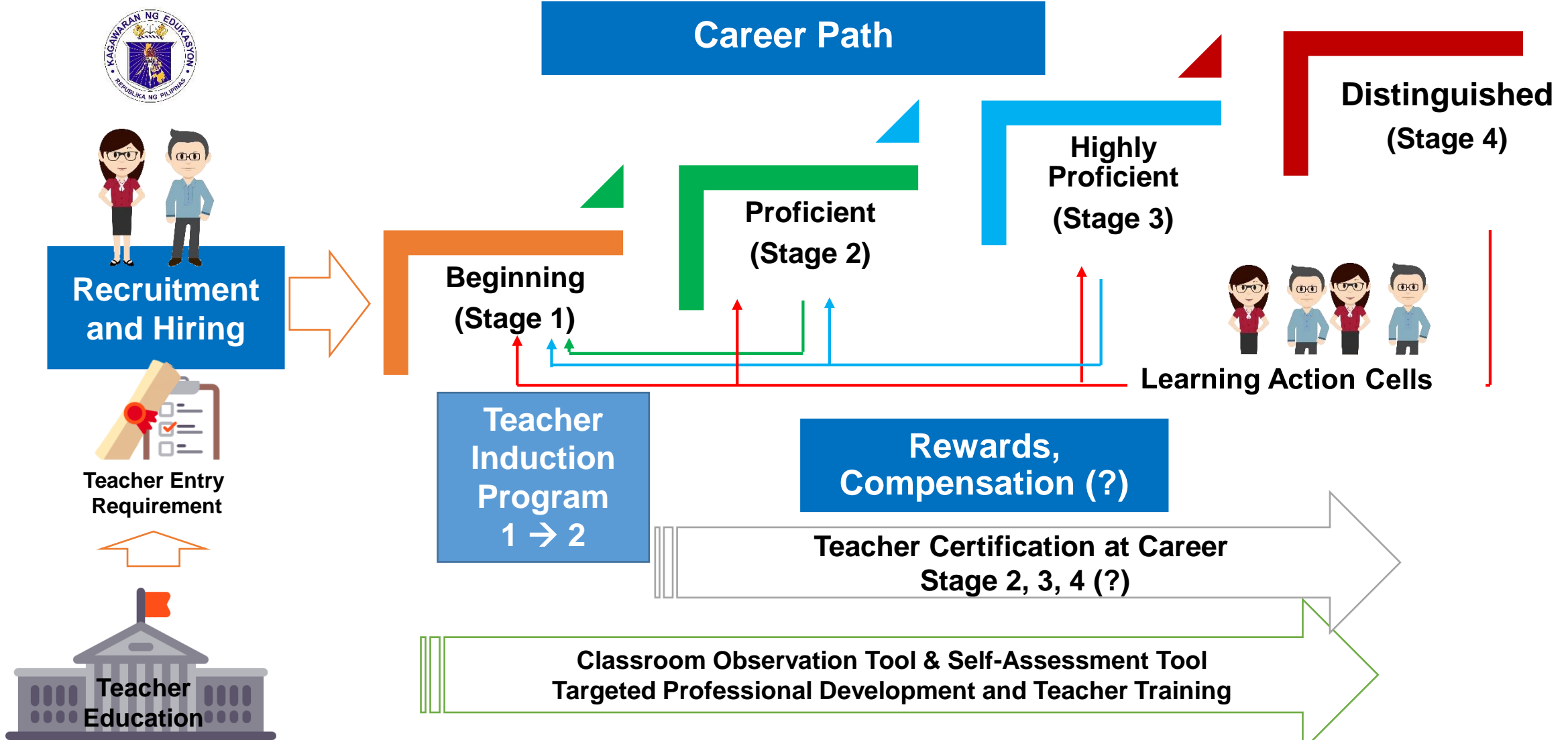
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- Teacher competency is seen as knowledge, skills and behaviour that reside within the teacher
- That is, cognitive, affective and behavioural dimensions of an internal quality.
- In contrast, teacher effectiveness is seen as the outcome of interactions between teacher competency and many contextual factors that include curriculum, assessment, student classroom and student teacher ratios

Philippine Professional Standards for Teachers as the **New**  
Framework for  
Teacher Quality and Teacher Development



# Teacher Professional Development Framework



\*Slide borrowed from RCTQ

# Why are Career Stages important?

Teacher professional growth can be represented by:



It is valuable to have **sign posts** along the way to help identify progress.

Teacher quality Stages are **developmental** in nature and exist on a **quality continuum**.

This is about teachers, not leadership roles such as Principals and Supervisors.

## Domain 3 Diversity of Learners

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graph LR; D3[Domain 3: Diversity of Learners] --- S3.1[Strand 3.1: Learners' gender, needs, strengths, interests and experiences]; D3 --- S3.2[Strand 3.2: Learners' linguistic, cultural, socio-economic and religious backgrounds]; D3 --- S3.3[Strand 3.3: Learners with disabilities, giftedness and talents]; D3 --- S3.4[Strand 3.4: Learners in difficult circumstances]; D3 --- S3.5[Strand 3.5: Learners from indigenous groups];
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**Strand 3.1** Learners' gender, needs, strengths, interests and experiences

**Strand 3.2** Learners' linguistic, cultural, socio-economic and religious backgrounds

**Strand 3.3** Learners with disabilities, giftedness and talents

**Strand 3.4** Learners in difficult circumstances

**Strand 3.5** Learners from indigenous groups

# Domain 1 Content Knowledge and Pedagogy

**Strand 1.1** Content knowledge and its application within and across curriculum areas

**Strand 1.2** Research-based knowledge and principles of teaching and learning

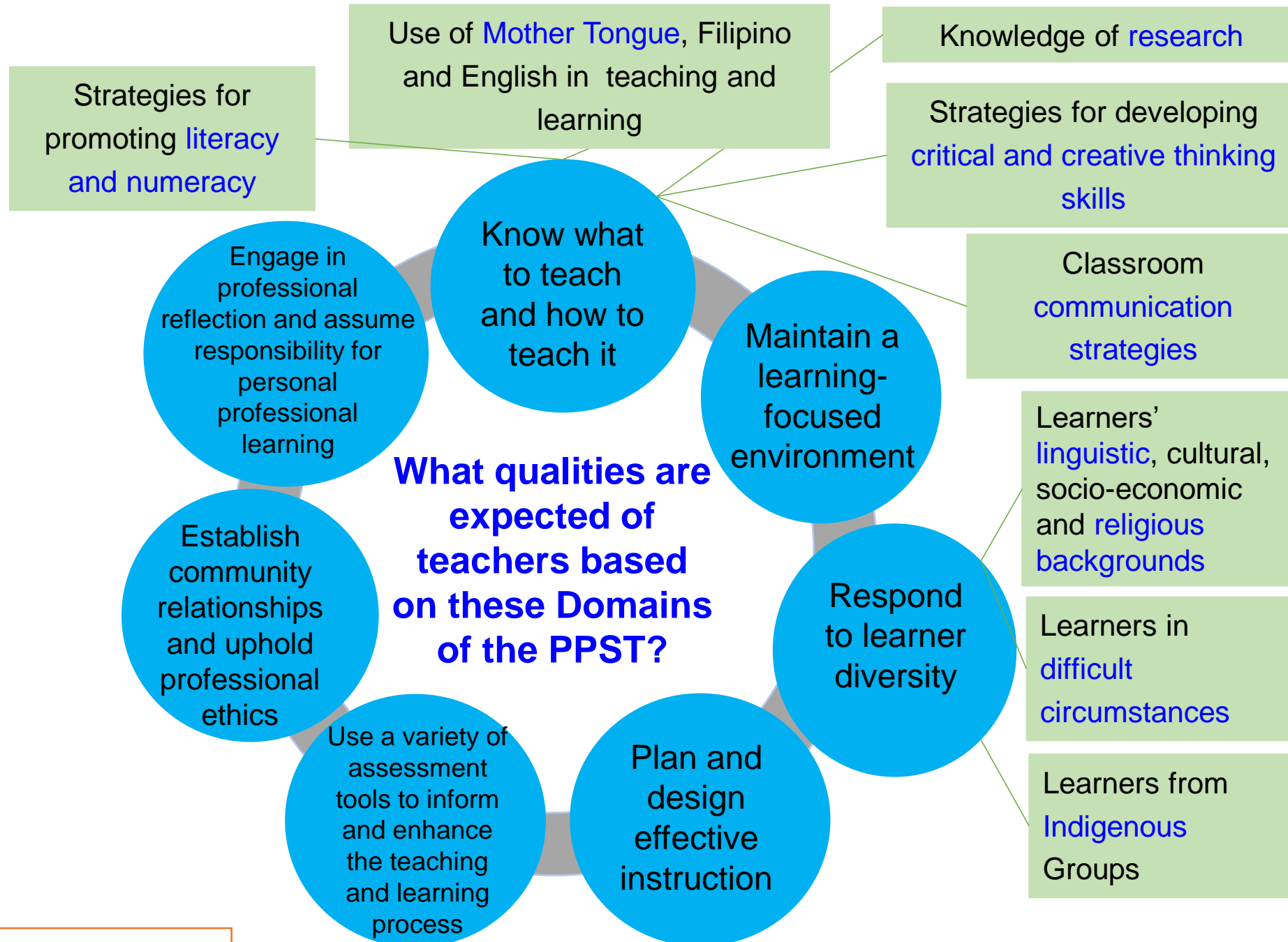
**Strand 1.3** Positive use of ICT

**Strand 1.4** Strategies for promoting literacy and numeracy

**Strand 1.5** Strategies for developing critical and creative thinking, as well as other higher-order thinking skills

**Strand 1.6** Mother Tongue, Filipino and English in teaching and learning

**Strand 1.7** Classroom communication strategies



\*Slide borrowed from RCTQ



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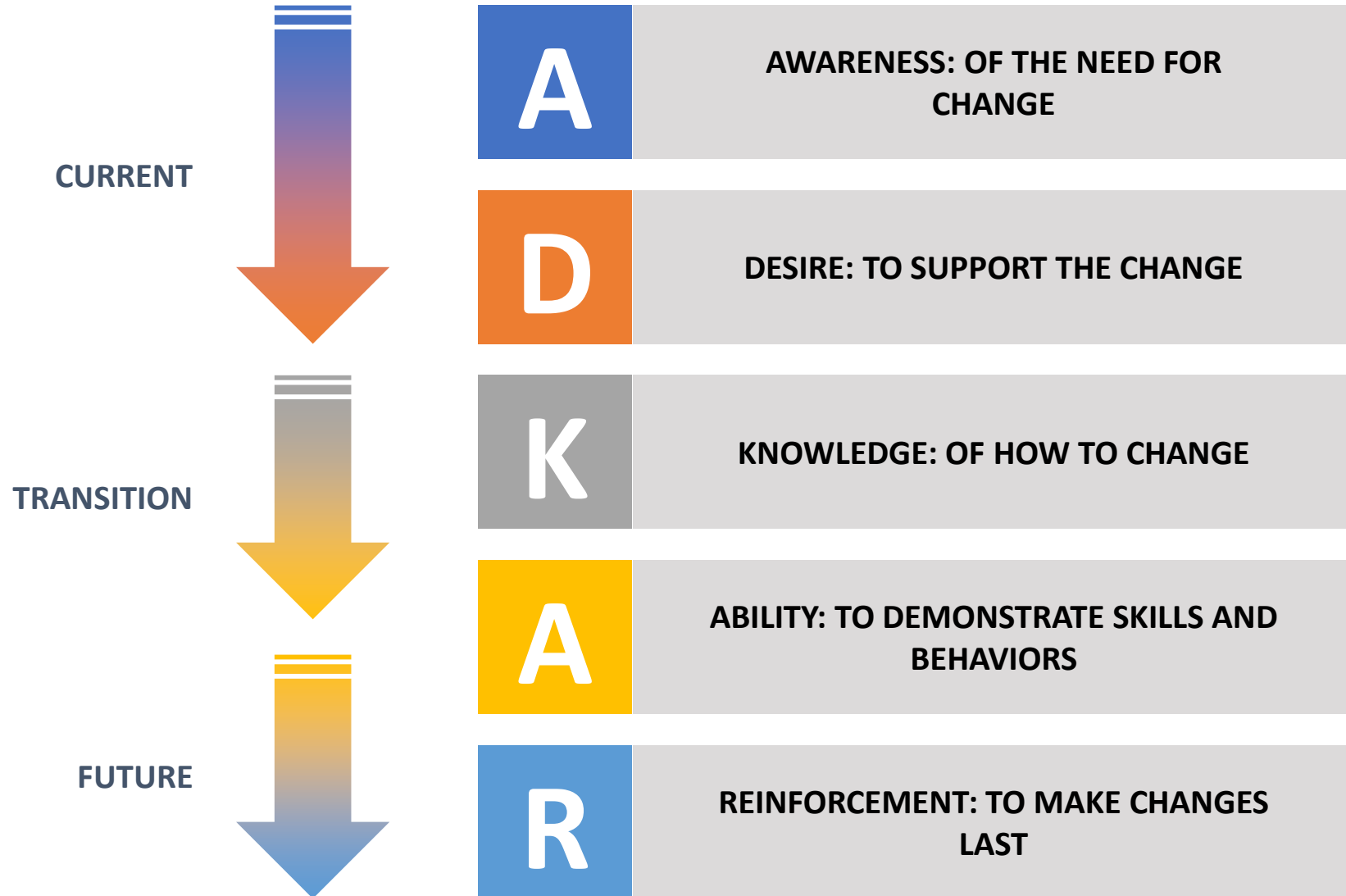
Why is a Standard-based teacher development  
**seemingly not** working  
in the Philippines?

It doesn't become a core

It doesn't link to/with other system: stand alone

There is no system to support its implementation

# PPST's system link within the educational system





# Challenge to ESTA trainees:

Teachers:

How do you address the gaps in your current practice to the expectations of PPST?

SH:

How do you address the gaps in the current practice of your teachers to the expectations of PPST?

How may your learning in the ESTA training be enriched using PPST as core?

“Countries and states  
that have really made strong gains  
in education have had 15 to 20 years  
of continuous work  
on an agenda for improvement.”

-Darling-Hammond



We will find  
ways through  
the challenges.



Thank you very much. 😊

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