

The

Professional Teacher

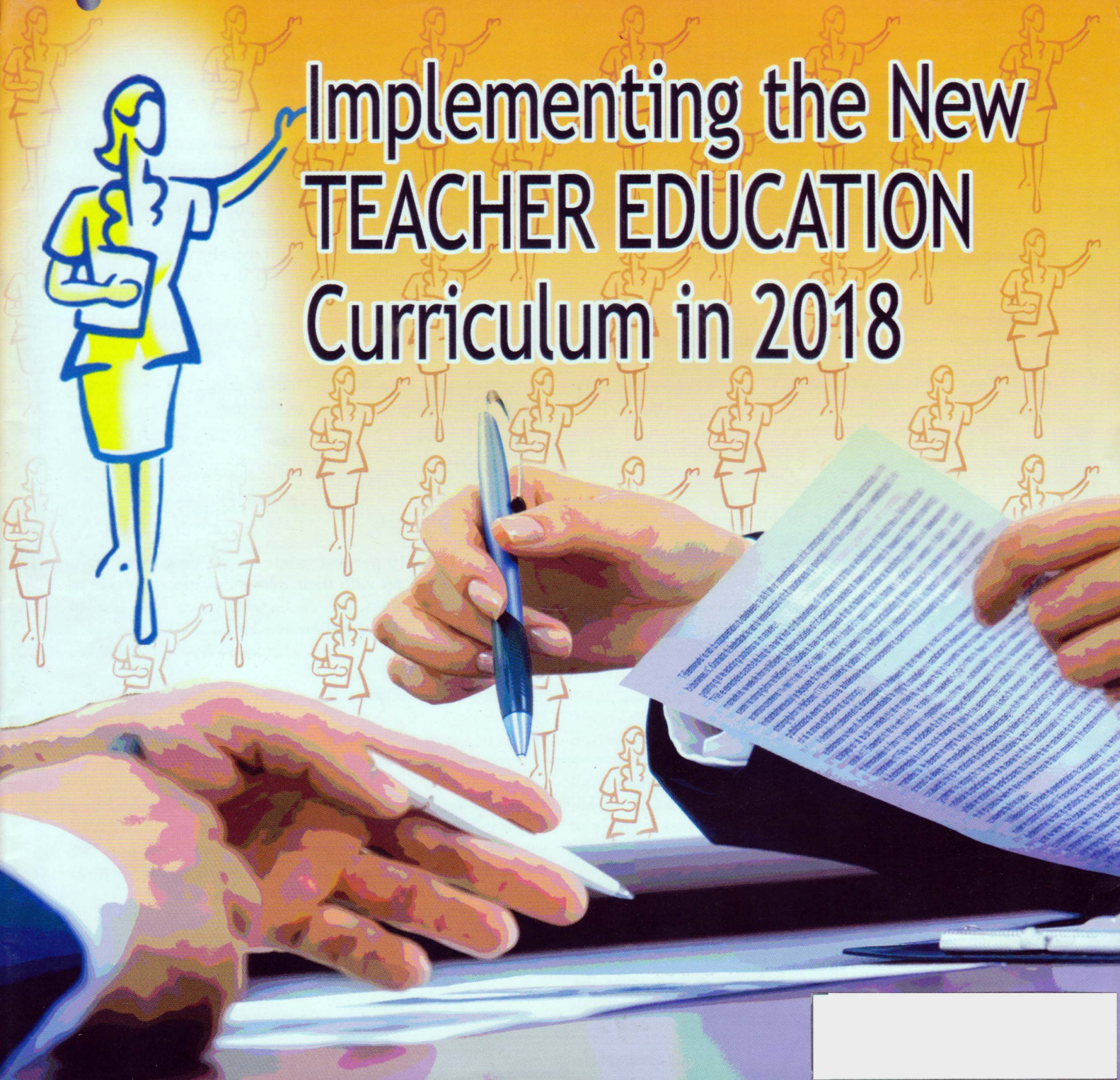


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Magazine for the Professional Teachers

Volume IX, Number 1

Implementing the New TEACHER EDUCATION Curriculum in 2018





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	THE PROFESSIONAL TEACHER Editorial Board	Volume IX No. 1 January - June, 2018 ISSN 2243-920X THE PROFESSIONAL TEACHER MAGAZINE Published by Lorimar Publishing, Inc.		
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Higher education institutions in the Philippines offering teacher education programs grapple with tremendous challenges as the first cohort of the Senior High School enter college this school year 2018-2019. Varied preparations have been done to ensure that the programs, standards and guidelines (PSGs) of the new teacher education curriculum as approved by the Commission on Higher Education are put in place. Trainings, capacity buildings and series of workshops are initiated for the successful implementation of the new curriculum. However, reflecting on the kaleidoscope of initiatives, I realize that the implementation of the new curriculum becomes more meaningful if anchored on fitness of purpose. Tjivikua (2010), referring to quality schools in Namibia states that fitness of purpose means that the stated goals or aims accord with the universal task or purpose of the school. Fitness of purpose is used to describe the ideal level of quality which can be anchored on the organizational goals and outcomes. It simply means that whatever is being designed is fit for the purpose. In the context of curriculum development, part of the change process is the desire to achieve fitness of purpose. Thus, preparing for the implementation of the new curriculum in teacher education is more than teacher training, or identifying courses or preparing the syllabi for the different subjects. The process must anchor on something relevant and purposive. Achieving fitness of purpose starts with the alignment of the recommended teacher education curriculum, to the vision of the institution, the institutional outcomes, the college outcomes, and the Philippine Professional Standards for Teachers. The alignment is then reflected in the syllabi and cascaded to the taught curriculum in the real classroom setting.

Let me share the journey of Cebu Normal University (CNU) in crafting the teacher education curriculum putting prime consideration on fitness of purpose.

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The vision of the institution

Any curricular change in the university is always guided by the vision of the institution. When the programs, standards and guidelines (PSGs) of the teacher education curriculum was approved last 2017 by the Commission on Higher Education (CHED) the faculty members headed by the Dean of the College of Teacher Education initiated the curriculum review and analyzed the recommended CHED curriculum *vis a vis* the vision of the university. The Cebu Normal University vision statement is a leading multidisciplinary research university

of education committed to build a strong nation. The important keywords are *multidisciplinary, research, education, strong nation*. Anchored on our vision, we believe that research-driven courses should characterize the written and implemented curriculum in teacher education in CNU. Thus, research as a course is offered across programs. Every subject in teacher education curriculum becomes research-based requiring the students to conduct simple action research or case studies. The approach in teaching and learning is multidisciplinary

anchored on the education of the whole person to enable the students to contribute to the development of a strong nation.

The institutional outcomes

There are four (4) institutional outcomes for the graduates of CNU across colleges and programs. Whether a student is from the College of Teacher Education, College of Arts and Sciences, or College of Nursing, the university aspires the graduates to become *facilitators of learning, design thinkers, protector of the environment and mission driven workers* after they shall have graduated from the university. To achieve these outcomes, the College of Teacher Education faculty have enriched the competencies of the subjects and added courses that would lead to the realization of the institutional outcomes. Specific indicators are also identified to provide evidences of the desired outcomes.

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Developing the Filipino Professional Teacher: Journey of a Hundred Years

(Delivered at the Philippine Education Convention MOA,
November 28, 2017)



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Early Education of Filipino Teachers

The Treaty of Paris in 1898 formally ended the short-lived Spanish – American war where America won and Spain seceded the Philippines to the United States. Shortly after, the Taft Commission passed Education Act no. 34, establishing the Department of Public Instruction which was mandated to expand the public elementary school system established by Spain in the Philippines but using English as medium instruction.

In August 1901, the ship SS Thomas transported 500 American teachers (170 of them were women) from San Francisco to Manila. Thereafter all pioneer American teachers in the Philippines had been called “Thomasites”. The Thomasites produced instant teachers by identifying bright Filipino students who showed proficiency in the 3R’s and in English. They were hired to teach lower grades half of the day and the rest of the day they spent as students in intermediate grades.

It is interesting to note that the first public school teacher in English was not an American, rather it was a 16-year old Filipina who finished the 2-year post secondary normal course and was appointed to teach the first English class for adults in the first public elementary school in Paco, Manila. She was Maria Salome Marquez, featured in the book Manila, My Manila, by the chronicler of Filipino –Hispanic culture and traditions, Nick Joaquin.

Teacher education reached its peak in the mid-century, considered as its golden decade. The college degree courses in teaching attracted students who belonged to the upper quartile of high school graduating classes.

1. Semicentennial Growth in Teacher Education

In the second quarter, the 2-year post –secondary normal course was introduced at the Philippine Normal School. At that time the flame of nationalism was sweeping the country, and in response, pioneer Filipino educators opened private schools to answer the demand of Filipino parents for a Filipino-oriented education for their children mediated by Filipino teachers. These pioneers included Librada Avelino and Carmen de Luna of Centro Escolar de Señoritas, the Tanchocos of Manila Central University, the Benitezes of Philippine Women’s University, the Jocsons of National University, the Ylagans of National Teachers’ College, and several more in the Visayas and Mindanao. Soon, the 4-year bachelor’s degree courses for secondary school teaching (B.S.E.) and elementary school teaching (B.S.E.Ed.) were opened.

Passage of R.A. 1080 on June 15, 1954 required

bar and board examinations administered by the Civil Service Commission. This was the first attempt at professionalization when teaching in the public schools required passing the Teachers Examinations administered by the Civil Service Commission, the Junior Teacher Examination for elementary level teaching and the Senior Teacher Examination for high school teaching. Later in the sixties the distinction between Junior and Senior was deleted and the test was called Teacher Examination.

2. The Golden Age of Teacher Education

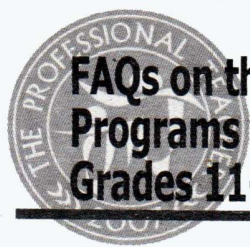
Teacher education reached its peak in the mid-century, considered as its golden decade. The college degree courses in teaching attracted students who belonged to the upper quartile of high school graduating classes. Colleges of Education strictly enforced selective admission and selective retention to insure quality. On campus, Education students were leaders in co-curricular and extra-curricular organizations and activities. They were on the editorial staff of campus newspapers and during commencement exercises, they were recipients of Latin honors and awards. Thus Colleges of Education increased in number and their enrollment drew from all strata of the socio-economic ladder.

Even after the independence of the Philippines from American rule in 1946, the system of education continued to follow the American system. Civil Service Examination for teachers continued to be a requirement for those who desired to teach in the public schools until 1976 when P.D. 1006 formally organized under the Civil Service Commission the National Board for Teachers to exercise supervision over the teaching profession, and which required passing the Philippine Board Examination for Teachers (PBET) to teach in the public schools.

3. Challenges in the Seventies and the Eighties

The third quarter proved to be the most dramatic period, for it witnessed the all-time high and the sudden fall of teacher education enrollment, the latter largely attributable to the result of the published findings that teaching was among the most crowded professions. The subsequent emphasis on technology-related courses to support the country’s bid for industrialization further reduced the glamour of the profession. Enrollment hit rock-bottom level in the seventies. It was in this

(continued on page 6)



FAQs on the Teacher Education Programs for Grades 7-10 TLE and Grades 11-12 Tech-Voc Track



Brenda B. Corpuz, PhD
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Some questions are raised about the teacher education curricula for TLE. Here are the most common:

Why are there two teacher education programs for TLE?

This is because the Bachelor in Technology and Livelihood Education (BTLEd) is meant to prepare teachers for the subjects Technology and Livelihood Education (TLE) in Grades 7- 8 (also EPP in Grades 4-6) while the Bachelor in Technical-Vocational Teacher Education (BTVTEd) is intended to prepare TLE teachers for the TLE subjects in Grades 9-10 and Tech-Voc Livelihood track subjects in Grades 11 and 12. These Tech-Voc Livelihood track subjects are taken by Senior High School students who chose the Technical -Vocational Livelihood track.

What competencies are covered in the TLE subjects/courses from Grades 7-8?

Grades 7 and 8 students are introduced to the basics of the four fields of TLE, namely: Home Economics (HE), Industrial Arts (IA), Information, Communication and Technology (ICT) and Agriculture and Fishery Arts (AFA) for exploratory purposes.

Grades 7 to 8 TLE students are likewise taught basic entrepreneurial concepts such as personal entrepreneurial competencies and environment, market and delivery.

Grades 7 and 8 students are also taught the five common competencies for each area – H.E. I.A. ICT and AFA. These five common competencies include: 1) use of tools, 2) maintenance of tools, 3) performing mensuration and calculation, 4) preparing and interpreting technical drawings and 5) practicing occupational health and safety procedures.

What competencies are taught in the TLE subjects / courses from Grades 9 to 10 and from Grades 11 to 12?

The competencies expected of Grades 9 and 10 TLE students are beyond introductory. They are expected to delve deeper into each specialization in any of the four fields and must qualify for a National Certificate (NC) I.

In Grades 11 and 12 students continue the specialization which they began to take in Grades 9 and 10.

Of the two teacher education programs (BTLEd and BTVTEd), why is Bachelor in Technology for Livelihood Education the appropriate teacher preparation program for Grades 7-8?

Bachelor in Technology and Livelihood Education (BTLEd) is the appropriate teacher education program because this program prepares the Grades 7-8 TLE teacher to teach the competencies expected in Grades 7 and 8 which are exploratory in nature. Completing eight (8) subjects equivalent to twenty-four (24) units in HE, IA, ICT or AFA and a 3-unit course on Entrepreneurship makes the BTLEd graduate ready and equipped to teach the Grades 7-8 (even Grades 4-6) exploratory courses. The 36-unit major courses either in HE, IA ICT or AFA is more than enough preparation for the TLE courses.

Why may the BTLEd, a secondary course, also prepare the EPP teacher for the elementary Grades 4-6?

There was a Civil Service Resolution, then which is still in effect up to this date allowing passers of the Licensure Examination for Teachers in the secondary to teach in the elementary level because of the fact that the 2 parts namely, general education and professional education of the elementary LET are also the first two parts of the secondary-LET.

There is no mention of the teacher preparation for Grades 4, 5 and 6 Edukasyong Pantahanan at Pangkabuhayan (EPP). Between the BTLEd and the BTVTEd graduates who is more fit to teach EPP?

Considering that the basics are taught in EPP like those of Grades 7-8 TLE, the BTLEd graduate is more fit to teach EPP. In fact, the BTLEd graduates are prepared beyond the basics considering that they complete 60 units of the four areas of TLE including specialization subjects.

Why is the BTVTEd the appropriate course to prepare TLE teachers for TLE in Grades 9 and 10?

TLE in Grades 9 and 10 is no longer exploratory
(continued on page 9)