

# The SiMERR National Research Centre



# Linking Professional Activities to Philippine Professional Standards for Teachers: A 'System' approach

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

(McKinsey, 2007)

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# Food for Thought from OECD

Just as: the quality of an education system cannot exceed the quality of its teachers;

the quality of teaching and teachers cannot exceed:

- ✓ the quality of the **work organization** in which teachers find themselves;
- ✓ the quality of teacher **selection and education**;
- ✓ the quality of teacher **careers**; and
- ✓ the quality of teacher **evaluation**. (p.10, OECD, 2011)



# Philippine Professional Standards for Teachers

PPST is a **public statement** of what constitutes teacher quality in the Philippines.

PPST **defines the work** of teachers and **makes explicit** the elements of **high-quality, effective** teaching in 21st century schools that result in strong learning for students.

PPST provides **a framework** that makes clear the **knowledge, practice and professional engagement** required of teachers at **four career stages**:

1. Beginning; 2. Proficient; 3. Highly Proficient; and 4. Distinguished.



# Expectations of Teachers

Teachers are expected to prepare students (and themselves) for a society and an economy in which they will be expected to be:

1. self-directed learners, and
2. able and motivated to keep learning over a lifetime.

Once teachers were only expected to know their subject and have an approach to teach it.

In recent times, while **subject knowledge** is still **fundamental**, the expectation of, and demand on, teachers and schools is much more complex.



# Expectations of Teachers

Society now expects schools to deal effectively with:

- ✓ different (and diverse) student backgrounds;
- ✓ to be sensitive to culture and gender issues;
- ✓ to promote tolerance and social cohesion;
- ✓ to respond effectively to disadvantaged students and students with learning or behavioural problems;
- ✓ to use new technologies;
- ✓ to keep pace with developing fields of knowledge; and
- ✓ to apply different approaches to student assessment – including formative assessment.



# Expectations of Teachers: two-way

Teacher issues are currently high on policy agendas because of concerns expressed by teachers themselves about the future of their profession:

- whether it is sufficiently attractive to talented new entrants; and
- whether quality teachers are sufficiently rewarded and supported in their work.

Teachers are in daily contact with the students who potentially form the next generation of teachers.

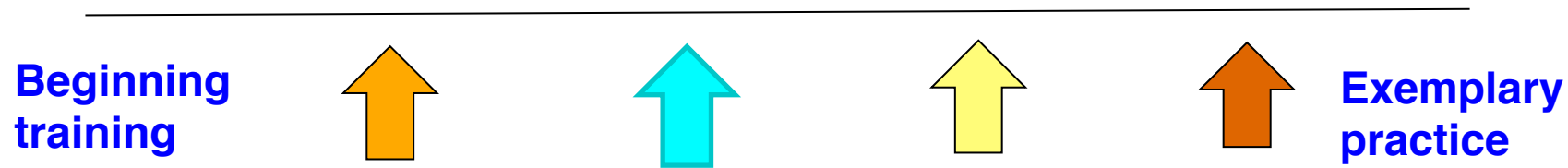
The enthusiasm and morale of the current teacher workforce are important influences on future teacher supply.





# Teacher Professional Growth

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.



# Four Career Stages for DepEd

The first (Beginning) concerns people who complete **their** training from TEIs

The second (Proficient) concerns an **acceptable** standard for all **teachers**. It should be a standard reached within the first few years of teaching

The third (Highly Proficient) concerns **accomplished practitioners** who mentor and work collegially with other staff

The fourth (Distinguished) concerns **exemplary teachers** who have developed skills to lead colleagues in promoting quality learning



# Implications of Career Stages

Career stage 1 allows a realistic set of requirements of teachers in training and an expectation that TEIs will use these standards to guide the design of teacher education programs and judge pre-service teacher quality

Career stage 2 allows a focus for school-based induction. It provides a focus where teachers can enjoy success and a sense of genuine professionalism

Career stage 3 allows a focus on mentoring which is a defining characteristic of a profession where established practitioners exercise responsibility for the development of their peers

Career stage 4 represents an exemplary teacher that is recognised as a leader in teaching and curriculum.



# Career stages can help teachers

Professional standards for teachers that have a developmental perspective based on career stages:

- can help in **professional development** that provides **achievable** quality targets, focused advice and feedback on performance
- are able to represent a **realistic view** of developments of **practical** quality in teaching
- can represent the **neural reality of a learning brain**.



# From a Neuroscience/Brain perspective

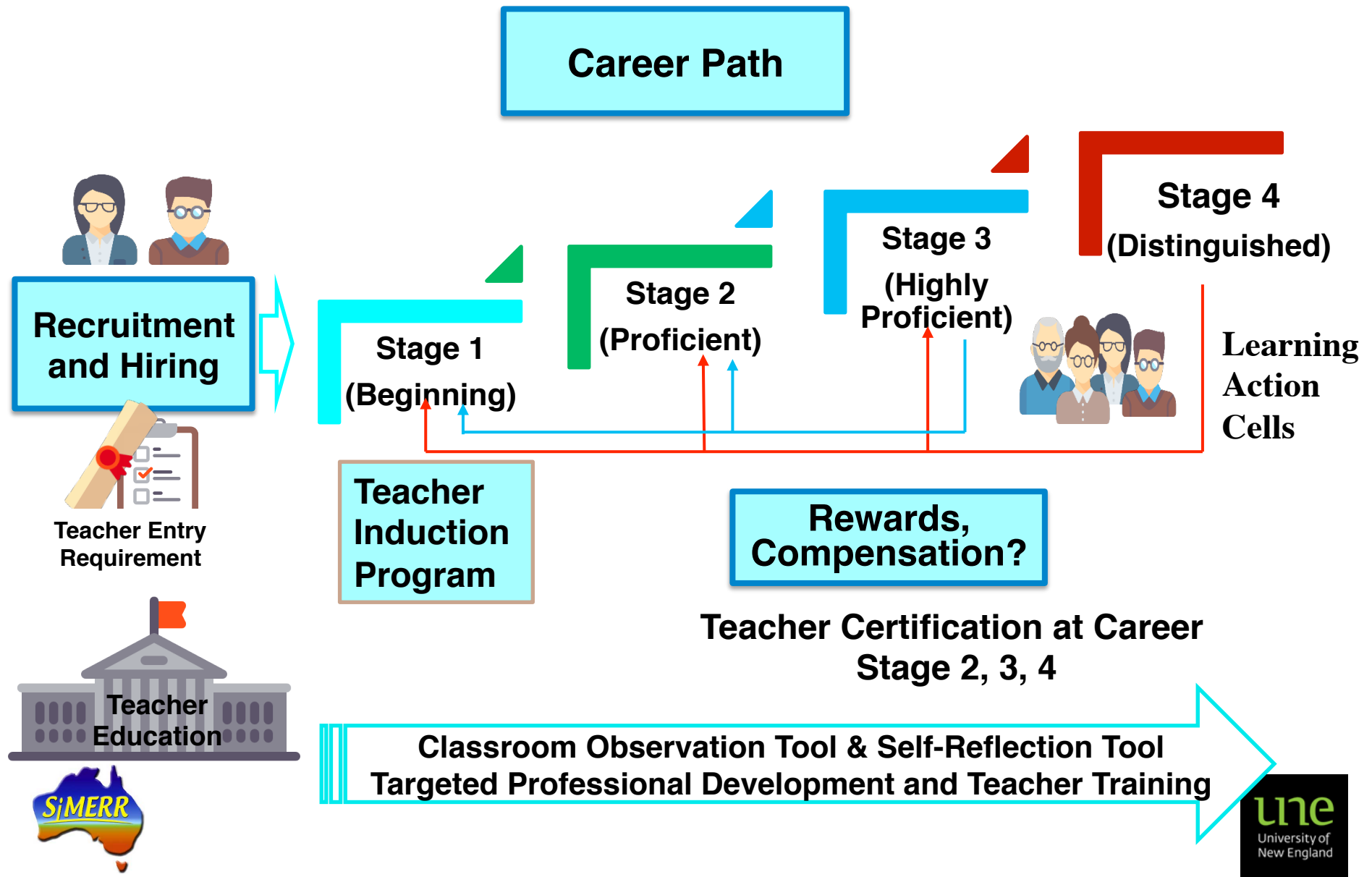
Neuroscience provides an understanding of how knowledge and experience are aggregated into structures (chunking) that improve the efficiency of working memory.

This is reflected in the classroom teacher's growing capacity to attend effectively to a complex, highly interactive, and an often fast-paced environment.

It takes effort, deliberate practice and time for teachers to acquire high-level effective skills for classroom use.



# Teacher Professional Development Framework



# Current Approach and PPST

Current System	PPST
Quantitative (Years)	Qualitative (Standards)
Teacher 1	Beginning Induction
Teacher 2 and 3	Accomplished
Master Teacher 1 and 2	Highly Accomplished
Master Teacher 3 and 4 (Not operationalised)	Distinguished

Possible suggestion: Run **two systems** for a few years

Initial PPST focus is teacher professional development and performance framework (not salary to start with)



PPST used to employ teachers!



# Pre-service teachers: Career Stage 1

Career Stage 1 concerns people who graduate from Universities or TEIs

A career stage of TEI training focuses on a **realistic** (in terms of the brain) part of a teacher's life – initial development.

Pre-service teacher professional standards make it very clear on **what TEIs need to focus**, and is a framework upon which the **quality** of their students **can be measured**.

Pre-service teachers develop some knowledge and skills but have not had the **necessary practice and skill development** required for true expertise.



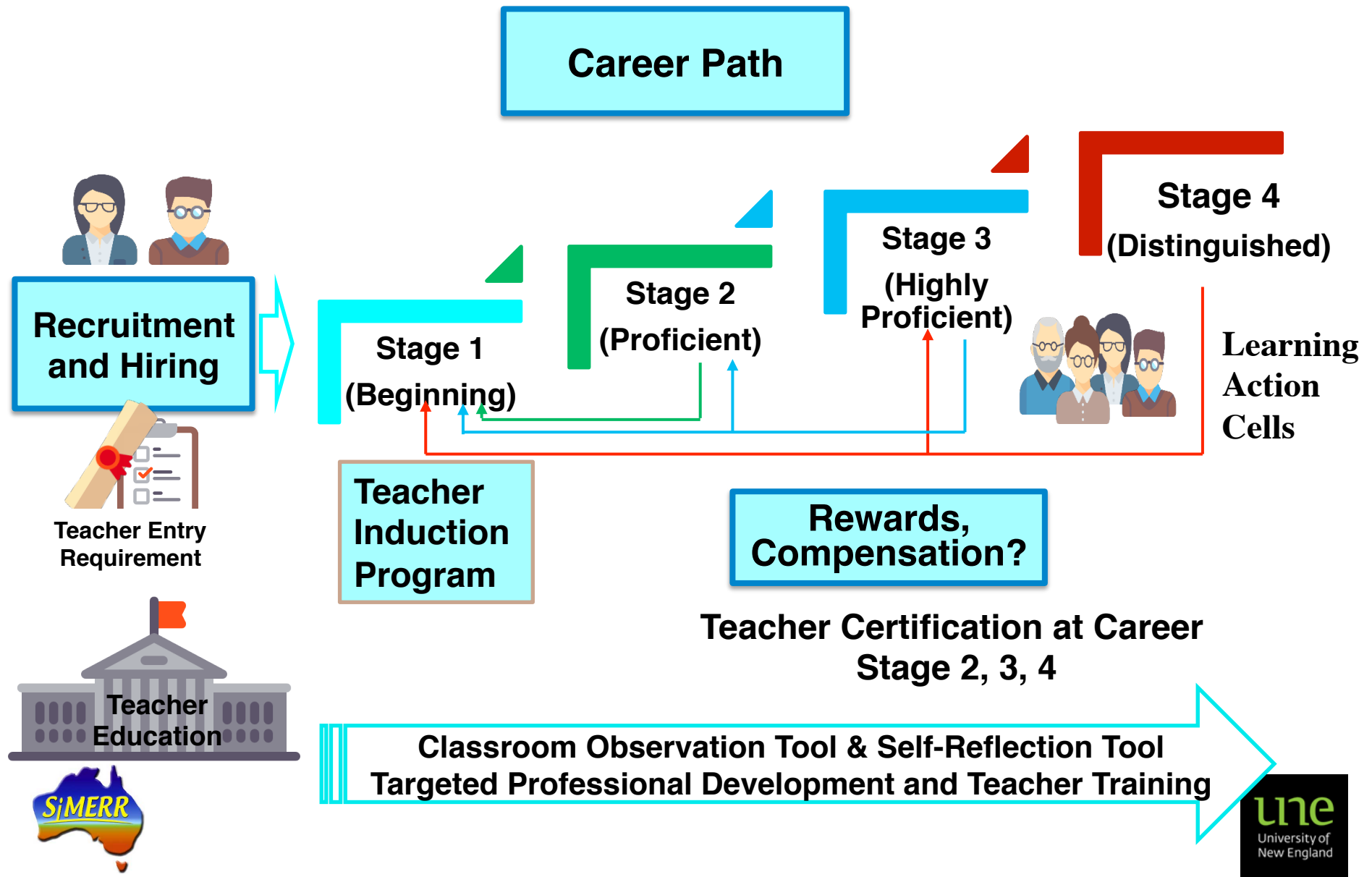


## **Pre-service professional standards linked to in-service standards offer TEIs many advantages. These concern:**

- a realistic view of life-long learning of a teacher;
- aligning TEI subject content and student knowledge expectations with DepEd school needs;
- TEI curriculum development;
- expectations of/for TEI staff;
- transparent criteria for exit licensing examinations and/or licensing systems for new entrants to teaching;
- a potential basis for freer but regulated movement of teachers within the ASEAN community.



# Teacher Professional Development Framework



# Another Darling-Hammond Quote

“The critical question for the teacher standard movement ... is:

- how the standards will be used;
- how universally they are applied; and
- how they may lead to stronger learning activities and more common sets of knowledge, skills and commitment cross the profession.”

(Darling-Hammond & Lieberman, 2012)



# A Systems Approach

A 'Systems' Approach is a line of thought which stresses the **interactive** nature and **interdependence** of external and internal factors in an organization or activity.

In the case of PPST it links numerous elements to a common core.

After, say seven years, the core is re-evaluated and appropriate changes made. These changes are then carried through into all the elements that make up the 'system'.



# Types of Uses (1)

PPST can be **used for** the basis of:

- self-reflection,
- lesson planning,
- teacher professional development and growth,
- developing a common language,
- building education capacity, and
- discussion.



## Types of uses (2)

PPST can be **used for** the basis of:

- appointing teachers,
- promotion of teachers,
- rewarding teachers and acknowledging quality,
- supporting teachers, and
- defining the role of teachers.

Also PPST can be the basis for

- classroom observation,
- self assessment or reflection,
- RPMS, and
- ...



# Considerations for National Implementation

Possible PPST outputs include:

- (i) a framework to guide professional learning;
- (ii) improved performance management in schools;
- (iii) enhanced school-based teacher quality reforms;
- (iv) recognition and reward for quality teaching;
- (v) national consistency in teacher registration and certification;
- (vi) national accreditation of teacher education courses; and
- (vii) joint engagement with higher education, to provide improved pre-service teacher education and new pathways into teaching.



# Considerations for National Implementation

A guiding fundamental principle of Implementation is utility, with particular regard to [information dissemination](#).

The implementation of Career-based professional Standards is a significant national reform that requires change from an entire profession.

The implementation of the PPST will not take place in isolation, but in distinct, well-established jurisdictional systems with existing approaches to and understandings of teacher quality.





# Long-term Focus for DepEd

Professional Learning

Support Materials and Resources

Probation period? and teacher induction

Performance and Development: RPMS, COT and Self Assessment

Accreditation of TEI programs and pre-service teachers

Improved, and relevant to K to 12, LET

Registration: Career Stage 2



Optional Certification: Career Stages 3 and 4



# Teacher Policies (1)

Many aspects of teacher policies will need to be **re-considered**; this rethinking of teacher policies, includes:

- ✓ how to optimize the pool of individuals from which teacher candidates are drawn;
- ✓ recruiting systems and the ways in which staff are selected;
- ✓ the kind of initial education recruits obtain before they start their job;
- ✓ how initial teacher education students are monitored and inducted into their service;



## Teacher Policies (2)

Many aspects of teacher policies need to be re-considered; this rethinking of teacher policies includes:

- ✓ the continuing education and support teachers receive;
- ✓ how teacher compensation is structured;
- ✓ how the performance of struggling teachers is improved; and
- ✓ how the best performing (quality) teachers are given opportunities to acquire more status and responsibility.



# Professional Standards Implementation Strategy

**Rationale:** To further Professionalize education in the Philippines through embedding the *Philippine Professional Standards for Teachers* within policy, processes, practices and high-quality resources at all stages of the teacher's career life-cycle to achieve sustainable improvements in teacher quality and enhance student learning outcomes.



# Teacher Career Life Cycle based on PPST

*Pre-service Teacher Training (TEI)*

*Entry into the Profession*

*Professional Growth*

*Performance Management*

*Recognition and Rewards*



# Teacher Preparation

**Goal:** Attract high quality candidates and achieve national consistency in the provision of world-class teacher preparation programs which equip pre-service teachers with the values, knowledge and skills to enter the teaching profession committed to making a difference to learners.

## **Actions:**

- Rigorous selection criteria?
- Accreditation of qualifications and programs
- PPST – based curriculum
- TEI-School partnership agreements
- Field experience practicum (strengthened & lengthened)
- Collaborative evaluation of field experience practicum
- Pre-service Teacher Mentor training (TEI- and school-based)



# Entry into the Profession

**Goal:** Provide comprehensive support and training to novice teachers in developing proficiency in practice and professionalism, accompanied with rigorous assessment to ensure high quality teachers meet licensing requirements and are granted entry into the profession.

## **Actions:**

- Teacher Induction Program
- Mentoring Program
- Professional Licensing (LET) including valid and reliable TEI teacher assessment
- Training on assessing Beginning Teacher performance for school leaders and education supervisors
- Newly qualified teacher placement policy



# Professional Learning

**Goal:** Create a learning culture within schools and the system to enhance ongoing professional growth and the establishment of collegial professional learning communities and networks.

## **Actions:**

- PPST-referenced professional learning
- Needs-based training
- Establishment of *Learning Culture* in schools
- Accreditation of professional learning programs and providers
- Monitoring and evaluating of quality and effectiveness of training
- Evaluation of impact of application of professional learning on teacher practice and student outcomes
- Establishment of professional learning networks





# Performance Evaluation

**Goal:** Build a valid and effective structure for appraising, developing and improving teaching practice through creating a culture of professional accountability, as well as recognising the entitlement of teachers to meaningful feedback and support.

## **Actions:**

- Annual teacher performance and development evaluation based on PPST
- Requirements for developmental feedback
- Recognition and incentives for high performance
- Regulation of under-performance



# Career Advancement and Recognition

**Goal:** Recognize and reward quality teaching through a reliable system of identification of excellent practitioners who contribute to the enhancement of the profession.

## **Actions:**

- Licensing at the higher Career Stages (3 and 4) of the PPST
- Leader identification programs
- Recognition and incentives
- Alignment between advanced licensing and qualifications
- Promotion pathways
- Assessor development program



# Now to Implementation



# A Question

**What would we look for if we were to review the Implementation of PPST in a few years and to see if it was effective?**

**Consider an outcomes approach!**



# Identified Criteria for Successful Implementation

Criteria	Explanation
Knowledge	Stakeholders' level of knowledge about the Standards and how they should be implemented.
Alignment	Alignment of existing policies and processes to support implementation.
Support and Leadership	Level of support from policymakers, organisations and schools for the implementation of the Standards; including leadership commitment from each of these groups
Communication and Language	Standard communication models and standard language used by all stakeholders when discussing the Standards.
Teacher Engagement and Practice	Ensuring the Standards are guiding the everyday practice, performance and professional development of all teachers.
Stakeholder Engagement	Stakeholders' engaged throughout the implementation.



A key definition of the success of standards in its implementation will be the **‘embeddedness’** of PPST in the school setting.



# Factors to bring about Change

**Main factors in Creating change using Standards in the short-term is about Teacher –**

Knowledge of the Philippine Professional Standards

**Note:** Prior use of 'Standards' (features + and –)

Positive attitude towards implementing PPST

Ways to Implement PPST

The model illustrates high-level knowledge combined with prior experience using 'standards' is likely to result in a positive attitude towards the Standards, which will then increase the intention to implement the Standards in the near future..



# Considerations (1)

**Increasing teacher knowledge** In order for the Standards to be implemented in a school setting it is essential to consider ways to build knowledge of the Standards among the population of teachers.

## **Promoting teacher understanding**

The next stage of implementation needs to focus on converting this knowledge into positive attitudes and actual use of the Standards, with a focus on use in the classroom. Strategies such as networked learning and exemplars of best practice could be utilised as a way to promote understanding and use of the Standards amongst teachers.





## Considerations (2)

### **Extending knowledge and use of Standards**

Existing grassroots networks could be used to engage teachers in localised implementation experiences and thus enhance their capacity and knowledge to implement the Standards in their own setting.

### **Providing models of exemplars and best practices**

The continued development of exemplars that are localised, relevant and illustrate best practice needs to occur. These also need to be communicated and promoted amongst educators across the Philippines, to enable the profession to understand what implementation 'looks like' in their context.



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# Conclusion

A comprehensive implementation strategy is the means by which PPST can become embedded in everyday teacher practice.

This significantly enhances the contribution of teacher standards to sustainable system-wide improvements in teacher quality and subsequent improvements in student outcomes.

Our goal is to increase the potential of the standards becoming embedded in daily practice, comprehensively across the whole system in order to achieve sustainable change.



# Conclusion

Broad agreement was found across stakeholder groups regarding the importance of the teacher standards in improving the quality of teaching and therefore the outcomes of students.

There is a powerful willingness and enthusiasm from all levels of the education system to collaborate in a nationally aligned and coherent approach to the implementation of the Philippine Professional Standards for Teachers.

