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## PREFACE

This book is about the teaching profession. The teaching profession is as old as life itself as it is an integral part of everyday life. In ancient times, parents, elders, and leaders served as teachers. These people are driven by a deep passion and a great sense of mission to serve humanity by giving their lives, services, talents, skills, and wisdom to help individuals have a dignified life and discover the secrets of the universe. Every human being considers a noble task to impart knowledge; share experiences; and guide, advise, teach, train, and mold the character of an individual.

In this second edition, the book has been updated to cover the new Professional Standards for Teachers in the Philippines and some legal bases that have implications to teacher education and to teaching as a profession. The contents of this book are aligned with the teaching competencies specified in the new teacher education curriculum, CMO Nos. 74, 75, 76, 77, Series of 2017, prescribed by the Commission on Higher Education.

This book also applies the principles of Outcomes-based Education (OBE), ensuring that all pre-service teachers in Teacher Education Institutions\* (TEI) understand and appreciate the teaching profession. This book provides contents and learning experiences that are:

- **Practice-oriented** – It allows every pre-service teachers to understand and appreciate the teaching profession. It provides critical questions that enable teachers and student teachers to reflect on different issues and challenges in education, especially in the teaching profession.
- **Theory-based** – The experiences of teachers are validated, confirmed, and supported by educational theories and studies conducted on the teaching profession.
- **Research-based** – Much of what is written in the first three chapters are taken from a research conducted by the author among Filipino teachers.
- **Filipino in Perspective** – This book aims to develop excellent Filipino teachers imbued with a strong passion and a deep sense of mission to serve the country by helping shape the minds and characters of Filipino learners.

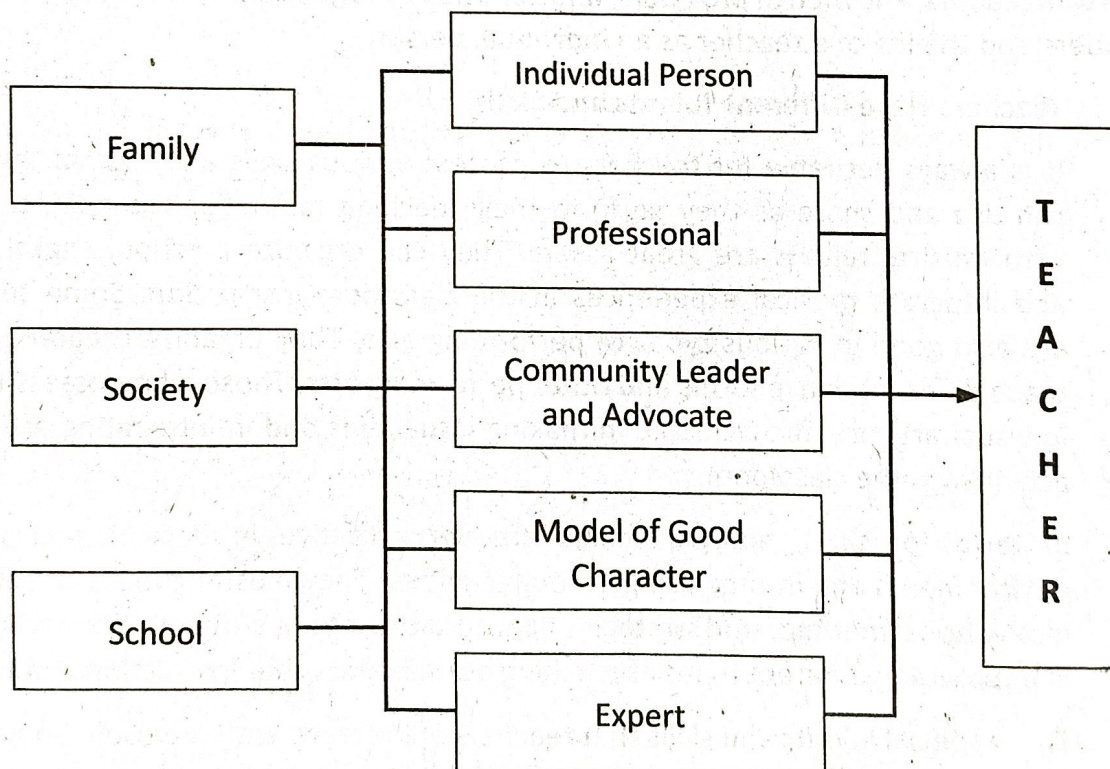
This book is a gift to all Filipino youth who wish to dedicate their lives to teach and touch lives.

THE AUTHOR

## *The Teacher as a Person in the Society*

The particular focus of this chapter is to explore significant literatures and theories in understanding the personal traits and values as well as important needs, rights, and roles of teachers in the society. The chapter includes activities that will provide good insights and perspectives about the human side of the teaching profession. It allows us to critically reflect on relevant practices and issues of teachers. These will help us gain better understanding and embrace our calling as teachers. The objectives of this chapter are the following:

- Identify several roles performed by teachers in the society
- Discuss the values of teachers as community leaders
- Appreciate the role of teachers in the society



The key to understanding the teaching profession is to know the personal and professional lives of teachers. First, it is important for us to understand that teachers are products of the family where they belong. The family values and the home environment that shaped their beliefs, character, and personal values are reflected in their personality, values, and personal philosophy. Second, we need to recognize that teachers are also shaped by the society where they live. The society's culture, values, norms, religion, and environment are influential in

shaping their life as an individual and a professional. Teachers are servant leaders in their own community. They are beacons of light to all people whom they encounter. Third, it is already a fact that the schools they attended are also contributory to the development of their expertise, talents, knowledge, skills, and educational philosophy.

#### A. The Teacher as an Individual Person

Understanding the Teaching Profession requires deeper appreciation of the lives of teachers as individuals in society. Teachers are given high regard in society for the multiple roles they perform aside from teaching. As society becomes more complex and its values become more pluralistic, the areas of responsibility for teachers become wider (Pelletier, 2004). Hence, teacher education institutions (TEIs) should embrace the challenge of preparing teachers who will soon carry the task of preparing the young generation to meet the different challenges brought by an ever-changing world. This will prepare them to become effective professionals in all tasks in various communities where they will be assigned to serve.

Cohen, Manion, and Morrison (1996) pointed out that teaching is more than just a simple job. Some people, especially those who choose it to be their profession, regard teaching as a higher calling and a commitment to make positive changes in society and in the lives of all people they teach. Teachers are modern heroes and heroines. They are servant leaders, knowledge providers, and community organizers. It is then important to understand the life of a teacher as an individual person.

##### 1. Teachers Have Different Talents and Skills

It is always desirable for teachers to possess various skills and talents that they can use and share as they perform their teaching tasks. For example, teachers with musical talents are great assets. They can organize a school choral group and integrate musical experiences in the classroom instruction. Some teachers are also good in various types of performing arts. They organize theater groups, teach different dance forms and other performing arts. Those who possess talents in visual arts are also valuable in making visual aids and in integrating art-driven activities in the classroom.

In terms of skills, many teachers are very creative in designing classroom environments and in organizing school activities. They master the art of selecting instructional methods and strategies appropriate for their students. They are skillful in improvising different types of teaching devices and other instructional materials.

These special talents and skills that teachers are blessed with are useful in fulfilling their noble task of molding the minds and character of future generations of leaders, professionals, and responsible citizens. A creative way to describe the talents and skills of a teacher is a simple written piece about "The Body Parts of a Teacher."

- a. Brain – to always think critically and creatively
- b. Eyes – to see the individual needs, strength, and nature of each student



## 2. Teachers Have Different Needs

Teachers have needs to be fulfilled every day. They have emotional, social, spiritual, physical, and economic needs, but many times, their call to duty make them set aside their individual needs.

During the night and weekends, teachers are still obliged to make their lesson plans, check papers, and accomplish other school forms and reports, among other things. Hence, they end up sacrificing their own needs in order to serve. It must be known, however, that teachers need time to relax, rest, and enjoy with their families.

*Teachers have economic needs.* In television and newspapers, we hear about teachers joining rallies to increase their salaries and to fight for their rights. This is because the salary they receive is not tantamount to the enormous tasks they have to do inside and outside school. While teaching is not a profession that will make someone rich, teachers also need money to sustain their daily needs and to feed their own families.

*Teachers need security and justice.* Some teachers suffer from the perils of injustice. Some are victims of kidnapping by lawless groups while some are victims of school officials, too. At times, they are forced to buy products sold by their superiors or buy gifts for them during Christmas and birthdays. Their promotions are sometimes tainted by giving lavish gifts and other favors to their superiors rather than by the merit of their performance. Teachers need to be free from all the stress of school politics.

*Teachers need to be recognized and appreciated to boost their morale and self-esteem.* This does not mean they want appreciation for the services they render. It only means that people must be more understanding of the life and duty of a teacher. The school should provide them with a nurturing environment that allows individual and professional growth. The school should also recognize the outstanding works and commitments of teachers. Given these, the best reward for a teacher, however, is to see his/her former students succeed in their profession.

*Teachers need spiritual support.* The tasks of a teacher are heavy to bear considering all the demands of their job and all the unnecessary stress they experience. Every day, they are molding the minds of the next generation's leaders and citizens. In doing these tasks, teachers need some form of spiritual guidance and inspiration regardless of their religion.

*Teachers need role clarity.* Another recurring need of teachers has been to identify the various roles he/she has to perform, to explore how clear the expectations for each role are (role clarity), and to understand possible tensions between different roles (role conflict). Often times, many teachers are surprised about the roles, duties, and expectations they have to perform inside and outside the classroom. These tasks range from teaching, serving as role models, and dealing with various individuals and social institutions.



### 3. Teachers Have Individual Rights

All human beings are entitled to enjoy specific rights. These human rights are enshrined in the United Nations Universal Declaration of Human Rights and in Article III of the 1987 Philippine Constitution. As an individual, every teacher is entitled to enjoy all human rights identified by the state.

In their work, labor laws ensure that their employers give their privileges and fair treatment in doing their duties. Their status as employees is protected by a system granting them permanency status or tenure. The Manual of Regulations for Private School Teachers and the Magna Carta for Public School Teachers also guarantee that all teachers enjoy their rights and ensure justice in the conduct of their duties as professionals. They are free to organize or join any professional organizations that will help them grow professionally. They enjoy freedom of expression that guarantees their voices and opinions to be heard and respected. For tertiary faculty members, they enjoy academic freedom that enables them to do research and publish their scholarly works and opinions. The rights of professional teachers specified by R.A. 232, R.A. 7836, and the Code of Ethics for Professional Teachers are further discussed in the last chapter of this book.

Often times, teachers are also among the most common victims of human rights violations. It is unfortunate that some teachers are victims of unfair labor practices and abuse of authority by some school officials. Teachers from conflict areas are also victims of kidnapping and other forms of abuses.

As individuals, teachers have the right to enjoy a dignified life. A life that is free from any forms of threat and danger. They are entitled to be protected by the state from any form of lawlessness. Article XIII Section 1 to Section 3 of the Philippine Constitution enshrine the commitment of the state to ensure social justice, human rights, and labor rights of each individual that includes teachers.

**Critical Questions: Reflect and write your answer to the following questions:**

1. **Examine the Bill of Rights in Article III of the 1987 Philippine Constitution. Do you think all teachers are enjoying their rights as citizens?**
2. **What is your opinion about teachers joining anti-government rallies?**
3. **How do we encourage teachers to become human rights advocates in their communities?**

## B. The Teacher as a Professional

By virtue of Republic Act 7836, amended by Republic Act 9293, teaching was professionalized and thereby requiring teachers to take the Licensure Exam for Teachers (LET). As professionals, teachers are bound to perform specific duties to the society specially to schools and students guided by a professional code of ethics.

Teaching is always regarded as a vocation by many people. However, the government deemed it necessary to recognize teaching as a profession giving the highest regard to teachers as professionals. This does not in anyway make teaching a profession or a job to earn money but it enables us to regard teaching in a grand manner, a noble profession for individuals who are willing to dedicate their lives and services in the development of future citizens and leaders of the country.

The following are the 7 R's that professional teachers need to do and to learn as professionals.

- **Remember** to perform your duties with high degree of professionalism. A teacher should not allow his or her integrity to be destroyed due to personal greed and bad politics. Teachers should avoid cheating their students' grades and practice favoritism in their classes.
- **Respond** to the needs of each student with utmost level of concern to the welfare and well-being of each student.
- **Recognize** that as professionals, you must continuously seek professional career advancements through joining professional associations, attending continuing education activities for teachers, and doing graduate studies.
- **Reawaken** your passion and sense of mission to serve all types of learners regardless of their religion, socio-economic status, gender, race, intellectual ability, and learning modalities.
- **Renew** your commitment to help each learner to learn in order to have a better future. A teacher must believe that each learner can have a good future if he/she equips each learner with the right knowledge and skills that each learner may use in the future.
- **Re-evaluate** your attitudes towards students and your work ethics.
- **Relearn, learn, and unlearn** many things to keep you updated with new knowledge and information. A teacher must be always active in the business of life-long learning.

Currently, there are also few teachers who are not behaving professionally. There are teachers who are facing legal cases for sexual harassment and other forms of abuses against students. There are also some who receive money in order to give honors and other awards to undeserving students. There are news of teachers trying to buy their tenure and promotions by giving gifts and other forms of favors to education officials. We witness some news of teachers who are involved in extra-marital relationships. There is also a general observation that

some teachers have very low content knowledge in the subjects they are teaching. These acts deconsecrate teaching as a noble profession.

Amidst these frustrating facts, still there are many Filipino teachers who are doing their best to live as outstanding professionals and citizens. A number of teachers in various levels are recipients of various awards and recognitions such as the Metro Bank Award for Outstanding Teachers, the Central Bank Guro ng Pag-asa Award, and other awards from various institutions of the society.

There are also many unsung heroes and heroines among the teaching population especially those who are assigned to teach in local and indigenous communities. These teachers are the volunteer and mobile teachers who have dedicated their lives in order to help students learn and develop. Many of them are dedicated and committed in performing their sacred duty to help students become functionally literate and be responsible citizens.

**Critical Questions: Reflect and write your answers to the following questions:**

- 1. Looking at the triumphs and failures of teachers today, do you think that teaching is still the noblest profession? Explain your answer.**
- 2. What are the things that should be improved in the professional life of teachers?**
- 3. Interview a model professional teacher in your school. What made him/her an outstanding professional?**

### **C. The Teacher as a Community Leader and Social Advocate**

Educators play an important role in the development of people and communities. Jan and Ed Philpot (1994) concretized this idea by encouraging a stronger link between home, school, and community through effective programs developed and implemented by teachers. The life of a teacher is neither confined in the four corners of the classroom nor limited inside the school campus for a teacher is an active leader in the community.

Teachers always take leadership roles in their communities especially in activities and projects related to the education and welfare of young children. They also provide leadership roles in various cultural development programs in their communities. Finally, teachers provide technical and professional assistance in the local communities where they belong.

To illustrate these, know that in many local government units especially in the barangay, teachers are part of the local community's Committee on Child Protection, Education and Welfare. They help the community in implementing certain provisions of Republic Act 7610 known as the "Special Protection of Children Against Abuse, Exploitation, and Discrimination Act." They represent the local schools in their area to develop an education plan and welfare programs for young children protected under this law.

Furthermore, teachers give advice on education matters and they serve as leaders and organizers of community activities for children, women, and youth. PE teachers serve as coaches to sports events and teaching cultural presentations like songs and dances. Some teachers serve as judges to competitions while others are elected as officers to community-based organizations. Teachers are always active in performing many leadership roles in the community where they belong.

Teachers also serve as advocates for quality education, protection and welfare of children and youth, promotion of literacy, human rights, wellness and health, justice, and many other concerns. They support free and honest elections, they help people understand the effects of irresponsible use of resources, and they advocate values formation in the community. In many places, we see teachers as freedom fighters organizing various members of the community to sustain the dignity of life.

**Critical Questions: Reflect and write your answers to the following questions:**

- 1. How can we engage teachers to be good community leaders?**
- 2. What forms of advocacies should a teacher participate in the community?**
- 3. Can you identify teachers who are good community leaders and advocates? Set an interview with them. What are the things they do to serve in the community?**

#### D. The Teacher as a Model of Good Character

Since ancient times, teachers are recognized as exemplars of good character, attitude, and values. They are keepers of values and traditions of different cultures around the world. Many people consider them as prophets, spiritual leaders, and great mentors. For Christians, Jesus is the perfect kind of teacher and leader to emulate. For the Chinese, the teachings and values of Confucius are always put in a very high regard. The Prophet Muhammad is also the most influential teacher-leader for the Muslims. The life and teachings of Buddha are also very influential among the Buddhists. Plato and Aristotle are regarded as great teachers during their time in Greece. These model teachers used their good nature and character to influence people. They stand on their principles and beliefs, and they faithfully perform their duties at all times.

Currently, we still see many teachers exemplifying good values and character. In the international scene, we see that many Nobel Laureates and Pulitzer Award Winners are teachers in higher education. In the Philippines, some of the recipients of Ten Outstanding Young Men (TOYM) and Ten Outstanding Women in Nation's Service (TOWNS) are also teachers. Every year, we hear news about outstanding teachers from basic education to tertiary education levels.

There are also many teachers who are exemplars of good character who remain doing their duties with humility and excellence. They may have neither received any award nor recognition but still have excelled in their fields. They continuously influence the lives of many students who came to learn under their care and they extend their time to teach and touch the lives of their learners. They are good mentors and they are dedicated professionals who work not for an award or recognition but for their passion to touch the lives and to shape the future of their learners.

In many places, we also hear and read stories of successful individuals attributing their successes in life due to the influence and nurturing character of great teachers. This simply shows that amidst the ups and downs of teacher qualities, the society has never stopped producing great teachers who continue to serve as models and molders for students across generations.

**Critical Questions: Reflect and write your answers to the following questions:**

1. **What are the problems and issues related to teachers' character and behavior that you are aware of?**
2. **What are the factors that influence the values system and character of teachers today?**
3. **Who among your former teachers have greatly influenced you to become a teacher? How?**

## E. The Teacher as an Expert

Since ancient times, teachers are recognized as sources of wisdom and information in every society. Aside from teaching, they serve as guides, counselors, judges, and spiritual leaders in the society. Through the knowledge they share, they attract attention from many students and individuals. They are given prominent positions in royal courts, giving expert opinions and advise to kings and other community leaders. They enjoy political influence in every community where they belong in the history of mankind.

Though teachers no longer hold any political power today, still, there are many teachers who are known experts in many fields and disciplines. Their ideas penetrated all aspects of life through the wisdom, knowledge, values, and skills they shared to their students who became leaders and citizens in all generations.

The need for teachers to be experts in various fields in the academe serves the purpose to prepare students to respond to myriad of challenges brought by the 21st Century. Shulman (1987) tried to organize important domains of knowledge that are important for teachers:

1. **Knowledge in content** – Teachers should know the subject matter they teach.
2. **Pedagogical content knowledge** – It represents a perfect blend of content and pedagogy into a framework for understanding how subjects, topics, and lessons are organized into instruction. It simply means teachers should master the subject they are teaching and they should know how to teach it effectively.
3. **Knowledge about learners** – This is the idea of the different learning styles, thinking styles, and educational needs of the learners.
4. **General pedagogical knowledge** – This includes general theories and principles of teaching. In addition, these are general pedagogical principles that are applicable to any classroom situation and in any teaching and learning context.
5. **Knowledge of educational contexts** – Educational context may focus on the cultural, economic, political, and education context that shape and influence education.
6. **Curriculum knowledge** – This is about the knowledge of innovations, curriculum designs, curriculum materials, assessment, and the curriculum process.
7. **Knowledge of educational ends, purposes, and values** – This is the understanding of the principles, theories, and purposes of education to have deep appreciation of the enduring values of education.

Teachers play an important role in the total educational system of any country. The expertise of teachers in content and in pedagogy is contributory to their immense task of molding the mind and character of every individual person who become their students. The knowledge they instilled in the minds of their students will always be useful and relevant in everyday life. As experts in different areas, teachers need to possess the 4 C's.

- **Creativity** – a cognitive ability to think outside the box, to develop new ideas, to possess outstanding talent, and to lead effectively. It is also a capacity to innovate.
- **Critical Thinking** – a cognitive ability and capacity to think critically in solving problems, making decisions, and in processing ideas.
- **Commitment** – a passion to make a difference in the lives of each learner.
- **Character** – an exemplar of positive values.

**Critical Questions: Reflect and write your answer to the following questions:**

1. How can we help develop expert teachers?
2. What are the factors that have contributed to the mediocrity of teaching profession in the Philippines?
3. Identify an expert teacher. Set an interview with him or her. What made him/her as an expert teacher? What lessons can be learned from his or her life as an expert teacher?

## Remember this: Teacher's Reflection

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*A teacher affects eternity; he can never tell where his influence stops.*

- Henry Adams

- Teaching is a mission that requires creativity, commitment, and great passion.
- Teaching will remain to be the noblest profession in the history of humankind.
- Great men and women whose names are written in history are products of great teachers.
- Teachers are models of positive values and professionalism.
- Teachers need to develop content and pedagogical expertise in order to perform effectively in various tasks assigned to them.
- Teachers are social advocates in the community where they belong.
- Teachers are community leaders.
- Teachers need to possess professional and personal integrity.