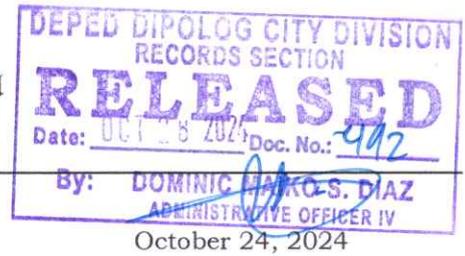




Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DIPOLOG CITY



Division Memorandum
No. 492 s. 2024

ONGOING REVIEW OF PRE-SERVICE TEACHER EDUCATION CURRICULUM AND PARTICIPATION IN THE NATIONAL SURVEY AND FOCAL GROUP DISCUSSIONS (FGDs)

TO: Assistant Schools Division Superintendent
Chiefs- CID and SGOD
All Education Program Supervisors
All Public Schools District Supervisors
All Public Elementary and Secondary School Heads/Principals
All Others Concerned
This Division

1. Consistent with DepEd Memorandum (DM)- TECSOED-2024-002 dated October 18, 2024, entitled, **“Information On the Ongoing Review of Pre-Service Teacher Education Curriculum and Request for Review through Participation in the National Survey and Focus Group Discussions”**, the Teacher Education Council (TEC) conduct the pre-teacher education curriculum review during its 3rd Quarterly Meeting (QM) on October 9, 2024.
2. This initiative is pursuant to Republic Act 11713 or the Excellence in Teacher Education Act, where TEC is mandated to “set and mandate basic requirements for teacher education program, monitor and quality assure compliance to ensure strong and transparent link between the outcomes of teacher education program and the professional standards for teachers and school heads, research and international best practices.
3. In this regard, the TEC through SDO-Dipolog City launched initiative/activity, a **National Survey** which aims to solicit collective perspectives regarding the pre-service teacher education curriculum in the country. It is requested then, that various stakeholders including in-service teachers, school heads, teachers, students and parents engage on the ongoing curriculum review survey by accessing to this link: **www.tinyurl.com/TECCurriculumReview**
4. It is also requested that all supervisors (PSDSs and EPS), school heads with their selected teachers (at least 10), master teachers and senior high school students (at your own preference #) participate in any of the Focus Group Discussions (FGDs) on October 29, 30 and November 4, 2024, from 5:00PM to 6:30PM via Zoom. The credentials can be found below:

Link: <https://tinyurl.com/TECfgd2024>
Meeting ID: 983 7159 9272
Passcode: TECfgd



Address: Purok Farmers, Olingan, Dipolog City
Email: dipolog.city@deped.gov.ph
Website: www.depeddipolog.net
Facebook: DepEd Tayo – Division of Dipolog City



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5. For further information please see attached documents and for any concerns, please coordinate with EPS Monina R. Antiquina- Division Pre-Service Teachers Focal Person @ 09495686337 and email: monina.antiquina@deped.gov.ph

6. Immediate dissemination of this Memorandum is desired.

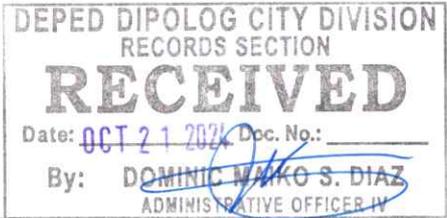

MA. LIZA R. TABILON, EdD CESO V
Schools Division Superintendent



Address: Purok Farmers, Olingan, Dipolog City
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Department of Education
TEACHER EDUCATION COUNCIL SECRETARIAT



MEMORANDUM
DM-TECSOED-2024-002

FOR : **REGIONAL DIRECTORS**
Regions I, II, III, IV-CALABARZON, IV-MIMAROPA
V, VI, VII, VIII, IX, X, XI, XII, NCR, CAR, CARAGA

FROM : 
JENNIE V. JOCSON, PhD
Executive Director V
Teacher Education Council Secretariat

SUBJECT : **INFORMATION ON THE ONGOING REVIEW OF PRE-SERVICE
TEACHER EDUCATION CURRICULUM & REQUEST FOR
REVIEW THROUGH PARTICIPATION IN THE NATIONAL
SURVEY & FOCUS GROUP DISCUSSIONS**

DATE : October 18, 2024

1. The Teacher Education Council (TEC) officially approved the conduct of the pre-service teacher education curriculum review during its 3rd Quarterly Meeting (QM) on October 9, 2024.
2. This initiative is pursuant to the Republic Act 11713, or the *Excellence in Teacher Education Act*, where the TEC is mandated to “**set and mandate basic requirements for teacher education programs, monitor and quality assure compliance therewith** to ensure a strong and transparent link between the outcomes of teacher education programs and the professional standards for teachers and school leaders, research, and international best practices. It shall likewise ensure that such minimum requirements are implemented by the CHED” (Section 8, c).
3. In this regard, the **information on the plans for pre-service teacher education curriculum** as presented during the TEC 3rd QM is provided for your reference (*see Annex A*).
4. In this regard, the TEC has launched initiatives/activities for this purpose. One of them is the **national survey** that aims to solicit the collective perspectives of various stakeholders, including **in-service teachers, school leaders, students and parents’ opinions**, regarding the pre-service teacher education curriculum in the country. **It is requested that this survey be disseminated within your jurisdiction to engage your stakeholders in the ongoing curriculum review by sharing through your official platforms.** The **link to the survey** can be accessed here: www.tinyurl.com/TECurriculumReview



2nd Floor, Rm. 229, Mabini Building, DepEd Complex,
Meralco Ave., Pasig City 1600
Telephone Nos.: 8638 - 6172
Email Address: tec@deped.gov.ph

Doc. Ref. Code	PAWIM-F-018	Rev	00
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5. It is also requested that you and your select teachers, master teachers, school heads, supervisors, and senior high school students within your jurisdiction participate in any of our **focus group discussions (FGDs)** on **October 29, 30, and November 4, 2024, from 5:00PM to 6:30PM**, via Zoom. The credentials can be found below:

Link: <https://tinyurl.com/TECfgd2024>

Meeting ID: 983 7159 9272

Passcode: TECfgd

Some of the FGD questions are found in *Annex B*.

6. For any concerns, please coordinate with TEC Secretariat Executive Assistant IV, Ms. Donnadette Belza, through email at tec@deped.gov.ph and/or telephone number (02) 8638-6172.
7. Immediate dissemination of this Memorandum is desired.

cc: ATTY. REVSEE A. ESCOBEDO
Undersecretary, Field Operations



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ANNEX A
Information on the TEC Pre-service Teacher Education Curriculum Review

A. Background information



Based on **RA 11713, Section 8, c**, the Teacher Education Council is mandated to:

"set and mandate basic requirements for teacher education programs, monitor and quality assure compliance therewith to ensure a strong and transparent link between the outcomes of teacher education programs and the professional standards for teachers and school leaders, research, and international best practices. It shall likewise ensure that such minimum requirements are implemented by the CHED."

(emphasis supplied)

RA 11713 mandates the Council to issue the minimum requirements for teacher education programs.



**Drivers that compel the review
of pre-service teacher education curriculum**

National directions for education	National laws affecting curriculum development in teacher education	Issues in basic education and teacher-subject mismatch	Strengthening of the Senior High School (SHS) curriculum	Evaluation of the impact of the global pandemic on education	Global trends in teacher education
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There are about six (6) drivers that compel the review of the curriculum.

- 1. National directions for education**
 - Portion of this involves the strengthening of Technical-Vocational Education and Training (TVET) which impact training pre-service teachers imbued with practical training to support the new directions.
- 2. National laws affecting the curriculum development in teacher education**
 - Teacher training, regardless of specialization, must be able to address the requirements of the new laws such as, but not limited to:



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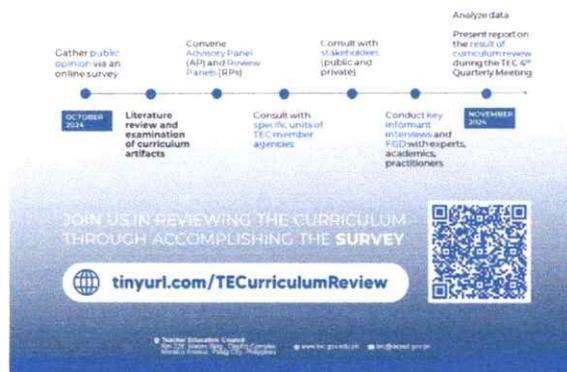
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- RA 11476 or the GMRC and Values Education Act
 - RA 11650 or the Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act
 - RA 11106 or The Filipino Sign Language Act
 - RA 11510 or the Alternative Learning System Act
3. **Issues in basic education and teacher-subject mismatch**
 - Issues draws attention to the existing hiring policy of DepEd wherein subject assignment is not declared in job posting. There is also a need to align the specializations offered in college/universities to the needs of education.
 4. **Strengthening the SHS curriculum**
 - Pre-service curriculum should develop teachers who can teach the proposed new courses in Senior High School (SHS).
 5. **Evaluation of the impact of the global pandemic on education**
 - The preservice curriculum is now required to support teachers' flexibility to adapt to challenges and build on the fundamental needs of the students.
 6. **Global trends in teacher education**
 - The pre-service teacher education curriculum is expected to have more practice-based component to support experiential learning. The teacher-educators in TEIs will also be expected to develop a robust mentoring program which shall be complemented in the basic education side for mentoring pre-service teachers in their practicum.

B. Pre-service teacher education curriculum review design and timeline



PRE-SERVICE TEACHER EDUCATION CURRICULUM REVIEW



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ANNEX B

Some of the FGD questions for the pre-service teacher education curriculum review

1. What is your view of an effective teacher?
2. How do you see the collaborations between DepEd public schools and teacher education institutions (TEIs) happening in terms of the practice teaching of pre-service teachers?
3. How should the pre-service teachers prepared before they go to practice teaching?
4. What other types of immersion to actual teaching do you think pre-service teachers need?
5. How should DepEd schools and teachers who handle practicum students be supported by the TEIs?



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