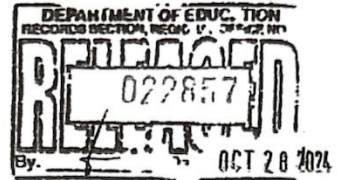




Republic of the Philippines
Department of Education
 REGION I

2410-2092



REGIONAL MEMORANDUM

No. 1407 s. 2024

**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**

To: Schools Division Superintendents
 Assistant Schools Division Superintendents
 Pre-Service Teachers Focal Persons
 Supervisors, School Heads, Master Teachers
 Select Senior High School Students
 All Others Concerned

1. The Teacher Education Council (TEC) issued Memorandum DM-TECSOED-2024-002 dated October 18, 2024, 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.
2. The link to the survey can be accessed via www.tinyurl.com/TECCurriculumReview. Select teachers, master teachers, school heads, supervisors, and senior high school students for focus group discussions (FGDs) on October 29, 30, and November 4, 2024, from 5:00 PM to 6:30 PM via Zoom.
 Link: <https://tinyurl.com/TECfgd2024>
 Meeting ID: 98371599272
 Passcode: TECfgd
3. Attached is the Memorandum from the Office of the Executive Secretary V of the Teacher Education Council Secretariat for reference.
4. Immediate dissemination of this Memorandum is desired.

TOLENTINO G. AQUINO
 Director IV

Encl.: None
 Reference: None
 To be indicated in the Perpetual Index
 Under the following subjects:

TEACHER EDUCATION COUNCIL
 PRE-SERVICE TEACHERS
 CURRICULUM

FTAD/rgm/RM_ReviewPreServiceTeachers
 October 22, 2024

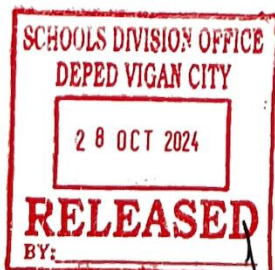


October 28, 2024

**TO: Assistant Schools Division Superintendent
 Chiefs of Division (SGOD and CID)
 Public and Private Elementary and Secondary School Heads**

For information and guidance. Attention is invited to paragraph 2 of this Regional Memorandum.

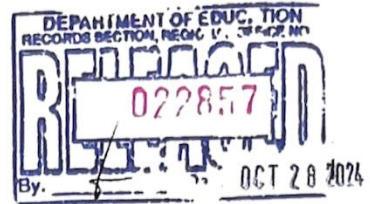
VILMA D. ZEDA, CESO V
 Schools Division Superintendent





Republic of the Philippines
Department of Education
 REGION I

2410-2097



REGIONAL MEMORANDUM

No. 1407 s. 2024

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 EDUCATION CURRICULUM AND REQUEST FOR REVIEW THROUGH
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TOLENTINO G. AQUINO
 Director IV *us*

Encl.: None
 Reference: None
 To be indicated in the Perpetual Index
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FTAD/rgm/RM_ReviewPreServiceTeachers
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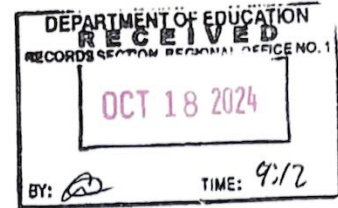
Flores St., Catbangen, City of San Fernando, La Union
 Telephone Nos. (072) 607-6137/682-2324

[f](https://www.facebook.com/DepEdRegionI) DepEd Region I [M](mailto:region1@deped.gov.ph) region1@deped.gov.ph www.depedroi.com



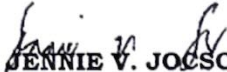


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Department of Education
 TEACHER EDUCATION COUNCIL SECRETARIAT



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/TECCurriculumReview**



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 Meralco Ave., Pasig City 1600
 Telephone Nos : 8638 – 6172
 Email Address: tec@deped.gov.ph

Doc. Ref. Code	PAWIM-F-018	Rev	00
Effectivity	09.20.21	Page	1 of 5





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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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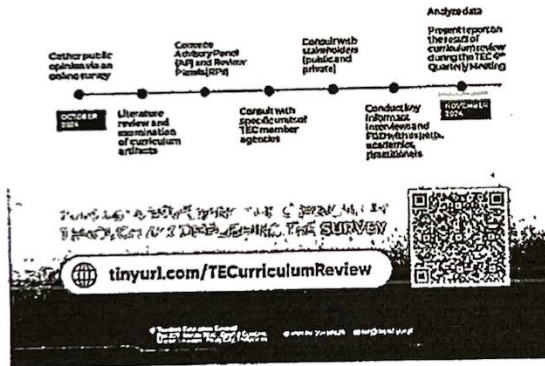
TEACHER EDUCATION COUNCIL SECRETARIAT

- 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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Effectivity	09.20.21	Page	5 of 5





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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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