

Establishing Expanded Career Pathways: Innovations and Initiatives of the Department of Education (DepEd)

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OBJECTIVES

- **To understand the Expanded Career Progression For Public School Teachers**
- **To develop deeper understanding on the current initiatives of DepEd as regards recruitment and promotion**
- **To get updates on Deped's Roadmap for Career Progression**



OUTLINE OF PRESENTATION

- **Vision for Teachers' Career Progression**
- **Related Studies as Bases for Career Progression**
- **Government's Response to Teacher**
- **Career Progression System for Public School Teachers (EO 174)**
- **Where Are We Now?**
 - **Deped's 2023 Merit Selection Plan (MSP)**
 - **Guidelines on Recruitment, Selection and Appointment (RSA) in DepEd**





The Vision for Teachers' Career Progression

Our Vision for Teachers' Career Progression



No single teacher should retire at **Teacher I**.



Teachers' **career path** should allow them to remain in the classroom while advancing in stature and compensation.



Teachers should be given **career options** between classroom teaching and school administration.



Teachers' career advancement should be based on quality of teaching practice.

Our Strategy to Realize our Vision

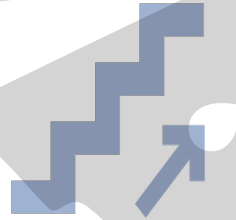
Reclassification as the **sole means for promotion**, making promotion **faster** and **self-paced**.

Create new positions in the classroom teaching career line (**Teacher IV, V, VI, VII** and **Master Teacher V**) thereby providing more opportunities for promotion in the teaching career line.

Clarify and rationalize career paths for teachers.

Teachers may choose **alternative career paths** once they reach Highly Proficient.

Uphold teacher quality standards through **competency- and merit-based** promotion/reclass.



A Review of Related Studies that Led to the Realization of the Expanded Career Progression (ECP) for Public School Teachers

DepEd teaching personnel, by position, as of October 24, 2018

	Salary Grade	Monthly basic pay, 4th tranche of SSL4 (in pesos)	Number	% distribution	Percent Female	Median age, as of Oct 24, 2018	Median number of years in service, as of Oct 24, 2018	Median age at entry to DepEd service
T I	11	20,754 - 22,829	400,062	51.4	81.3	33.2	4.4	28.8
T II	12	22,938 - 25,003	122,938	15.8	81.2	41.9	11.6	30.2
T III	13	25,232 - 27,503	197,132	25.3	84.9	44.7	15.6	29.1
MT I	18	40,637 - 44,294	38,072	4.9	84.0	49.2	23.1	26.2
MT II	19	45,269 - 50,502	15,160	1.9	83.5	51.0	25.0	26.0
MT III	20	51,155 - 57,293	27	0.0	81.5	54.7	29.3	25.4
MT IV	21	57,805 - 64,741	0	0.0	0.0	0.0	0.0	0.0
SpEdT I	14	27,755 - 30,253	2,771	0.4	90.0	40.7	11.1	29.6
SpEdT II	15	30,531 - 33,279	259	0.0	88.4	47.7	17.0	30.7
SpEdT III	16	33,584 - 36,606	367	0.0	88.3	45.0	15.3	29.7
SpEdT IV	17	36,942 - 40,267	0	0.0	0.0	0.0	0.0	0.0
SpEdT V	18	40,637 - 44,294	3	0.0	66.7	48.2	24.9	23.3
SpScT	13	25,232 - 27,503	939	0.1	57.7	22.5	1.0	21.4
Other Teachers ^{a/}	11-16	20,754 - 36,606	91	0.0	50.5	47.7	15.3	32.4
All teachers			777,821	100.0	82.4	38.3	8.6	29.7

- **92.3% of teachers occupy T1-T3 items**
- **Median no. of years in service:**
T1 – 4 yrs; T2 – 12 yrs; T3 – 16yrs; MT1 – 23 yrs; MT2 – 25 yrs

Related Studies:
Philippine Institute for Development Studies

DepEd Teacher Workforce Study

Reference: Rosario G. Manasan, Shanna Rogan and Aubrey Trinidad (2018). DepEd Teacher Workforce Study: Insights on Career Progression and Professional Development of DepEd Teachers from the PSI-POP Dataset

*Related Studies:
Save the Children*

Eight Potential Threats to Teacher Motivation in the Developing World

- Increased Workload and Challenges
- Low Remuneration and Incentives
- Low Recognition and Prestige
- Weak Accountability and Social Support
- Lack of Voice
- Few Opportunities for Career Development
- Unclear and Constant Changes to Institutional Environment
- Few or No Learning Materials and Facilities

Reference: Guajardo, Jarrett. (2011).

Teacher Motivation: Theoretical Framework, Situation Analysis of Save the Children Country Offices, and Recommended Strategies

*Related Studies:
Save the Children*

Country-specific Analysis and Recommendations: Philippines

The 2011 report found that the most critical threats to teacher motivation in the Philippines are:

1. Increased Workload and Challenges
2. Few Opportunities for Career Development
3. Unclear and Constant Changes to Institutional Environment
4. Few or No Learning Materials and Facilities

“Once threats to teacher motivation are identified and verified by additional investigation, solutions must be sought to either decrease workload or increase one or more of the seven (motivational) supports.”

*Related Studies:
SEAMEO-Innotech
and DepEd*

Teacher Motivation Study

- With teachers aiming for career movement throughout their career, **opportunities for career progression** (e.g., proposals for new, non-supervisory teacher positions) **should be made a viable option for teachers who want to focus on classroom teaching.**
- This includes revising the teacher plantilla system to provide additional career progression steps for teachers and master teachers to ensure high performing, experienced and expert teachers are retained within the system and provided with opportunities for professional growth and development.

Career Progression: Government Response to Teachers



Create more opportunities for promotion for qualified teachers.

Fact: Entry-level salary of teachers in the PH is even higher compared to its ASEAN neighbor countries*, but promotion is sluggish. Some teachers retire as Teacher I**.



Boost teacher morale, drive motivation*, and incentivize high performance through career advancement rather than across-the-board salary increase.**



Uphold teacher quality through competency- & merit-based promotion.

Reclassification based on PPST/teacher quality standards rather than credentials (proxy indicators of competence)

References:

* UIS (2011) UNESCO Bangkok (2009)

** Teacher Workload Study, Manasan & Trinidad- ADB 2019

***Guajardo, Jarrett. (2011). *Teacher Motivation: Theoretical Framework, Situation Analysis of Save the Children Country Offices, and Recommended Strategies*

MATATAG

Bansang Makabata  Batang Makabansa

MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens;

TAke steps to accelerate delivery of basic education facilities and services;

TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and

Give support to teachers to teach better.



EXPANDED CAREER PROGRESSION SYSTEM FOR PUBLIC SCHOOL TEACHERS

(Executive Order No. 174)

Executive Order No. 174



MALACAÑAN PALACE
MANILA

BY THE PRESIDENT OF THE PHILIPPINES

EXECUTIVE ORDER NO. 174

ESTABLISHING THE EXPANDED CAREER PROGRESSION SYSTEM FOR PUBLIC SCHOOL TEACHERS

WHEREAS, Section 5, Article XIV of the Constitution provides that the State shall enhance the right of teachers to professional advancement, and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment;

WHEREAS, Republic Act (RA) No. 4670 or the "Magna Carta for Public School Teachers," recognizes that the advancement in education depends on the qualifications and ability of the teaching staff, and declares it a policy of the State to promote and improve the social and economic status of public school teachers, their terms of employment and career prospects in order to attract and retain in the teaching profession more individuals with proper qualifications;

WHEREAS, Executive Order (EO) No. 500 (s. 1978) established a system of career progression and promotion for public school teachers that is focused on classroom effectiveness, and attaches a premium to advancement in stature and compensation of teachers while remaining in the classroom;

WHEREAS, the evolving character of the 21st century learners, the implementation of the K-12 Reform, and the enactment of RA No. 10968, which institutionalized the Philippine Qualifications Framework, have brought significant developments in the national educational landscape;

WHEREAS, there is a need to revise and update the system of career progression for public school teachers that is anchored on the achievement of qualifications and standards for teachers and school administrators, in order to provide more opportunities for professional growth and career advancement, and ensure that teachers are consistently motivated in providing quality education to learners;

WHEREAS, the Senate and House of Representatives Joint Resolution No. 4 (s. 2009) authorized the President to modify the existing Compensation and Position Classification System of civilian personnel; and

WHEREAS, Section 17, Article VII of the Constitution provides that the President shall have control of all executive departments, bureaus and offices;

NOW, THEREFORE, I, RODRIGO ROA DUTERTE, President of the Republic of the Philippines, by virtue of the powers vested in me by the Constitution and existing laws, do hereby order:

THE PRESIDENT OF THE PHILIPPINES

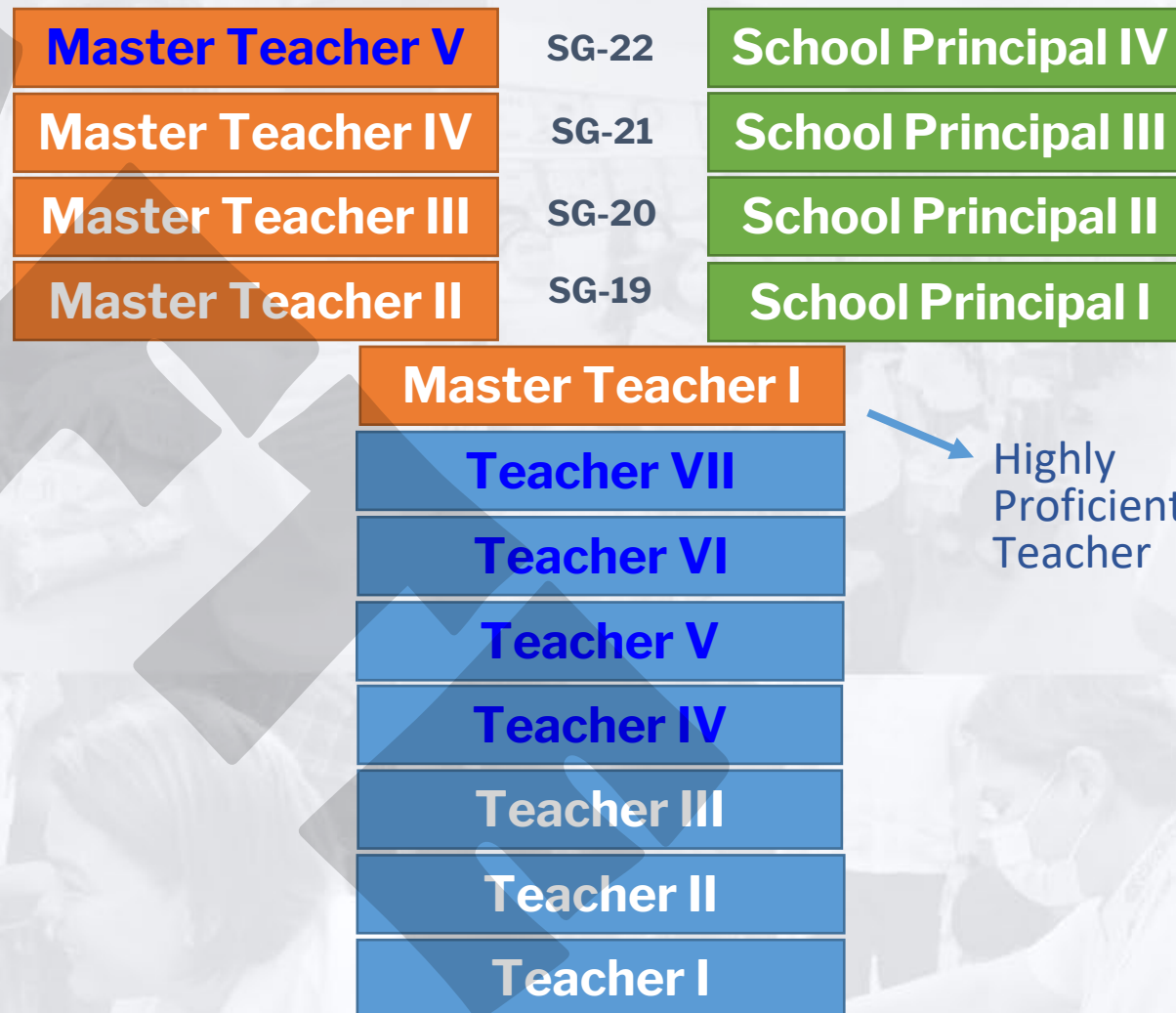
EO 174 "Expanded Career Progression System for Public School Teachers":

...promote professional development and career progression of teachers and define the career lines within the public school system that applies to all teachers in the Elementary and Secondary levels, including SHS.

Executive Order No. 174

EO 174 “Expanded Career Progression System for Public School Teachers”:

- authorizes the creation of additional teaching positions in the teaching career line *(in blue font)*
- provides redefined parameters in choosing between the established career options – specialized classroom teaching and school administration
 - Teachers may only be allowed to choose between career paths upon reaching MT I
- attaches teacher progression / promotion with the professional standards (PPST, PPSSH)
should be defined in the IDP or other issuances

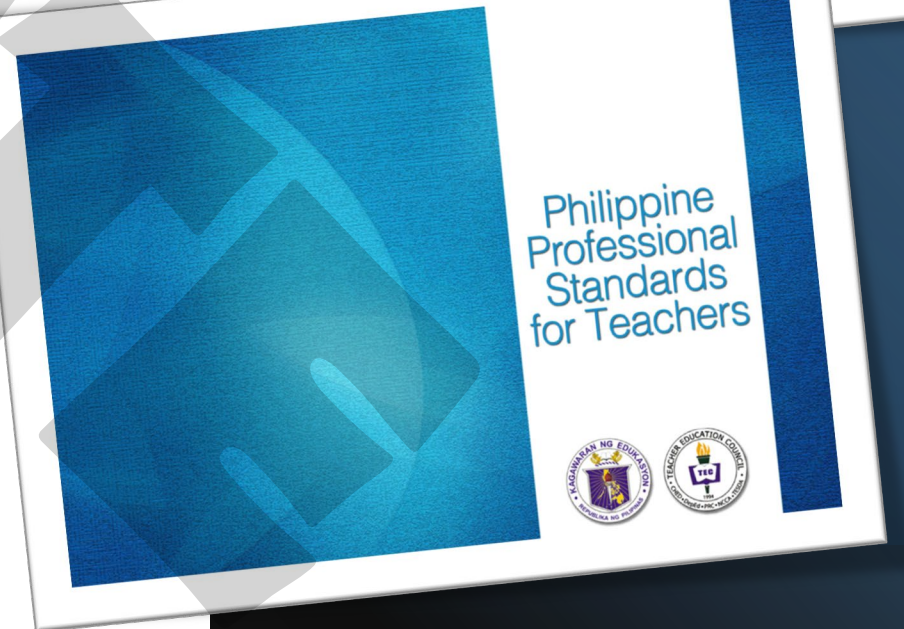
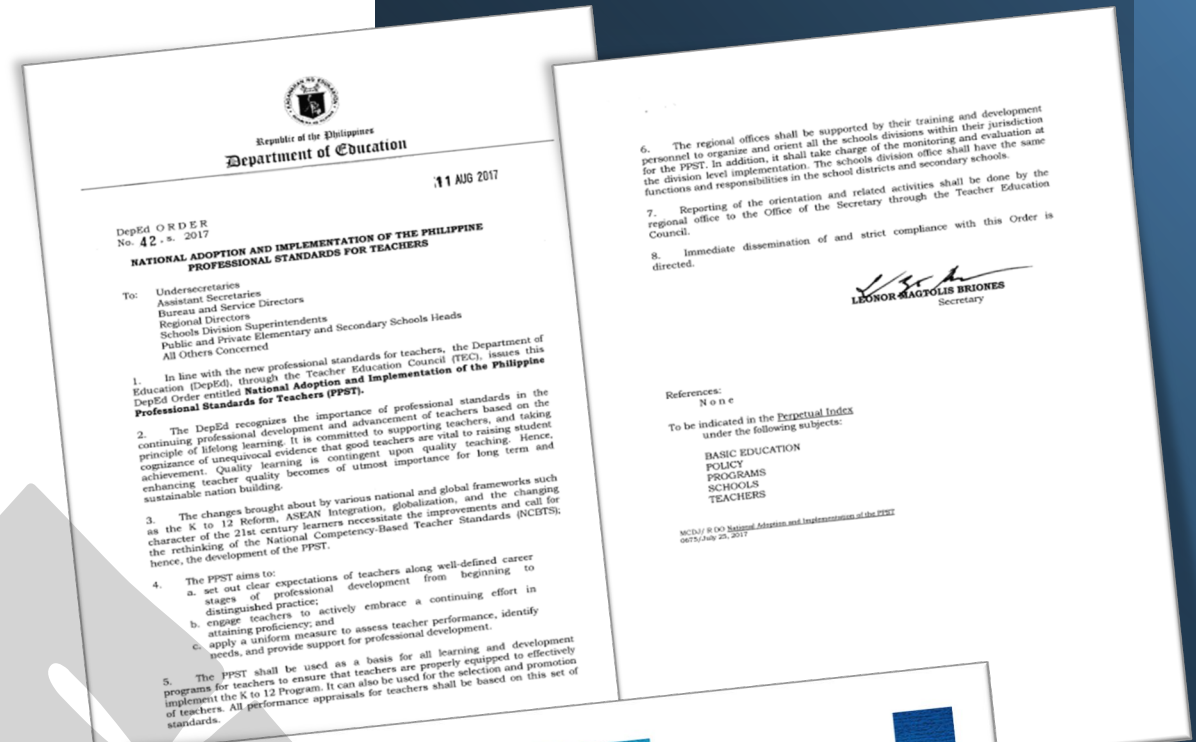




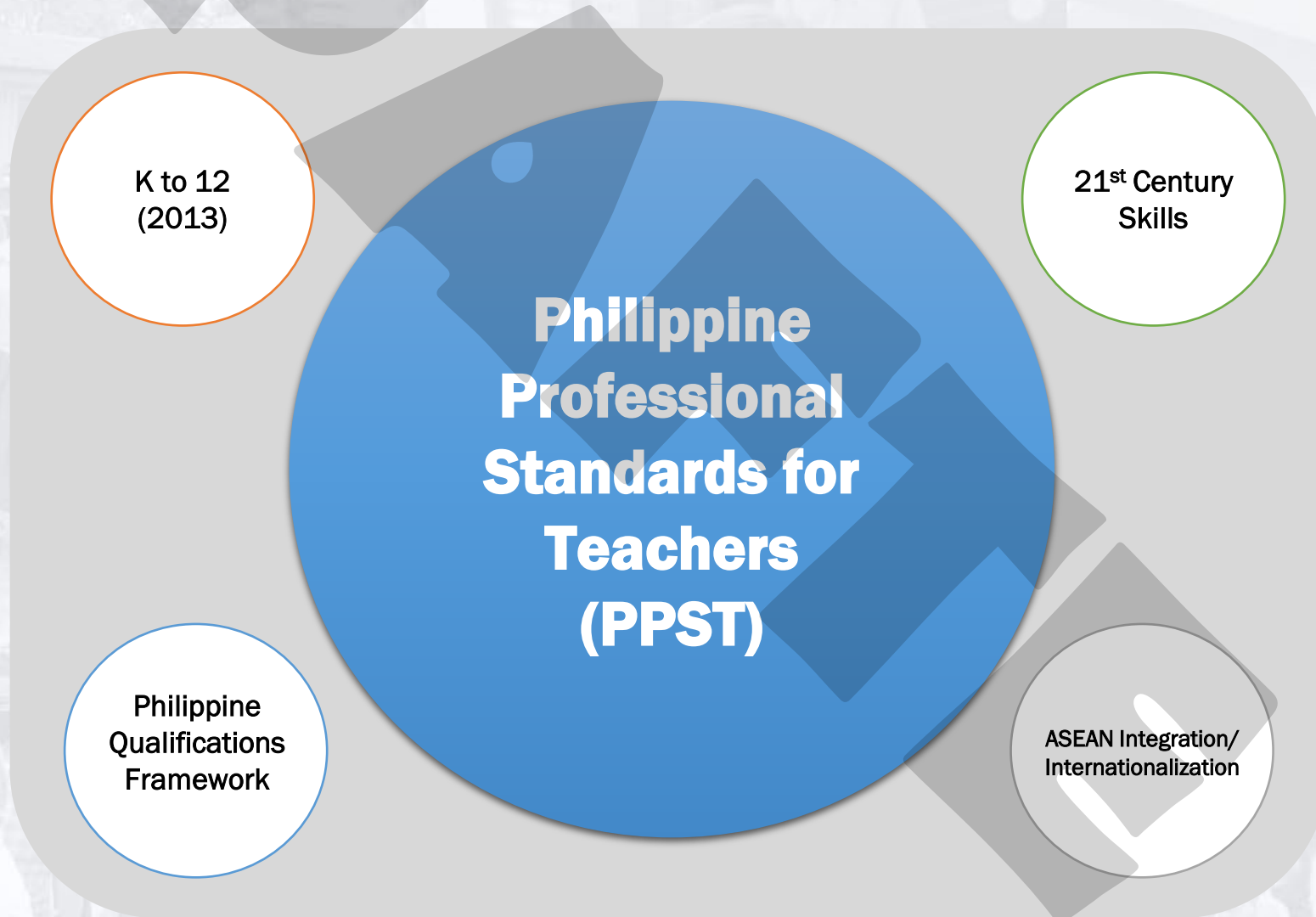
Embedding the Professional Standards into Teachers' Life Cycle

DO 42, s.2017: Philippine Professional Standards for Teachers

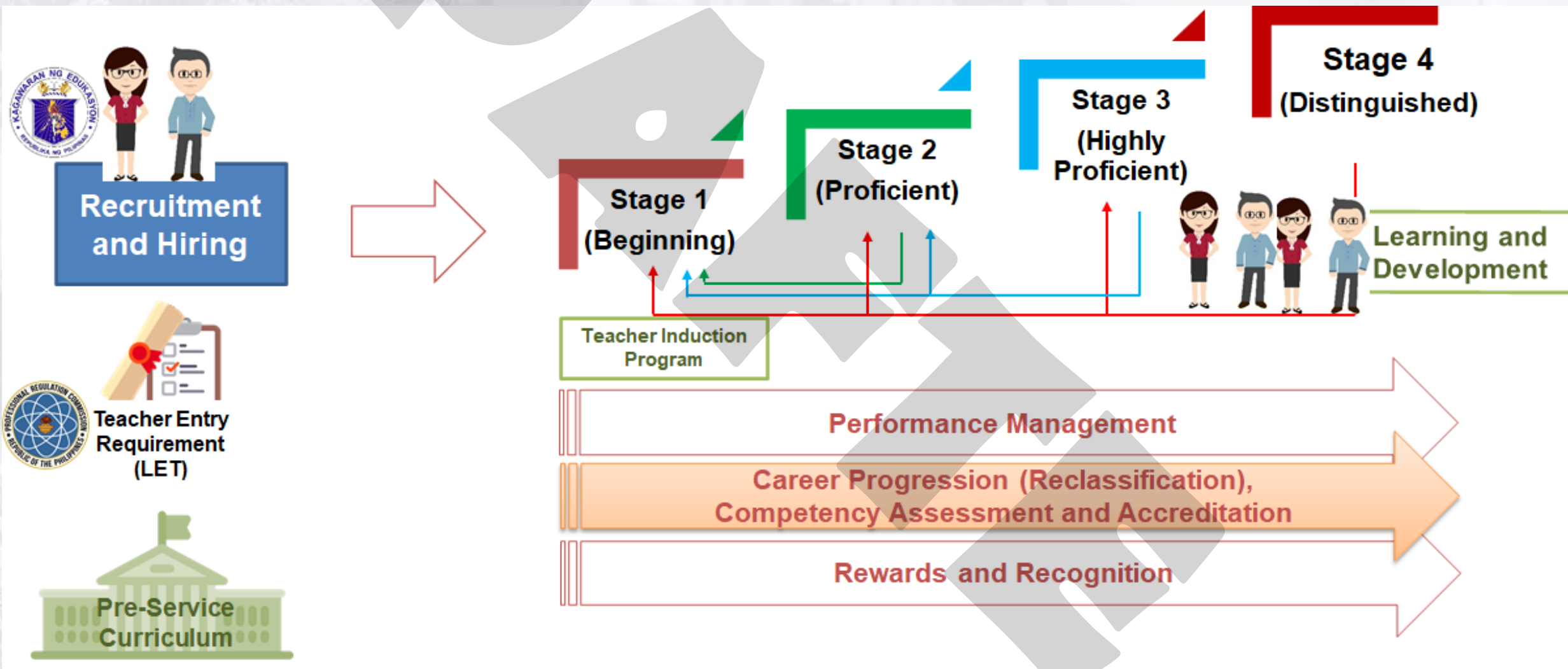
- Sets clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice
- Engages teachers to embrace ongoing professional learning for their professional development to enhance their own teaching
- Provides a framework of uniform measures to assess teacher performance
- Provides a basis for building public confidence in and support for the work of teachers



PPST as a Framework for Teacher Quality



The Teacher Development Framework



In order for Teacher Progression to be successful...

1 Pre-service

1. Align pre-service curriculum with the expectations of PPST Career Stage I (Beginning)
2. Revisit curriculum requirements to include:
 - preparation and consolidation of teacher portfolio that may be submitted as Non-Classroom Observable MOVs for purposes of Teacher Hiring
 - classroom observations during Field Study should be aligned with the PPST CS I (Beginning) as well as DepEd COT Tools (Level 1-5)

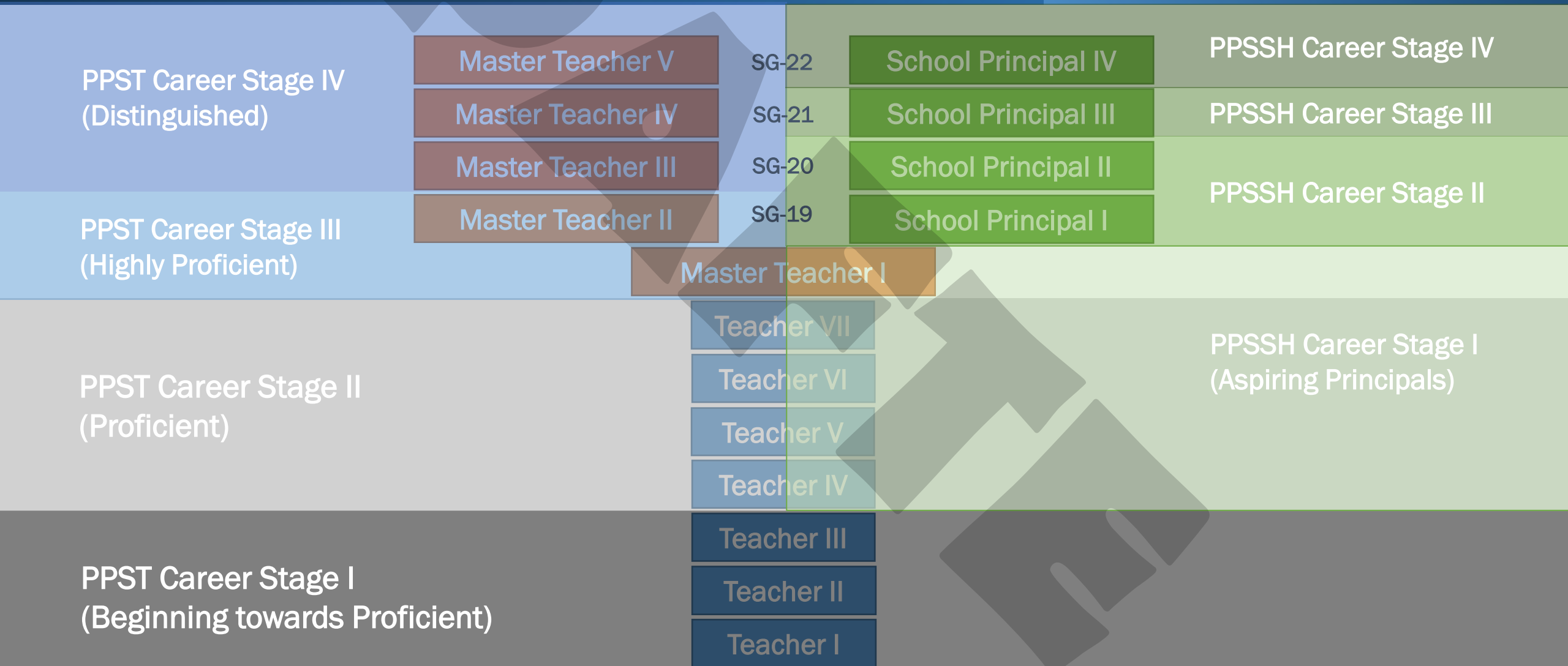
2 Licensure

1. Align LEPT test objectives with the expected knowledge and competencies of PPST Career Stage I (Beginning)
2. Explore possible alignment of the requirements for the updating of license with the achievement of PPST Career Stages

3 In-service Training

1. Teacher Induction Program:
 - conduct baseline diagnostic test
 - fill-in the possible competency gap
 - move towards CS II (Proficient)
2. Provide PD interventions to equip teachers with the necessary competencies to move from career stage to another
3. Ensure alignment of PD Programs with the Career Progression requirements (both CT & SA Career Line)

The Choice of Career Paths



What happens to Other Teaching Positions?

<u>SG</u>	<u>PhP</u>	<u>CURRENT ITEMS</u>	<u>RETITLED ITEMS</u>
11	27,000		Teacher I
12	29,165		Teacher II
13	31,320	Special Science Teacher I	Teacher III
14	33,843	Head Teacher I / Special Education Teacher I	Teacher IV
15	36,619	Head Teacher II / Special Education Teacher II	Teacher V
16	39,672	Head Teacher III / Special Education Teacher III	Teacher VI
17	43,030	Head Teacher IV / Special Education Teacher IV	Teacher VII
18	46,725	Head Teacher V / Special Education Teacher V	Master Teacher I Master Teacher II /
19	51,357	Head Teacher VI	School Principal I

The PPST-Based Reclassification Policy

1

CSC- Approved Qualification Standards

Education
Training
Experience
Eligibility (PBET/LET)
Competence (PPST)

2

PPST-Based Performance Requirements

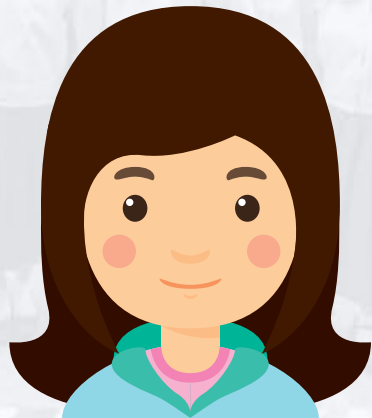
Each position requires the achievement of specific PPST indicators demonstrated in teacher's performance and measured through IPCRF

3

PPST-Based Selection Process

Classroom Observation to assess PPST-Classroom Observable indicators
Teacher Portfolio to showcase PPST Non-Classroom Observable indicators

How do teachers get promoted?



Teacher I

Natural Vacancy

- Teachers need to wait for vacancy due to resignation, retirement, death

Reclassification as sole means of promotion.

Link progression to higher position with practice as defined

Reclassification

- Progression to higher position is based on credentials, rather than competencies

Step 1: Qualification Standards

POSITION	SALARY GRADE	EDUCATION	TRAINING	EXPERIENCE	ELIGIBILITY
Teacher I	SG-11	Bachelor's Degree in Education or any Bachelor's Degree in relevant subject or learning area with at least 18 Professional Units in Education	None required	None required	RA 1080 (Elementary) RA 1080 (Secondary)
Teacher II	SG-12	Bachelor's Degree in Education or any Bachelor's Degree in relevant subject or learning area with at least 18 Professional Units in Education	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization within the last 5 years	1 year teaching experience on a full-time basis	RA 1080 (Elementary) RA 1080 (Secondary)
Teacher III	SG-13	Bachelor's Degree in Education or any Bachelor's Degree in relevant subject or learning area with at least 18 Professional Units in Education	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization within the last 5 years	2 years teaching experience on a full-time basis	RA 1080 (Elementary) RA 1080 (Secondary)

Step 1: Qualification Standards

POSITION	SALARY GRADE	EDUCATION	TRAINING	EXPERIENCE	ELIGIBILITY
Teacher IV	SG-14	Bachelor's Degree in Education or any Bachelor's Degree in relevant subject or learning area with at least 18 Professional Units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization within the last 5 years; Or Completion of NEAP Career Progression Professional Development (CPPD) program for PPST Career Stage II (Proficient)	3 years teaching experience on a full-time basis	RA 1080 (Elementary) RA 1080 (Secondary)
Teacher V	SG-15	Bachelor's Degree in Education or any Bachelor's Degree in relevant subject or learning area with at least 18 Professional Units in Education	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization within the last 5 years; Or Completion of NEAP Career Progression Professional Development (CPPD) program for PPST Career Stage II (Proficient)	3 years teaching experience on a full-time basis	RA 1080 (Elementary) RA 1080 (Secondary)

Step 1: Qualification Standards

POSITION	SALARY GRADE	EDUCATION	TRAINING	EXPERIENCE	ELIGIBILITY
Teacher VI	SG-16	Bachelor's Degree in Education or any Bachelor's Degree in relevant subject or learning area with at least 18 Professional Units in Education	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, Instructional Supervision within the last 5 years; Or Completion of NEAP Career Progression Professional Development (CPPD) program for PPST Career Stage II (Proficient)	4 years teaching experience on a full-time basis	RA 1080 (Elementary) RA 1080 (Secondary)
Teacher VII	SG-17	Bachelor's Degree in Education or any Bachelor's Degree in relevant subject or learning area with at least 18 Professional Units in Education	32 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, Instructional Supervision within the last 5 years; Or Completion of NEAP Career Progression Professional Development (CPPD) program for PPST Career Stage II (Proficient)	4 years teaching experience on a full-time basis	RA 1080 (Elementary) RA 1080 (Secondary)

Step 1: Qualification Standards

POSITION	SALARY GRADE	EDUCATION	TRAINING	EXPERIENCE	ELIGIBILITY
Master Teacher I	SG-18	Master's Degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, and 8 hours of training in Instructional Supervision within the last 5 years; Or Completion of NEAP Career Progression Professional Development (CPPD) program for PPST Career Stage III (Highly Proficient)	5 years teaching experience on a full-time basis	RA 1080 (Elementary) RA 1080 (Secondary)
Master Teacher II	SG-19	Master's Degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, and 8 hours of training in Instructional Supervision within the last 5 years; Or Completion of NEAP Career Progression Professional Development (CPPD) program for PPST Career Stage III (Highly Proficient)	5 years teaching experience on a full time basis and 1 year relevant experience in instructional supervision and technical assistance to teachers	RA 1080 (Elementary) RA 1080 (Secondary)

Step 1: Qualification Standards

POSITION	SALARY GRADE	EDUCATION	TRAINING	EXPERIENCE	ELIGIBILITY
Master Teacher III	SG-20	Master's Degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, and 16 hours of training in Instructional Supervision within the last 5 years; Or Completion of NEAP Career Progression Professional Development (CPPD) program for PPST Career Stage IV (Distinguished)	5 years teaching experience on a full-time basis and 2 years relevant experience in instructional supervision and technical assistance to teachers	RA 1080 (Elementary) RA 1080 (Secondary)
Master Teacher IV	SG-21	Master's Degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, and 16 hours of training in Instructional Supervision within the last 5 years; Or Completion of NEAP Career Progression Professional Development (CPPD) program for PPST Career Stage IV (Distinguished)	5 years teaching experience on a full-time basis and 3 years relevant experience in instructional supervision and technical assistance to teachers	RA 1080 (Elementary) RA 1080 (Secondary)
Master Teacher V	SG-22	Master's Degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area	24 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization, and 16 hours of training in Instructional Supervision within the last 5 years; Or Completion of NEAP Career Progression Professional Development (CPPD) program for PPST Career Stage IV (Distinguished)	5 years teaching experience on a full-time basis and 4 years relevant experience in instructional supervision and technical assistance to teachers	RA 1080 (Elementary) RA 1080 (Secondary)

Step 2: Performance Requirements

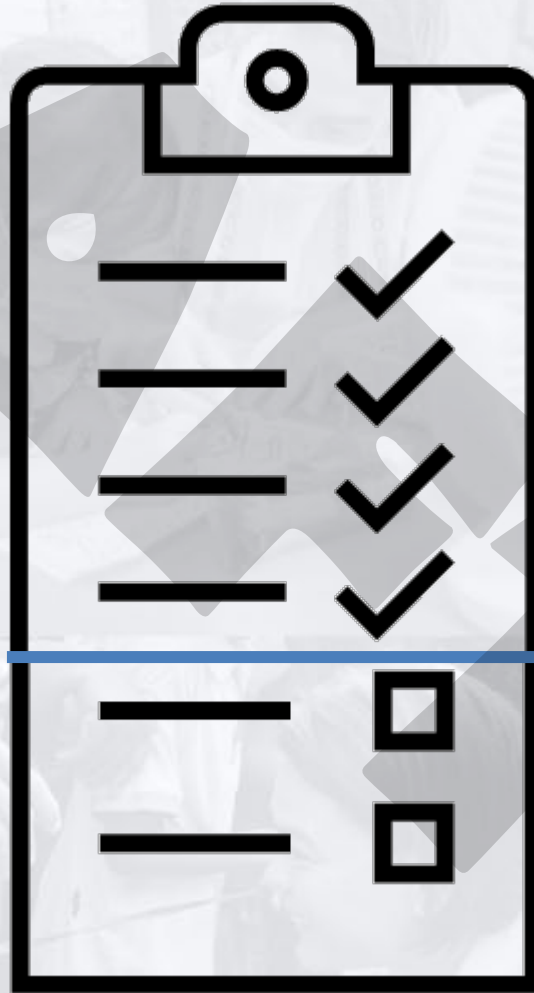
Position	Performance Requirements
Beginning	
T1 to T2	10 Proficient indicators at VS
T3	20 Proficient indicators at VS
Proficient	
T4	37 Proficient indicators at VS
T5	7 Proficient COIs at O; and 3 Proficient NCOIs at VS
T6	12 Proficient COIs at O; and 8 Proficient NCOIs at VS
T7	18 Proficient COIs at O; and 16 Proficient NCOIs at VS
Highly Proficient	
MT 1	21 Proficient COIs at O; and 16 Proficient NCOIs at VS
MT 2	7 Highly Proficient COIs at O; and 3 Highly Proficient NCOIs at VS
Distinguished	
MT 3	17 Highly Proficient COIs at O; and 20 Highly Proficient NCOIs at VS
MT 4	7 Distinguished COIs at O; and 3 Distinguished NCOIs at VS
MT 5	12 Distinguished COIs at O; and 8 Distinguished NCOIs at VS

➤ Once teacher-applicants meet the QS for the positions, they must present their IPCRFs that showcase their proficiency in the PPST indicators as appraised in their performance.

➤ The table in the left specifies the performance requirements for each position level

Reclassification List (i.e., Ranking)

- All qualified reclass applicants who underwent HRMPSB assessment shall be **ranked** based on total scores obtained from the set point system.
- The HRMPSB shall submit to the Budget Officer the **Comparative Assessment Results for Expanded Reclassification (CAReER)** (i.e., rank list) for onward determination of cut-off based on available budget for the current FY.



**All applicants not accommodated in the current FY are given priority in the next FY*

**Budget cut-off
of the SDO**



Where are we now?

Implementation of DepEd's New Merit Selection Plan (MSP)

(DepEd Order No. 19, series 2022)

22 APR 2022

DepEd ORDER
No. 019, s. 2022

THE DEPARTMENT OF EDUCATION MERIT SELECTION PLAN

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Merit Selection Plan** which establishes a competency-based Agency Merit Selection Plan to ensure that in all governance levels the Department hires and retains the right people for the right job at the right time, by strictly adhering to the principles of merit, fitness, competence, equal opportunity, transparency, and accountability.
2. The basic principles, policies, general procedures, and roles that govern the recruitment, selection, and placement system of the Department shall guide its personnel and stakeholders in the selection, hiring, appointment, and promotion of individuals in the teaching, school administration, related teaching, and non-teaching positions in all governance levels.
3. All DepEd Orders, rules and regulations, and other related issuances, to include but not limited to the following, and/or provisions therein, which are inconsistent with this Order and its provisions, are hereby repealed, rescinded, or amended accordingly:
 - a. DepEd Order (DO) No. 29, s. 2002, *Merit Selection Plan of the Department of Education*
 - b. MEC No. 10, s. 1979, *Implementing Rules and Regulations for the System of Career Progression for Public School Teachers*
 - c. MEC No. 29, s. 1979, *Clarification on Guidelines for Implementing the Career Progression System (Master Teacher Program)*
 - d. MECS Order No. 62, 1983, *Further Implementation of the Career Progression System for Public School Teachers (Master Teacher Plan)*
 - e. MECS Order No. 1, 1985, *Additional Master Teacher Positions*
 - f. DECS Order No. 70, s. 1988, *Revised Policy on Master Teacher for Secondary Schools*
 - g. DECS Order No. 57, s. 1997, *Further Implementation of the Career Progression System for Master Teacher*
 - h. DECS Order No. 5, s. 1998, *Reclassification of Regular Teacher and Principal Items to Special Education (SPED) Teacher and Special School Principal Items*

Merit Selection Plan

“The **Merit Selection Plan (MSP)** is the systematic method of selecting employees on the basis of their qualifications, fitness, and ability to perform the duties and assume the responsibilities of the position being filled.” (DepEd Order No. 29, s. 2002)

“The **Merit Selection Plan (MSP)** shall cover positions in the first and second level and shall also include original appointments and other related human resource actions.

There shall be no discrimination in the selection of employees on account of age, sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political affiliation.”
(Sec. 83, Rule IX, CSC ORAOHRA)

Changing the DepEd Merit Selection Plan

01

Changing needs (internal & external) in HR management to achieve DepEd's goal in the delivery of quality, accessible, relevant, and liberating basic education.

02

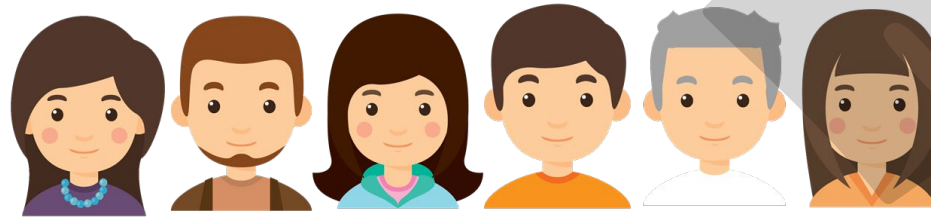
Alignment with the provisions of the **ORAOHRA** and indicators of **PRIME-HRM**.

03

Anchoring RSP policies on DepEd **strategic directions**, particularly on **institutionalizing competency-based HR**

The **Importance** of Agency MSP

- **Mother document** of all hiring and promotion guidelines in DepEd.
- Serves as **Doctrine/Bible for**
 - HRMO in terms of *recruitment*
 - HRMPSB in terms of *assessment*.
 - Appointing authority in terms of *placement/hiring*.



PRINCIPLES

Merit

the necessary qualifications and competencies to perform the duties and responsibilities of the position to be filled

Accountability

the obligation of DepEd officials and employees to accept responsibility for the selection of employees in adherence to the basic principles stated herein, to explain, clarify, and justify human resource (HR) actions; disclose the results in a transparent manner; and be responsible for one's actions

Competence

the ability to perform tasks efficiently and effectively by exhibiting behaviors that demonstrate the necessary knowledge, skills, and attitude

Transparency

the availability to the public of relevant, reliable, and timely information on recruitment, selection, and placement

Fitness

the principle of ensuring that the competencies of an individual match with the competency requirements of a position

Equal Opportunity

the non-discrimination principle that allows any applicant within or outside DepEd to apply for a position, irrespective of age, sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political beliefs

DepEd Order 007, s. 2023

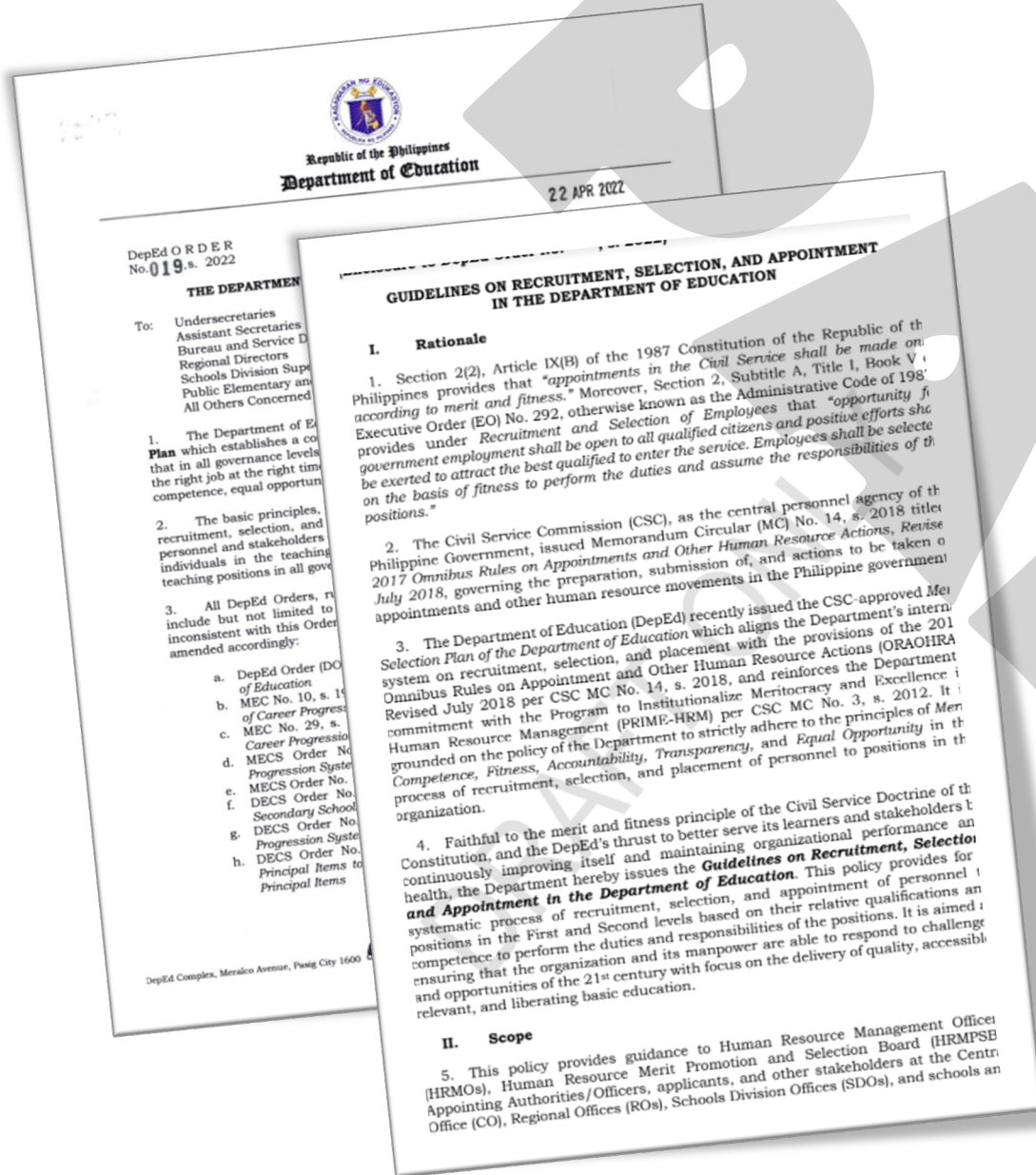
*Guidelines on
Recruitment, Selection,
and Appointment in the
Department of Education*



*How are we
going to **assess**
our applicants?*

**CRITERIA
AND POINT
SYSTEM**

Implementing Guidelines



Omnibus Guidelines on RSA

Guidelines on Recruitment, Selection, and Appointment in the Department of Education

Teacher I

Criteria and Point System for Teacher I Hiring

School Administration

Criteria and Point System for Hiring and Promotion of School Administration Positions

Related-teaching

Criteria and Point System for Hiring and Promotion of Related Teaching Positions

Non-teaching

Criteria and Point System for Hiring and Promotion of Non-Teaching Positions

Plus: **Pending legal review**

Interim Guidelines on Teacher Promotion

Guidelines on Recruitment, Selection, and Appointment to Higher Teaching Positions (ES, JHS, SHS)

**pending career progression / reclassification policy*

How do we assess teachers and school heads NOW using the NEW GUIDELINES

For issuance
*existing policy in the
absence of the new
guidelines

Teacher I Hiring

CRITERIA	MAXIMUM POINTS POSSIBLE
a. Education	10
b. Training	10
c. Experience	10
d. PBET / LET / LEPT Rating	10
e. PPST COIs (Classroom Observation / Demonstration Teaching)	35
f. PPST NCOIs (Teacher Reflection)	25
TOTAL	100

Teacher Promotion and Reclass

CRITERIA	MAXIMUM POINTS POSSIBLE
a. Education	10
b. Training	10
c. Experience	10
d. PPST-based Performance	30
e. PPST COIs (Classroom Observation / Demonstration Teaching)	25
f. PPST NCOIs (Portfolio Assessment)	15
TOTAL	100

CRITERIA AND POINT SYSTEM

Hiring and Appointment to Teacher I positions

CRITERIA	DESCRIPTION	MAX POINTS
Education	Units and/or degree relevant to the position to be filled (Kindergarten, Elem, JHS, and SHS), exceeding the QS	10
Training	Hours in Curriculum and Instruction, exceeding the QS, acquired in the last five (5) years. For SHS, must be relevant to learning area/specialization/strand	10
Experience	Months/years of Teaching, exceeding the QS. For SHS, relevant industry/work experience may be considered	10
PBET / LET / LEPT Rating	Rating obtained as reflected in the Certificate of Rating	10
PPST-COIs	Measured through Classroom Observation / Demonstration Teaching	35
PPST-NCOIs	Measured through the Teacher Reflection Form (TRF).	25

How do we assess teachers and school heads NOW using the NEW GUIDELINES

CRITERIA	BREAKDOWN OF POINTS
a. Education	10
b. Training	10
c. Experience	10
d. Performance	25
e. Outstanding Accomplishments	10
f. Application of Education	10
g. Application of Learning and Development	10
h. Potential (Written Exam, BEI)	15
TOTAL	100

School Administration Positions

Career Progression of Teachers: Roadmap

2006-2010

BESRA Key Reform Thrust 2:

Teachers raise the prevailing standards of their profession to meet demands for better learning outcomes

2018-2019

Review of the Career Progression System:

Stakeholder consultations and validations

2023-2026

Phase I Implementation:

Policy Adoption
Change Management
Capacity Building
Assessors' Training
Accreditation System

Major Changes in the PH Education Landscape:

K to 12 Law, PQF, PPST

2013-2017

Policy work:

Executive Order & IRR
DBM-DepEd Joint Circular
Qualification Standards
DepEd Reclass Policy

2019-2023

Phase II Implementation:

Career Progression for School Heads

2026 onwards



Thank you!
