

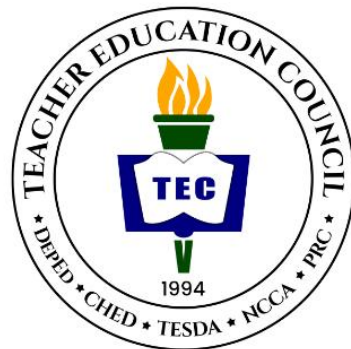
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Commission on
Higher
Education



Research Institute
for Teacher
Quality



TEACHER
EDUCATION
COUNCIL

SHAPING PAPER ON THE **REFRAMED** PRE-SERVICE TEACHER EDUCATION CURRICULUM

December 2025



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Overview

Pre-service teacher education plays a crucial role in preparing and developing quality Filipino teachers. Aligning with the broader directions in Philippine education and responding to challenges confronting the education system itself, pre-service teacher education must undergo a critical process of rethinking, adjusting, and updating its curriculum; hence, the **curriculum reframing process**.

The curriculum *reframing* process is guided with the following aims:

- to strengthen teachers' link of theories to practice and of content to pedagogy;
- to help teachers respond effectively to various learner and learning contexts;
- to ensure holistic teacher development (e.g., competencies, attributes, agency);
- to contribute to national learning recovery efforts; and
- to attain education system resilience (Cameron et al., 2024).

The curriculum *reframing* process—observing *in-depth research*, *extensive stakeholder participation*, and *collaborative development among experts*—resulted in a *reframed* pre-service teacher education curriculum in which pedagogical content knowledge and experiential learning are further reinforced. Salient features of the *reframed* curriculum also include longer practicum and specialist concentrations for preparing Key Stage 2 teachers.

This Shaping Paper presents the rationale, development process, and outputs of the *reframed* pre-service teacher education curriculum. Detailed outputs of the curriculum *reframing* process (e.g., courses with descriptions, mapping to the standards) are attached as annexes.

I. Background and Rationale of the Curriculum Reframing

Recent Developments in Philippine Education

Significant developments in Philippine education were pursued in recent years. In basic education, the revised curriculum was implemented in 2023 to address findings that the prior curriculum¹ is overloaded with content and reflects misaligned learning competencies and imbalanced cognitive demands (DepEd, 2023). A national learning intervention program² was also established to address poor learner outcomes as aggravated by the COVID-19 pandemic and as reflected in national and international assessments.

Citing data from UNICEF, the Second Congressional Commission on Education (EDCOM 2, 2025) reported that the literacy performance of early grade learners worsened from being a full year behind up to being 2 to 3 years below curriculum expectations.

Further, data also suggest that some secondary learners only demonstrate competencies expected of a Grade 4 learner, while a third of college graduates only reflect basic literacy skills in reading and writing (pp. 44-45).

Another curricular reform pursued was the introduction of the Technical Professional (TechPro) track in senior high school (SHS). Aligned with TESDA Training Regulations, the TechPro track is envisioned to complement the ongoing strengthening of technical-vocational (tech-voc) education³ in the Philippines. One salient feature of this reform initiative is the modernization of its assessment systems which includes the streamlining of Training Regulations, higher education curricula, and licensure standards. These reforms in tech-voc education necessitates, for instance, the embedding of TVET National Certifications (NCs) in pre-service teacher education to ensure attainment of necessary qualifications for both TechPro teachers and TechPro graduates.

Policies supporting the teaching profession were also adopted: the review of teacher professionalization⁴, the alignment of teacher licensure to the curriculum⁵, and the emphasis of competency-based merit selection plan within DepEd—all of which help operationalize teacher career progression⁶ anchored in the Philippine Professional Standards for Teachers (PPST) and on the principle that quality learning is contingent upon quality teaching.

Finally, enacted laws in previous years also provide for directions in Philippine education:

RA 12313

Lifelong Learning Development Framework (LLDF) Act, which expands access to education and promotes functional literacy beyond traditional classrooms

RA 12199

Early Childhood Care and Development System Act (2024), which further strengthens early childhood education through the professionalization of child development teachers (CDT) and child development workers (CDW)

RA 12124

Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) Act (2024), which formalizes pathways to earn degrees through prior learning, etc.

¹ through Republic Act No. 10533 or the *Enhanced Basic Education Act of 2013*

² through RA 12028 or the *Academic Recovery and Accessible Learning (ARAL) Program Act*; with DepEd Order 18, s. 2025 stipulating its implementing guidelines

³ through Senate Bill No. 1413, or the *TESDA Modernization Act of 2025*, and SB No. 1449, or the *TESDA Modernization Act*

⁴ through SB No. 2840 in the 19th Congress; refilled in the 20th Congress as SB Nos. 52, 308, 547, 1191, and 1466 and House Bill Nos. 2617, 4197, 4402, 5253, 6000, and 6738

⁵ through PRC-CHED Joint Memorandum Circular No. 01, s. 2025 on the Alignment of the LEPT with the Teacher Education Curriculum

⁶ through Executive Order No. 74, s. 2022; institutionalized through RA 12288 or the *Career Progression System for Public School Teachers and School Leaders Act*

RA 12063	<i>Enterprise-Based Education and Training (EBET) Framework Act (2024)</i> , which establishes a framework to address lack of formal training, jobs-skills mismatch
RA 12080	<i>Basic Education Mental Health and Well-Being Promotion Act (2024)</i> , which institutionalizes mental health programs and care centers in every school, thereby creating new plantilla positions for school and division counselors
RA 11713	<i>Excellence in Teacher Education Act (2022)</i> , which broadens the mandates of the Teacher Education Council (TEC) in strengthening pre-service teacher education through mandating the curriculum standards in teacher education
RA 11650	<i>Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act (2022)</i> , which seeks access of learners with disabilities to quality education through Inclusive Learning Resource Centers (ILRCs)
RA 11510	<i>Alternative Learning System Act (2020)</i> , which reflects a parallel learning system for out-of-school youth and adult (OSYA) learners, and provides access to equivalent pathways to complete basic education
RA 11476	<i>GMRC and Values Education Act (2020)</i> , which directs DepEd to include Good Manners and Right Conduct (GMRC) and Values Education as core subjects in the curriculum
RA 11168	<i>Act Allowing Home Economics Graduates to Teach Home Economics Subjects and Home Economics-Related Technical-Vocational Subjects...</i> (2018), which allows non-education home economics graduates to teach in shortage of licensed teachers
RA 11106	<i>The Filipino Sign Language Act (2018)</i> , which mandates the use of FSL in various sectors, including its offering in teacher education programs as deemed appropriate

Drivers for Reframing the Curriculum

Consistent with these developments, the curriculum should equip pre-service teachers with competencies needed in the profession. EDCOM 2 cites in its Year 2 report the following to ascertain the responsiveness of teacher education to the quality requirements expected of pre-service teachers and to the education needs of their future learners (p. 231):

Emphasize practice-based training to better support pre-service teachers in developing their pedagogical skills and in gaining experience in their profession.

Establish a uniform policy defining longer practicum duration to empower TEIs in providing pre-service teachers with consistent high-quality practical experiences.

Examine the generalist nature of pre-service teacher education and consider a specialization-focused coursework to support attainment of high-level content mastery and critical higher-order thinking skills among pre-service teachers.

A legislative measure⁷ also seeks for a more specialization-focused coursework in higher education—focusing on advanced competencies in the disciplines. This measure is in response to an EDCOM 2 data⁸ which reflect that higher education in the Philippines has heavier emphasis in general education while lacking in practical training through internship.

These recommendations are consistent with the findings from stakeholder engagements⁹ held in Q4 of 2024 where stakeholders expressed, among others, that there is “*lack of readiness among pre-service teachers for practicum, as well as of novice in-service teachers for professional practice.*” This observation stems from the view that there is limited opportunity in the curriculum that allows pre-service teachers to apply their knowledge to practice. They assert that the curriculum should go

⁷ through SB No. 51 (20th Congress), referred to as the *Three-Year College Education (3CE) Act*; with HB 2134 serving as counterpart

⁸ Citing initial findings of an upcoming study from the Philippine Institute for Development Studies (PIDS), as commissioned by EDCOM 2 and reported during a House Committee Hearing on Basic Education on May 28, 2025.

⁹ Focus group discussions, key interviews and consultations, and a national survey were facilitated by the Teacher Education Council Secretariat (TECS) and the Research Institute for Teacher Quality (RITQ) between October to November 2024.

beyond equipping pre-service teachers with theories and concepts and should rather be experiential, developmental, formative, and integrative.

Guiding Principles in Reframing the Curriculum

Reframing involves a critical process of rethinking, adjusting, and updating the existing pre-service teacher education curriculum to better meet the evolving needs in education. Review of policies and literature relevant to teacher education provide the following expectations of a responsive pre-service teacher education curriculum:

- Anchored on *education resilience*, it should prepare pre-service teachers to *navigate through a post-pandemic landscape* and be adept in innovating solutions towards addressing issues (e.g., learning inequities, artificial intelligence) that impact education;
- Aligned with the *Science of Learning*, it should support pre-service teachers on *how they and their respective learners learn* as they implement appropriate teaching strategies vis-à-vis learning approaches (EDCOM 2, 2024, pp 81-82 and 182);
- Grounded on *learner diversity* and *learning contexts*, it should develop pre-service teachers who are *adaptive, inclusive, and reflective in their practice*, advancing principles of transformative education in situating the profession to the aspirations of the country;
- Mapped with the *expectations in the Philippine Qualifications Framework (PQF), the ASEAN Qualifications Reference Framework (AQRF), and the PPST*, it should equip pre-service teachers with competencies, including *teacher agency*, needed in the profession; and
- Responsive to *critical areas on pre-service teacher education*, it should *strengthen the entire teacher education ecosystem*, reinforce coherence between pre-service training and in-service practice, and attain agency among teacher education institutions.

The curriculum *reframing* process was also grounded on empirical, theoretical, and practical underpinnings and national and international directions on education (RITQ, 2025):

- The *reframing* responds to the *Sustainable Development Goals Report 2024*, which aims for an “inclusive and equitable quality education and lifelong learning opportunities for all” attained by addressing, among others, insufficient teacher training;
- The *reframing* promotes the *Higher Education Sustainability Initiative (HESI)* through the curriculum *reframing’s* Research-Development-Diffusion model, where multi-stakeholder dialogue, collaborative action, and sharing of best practices were pursued;
- The *reframing* reflects alignment with the *SEAMEO Strategic Plan 2021-2030*, particularly in revitalizing teacher education, promoting technical-vocational education and training, harmonizing higher education and research, and adopting a 21st-century curriculum.
- The *reframing* links with the *Philippine Qualifications Framework* and *ASEAN Qualifications Reference Framework*, which provide for learning outcome standards and supports pathways in alignment with frameworks of other countries;
- The *reframing* helps further operationalize the *PPST Beginning Teacher Indicators*, which serve as anchor to the affirmation of pre-service teachers in the Beginning Career Stage;
- The *reframing* reflects *Outcomes-based Education*, in which the *reframed* curriculum is not prescriptive but rather reflective of the minimum standards, and with course learning outcomes serving as guide in unpacking the *reframed* program outcomes; and

- The *reframing* aligns with the TEC mandate, through RA 11713, on setting “minimum requirements for teacher education and ensuring link between the outcomes of teacher education programs and the professional standards for teachers (Section 8c).”

II. Development Process of the Curriculum Reframing

In view of the background and rationale discussed in the previous section, the curriculum *reframing* process adopts the *Research-Development-Diffusion* model (Figure 1) in curriculum innovation (Roblin & McKenney, 2019). This model highlights a participatory and evidence-based approach to ensure that outputs are finely tuned to the identified drivers for *reframing*.

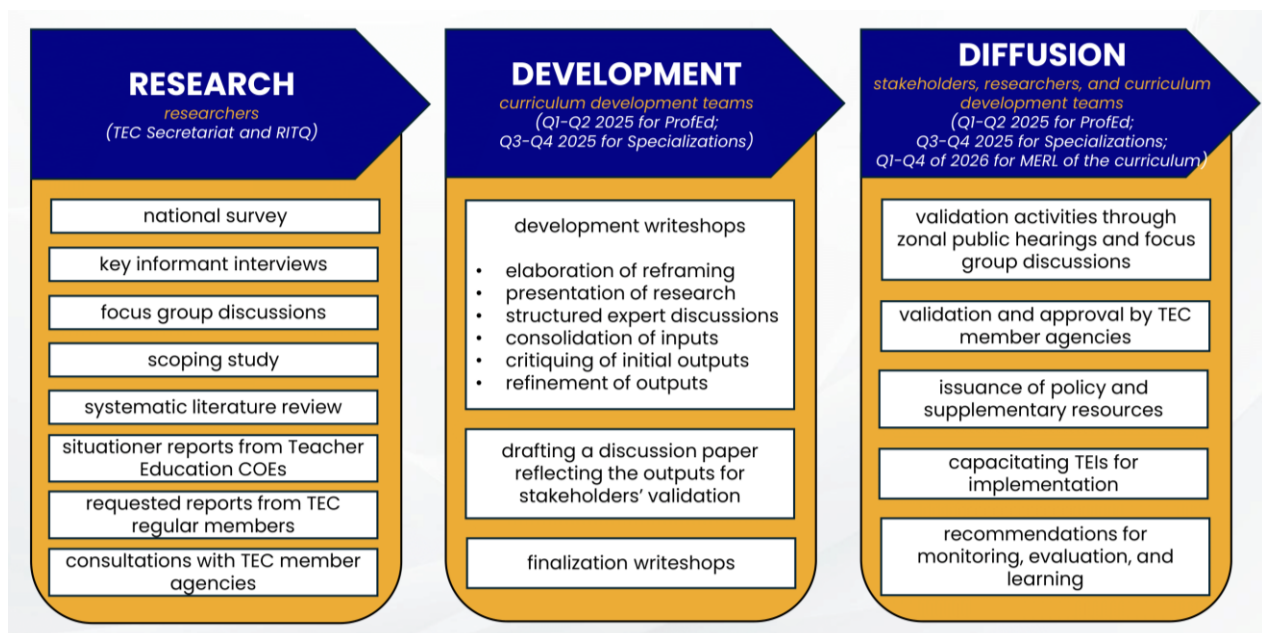


Figure 1. Research-Development-Diffusion (RDD) Process Guide Diagram

Stakeholder data from the *Research Phase* show that the pre-service teacher education curriculum is expected to reflect **content-intensive practices, defined and structured experiential learning**, and **strengthened specialized programs** to ensure that pre-service teachers can better link theory to practice, respond to various contexts of learners, and contribute to the national learning recovery. These features also support holistic teacher development and education resilience and future-proofing.

The *Research Phase* laid the groundwork for setting directions on the targets, processes, and outputs for the curriculum reframing process. **A total of 9,481 individuals were surveyed, consulted, and interviewed** between October and November 2024.

Insights gathered from stakeholders in the *Research Phase* complement the recommendations cited by EDCOM 2 and the drivers for *reframing* identified by RITQ through its policy mapping and scoping study. To direct the *reframing* process towards these features, program standards, as extracted from CHED policies, standards, and guidelines (PSGs), served as guide to the *Development Phase*. These program standards stipulate quality requirements captured through:

program outcomes	minimum expectations that pre-service teachers must demonstrate based on the program, discipline, and institution they graduated from;
program components	areas into which pre-service teacher education courses are categorized: general education, professional education, and specialization;
program structure	the constituent courses and their corresponding units, and the total number of units per program component;
program design and delivery	the systematic planning and implementation of the curriculum to meet the specified program outcomes (e.g., course programming, instructional delivery, experiential learning activities); and
program evaluation	the collection and analysis of relevant data (e.g., student course evaluation) to assess demonstration of program outcomes.

Shaped through the results of the *Research Phase*, the curriculum *reframing* process revisited the Professional Education and Specialization components of the pre-service teacher education curriculum, including the rethinking of specialized programs in teacher education that can respond to literacy education, multigrade teaching, alternative learning, indigenous peoples education, and experience-based recognition of prior learning.

The *Development Phase*, which aimed to strengthen and future-proof teacher education through the *reframing* of the curriculum, is a synergistic, methodical, research-informed, and collaborative tripartite work (Figure 2) between the Teacher Education Council (TEC), the Commission on Higher Education–Technical Panel for Teacher Education (CHED–TPTE), and the Research Institute for Teacher Quality (RITQ).

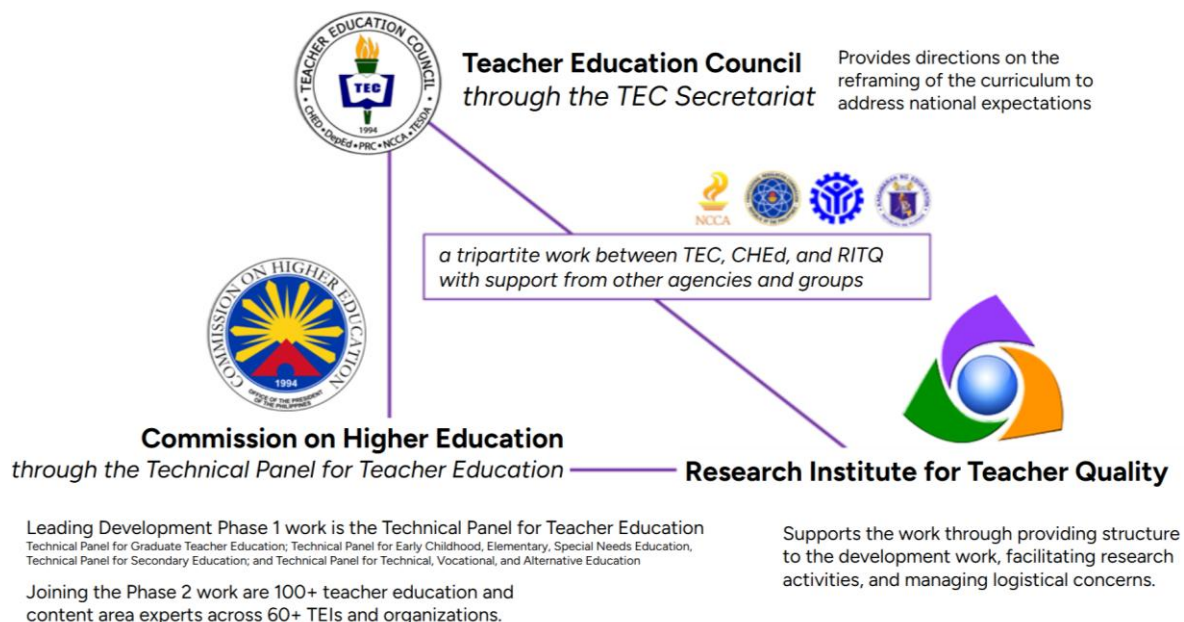


Figure 2. *Tripartite work of TEC-CHED-RITQ on reframing the pre-service teacher education curriculum*

The reframing of the Professional Education component (*Development Phase 1*), facilitated in Q1 and Q2 of 2025, focused on the development of the pre-service teacher education curriculum framework,

reframed program outcomes, and reframed Professional Education courses. This phase was led by the CHED-TPTE and professional education experts.

The reframing of the Specialization component (*Development Phase 2*), which was facilitated in Q3 and Q4 of 2025, sought for both the reframing of pre-service teacher education degree programs and the development of certificate programs. These include the rethinking of their respective program frameworks and structure, outcomes and performance indicators, and specialization/certificate courses. Joining the TPTE in this phase were additional content experts and discipline practitioners from various TEIs and national education-related agencies.

Overall, engaged in the Development Phases were a total of 206 teacher education experts across 74 institutions as reflected in Figure 3.

Reflected in the *Development Phases* are the iterative emphasis of the drivers for reframing through sessions on problematizing the initial outputs, revisiting existing literature and policies, synthesizing final outputs for critiquing and refinement, and developing and refining course syllabi guides. Aiding these processes were research-driven discussions and templates to facilitate the development and validation processes, as well as presentations on student workload, authentic assessment, deeper look on the PQF Level 6 indicators and the PPST-BTIs, and context- and direction-setting in teacher education.

Lists of engaged stakeholders across the curriculum reframing process are reflected in the attachments in [Annex A](#).



Figure 3. Representation of Curriculum Development Teams

Zonal public hearings, focus group discussions, and alignment meetings and consultations were also pursued to guide the refinement and finalization of the *reframed* curriculum outputs.

Covering the *Diffusion Phase*, **stakeholder validation in Phase 1 (April and May 2025) involved 900+ individuals** across 240 TEIs, professional organizations, and the general public, while **stakeholder validation in Phase 2 (October and November 2025) involved 800+ individuals** across 150 TEIs, agencies, and professional organizations.

III. Outputs of the Curriculum Reframing

Framework of the Reframed Pre-service Teacher Education Curriculum

The Framework of the *Reframed* Pre-service Teacher Education Curriculum (Figure 4) was shaped with a quality Filipino teacher as a desired outcome.

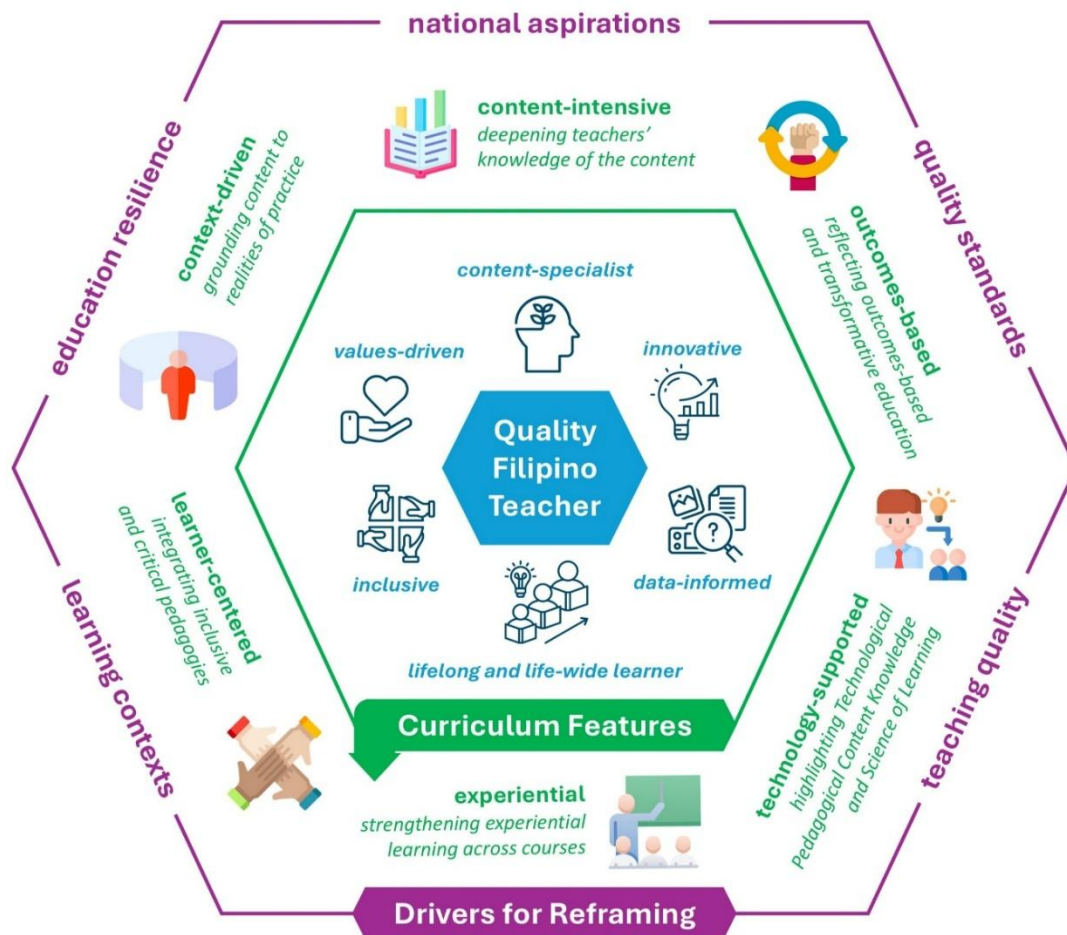


Figure 4. The Framework of the Reframed Pre-service Teacher Education Curriculum

As the framework reflects the relevant drivers that highlight the need for education resilience and attainment of our national aspirations, and the necessity to meet quality standards, address learning contexts, and demonstrate teaching quality, pre-service teacher education should therefore develop a quality Filipino teacher who is values-driven, content-specialist, innovative, data-informed, lifelong and life-wide learner, and inclusive.

These desired characteristics of a quality Filipino teacher inform the expected features of a *reframed* curriculum—a curriculum that is context-driven, content-intensive, outcomes-based, technology-supported, experiential, and learner-centered. Table 1 visualizes how these features can develop the aspired competencies and dispositions of a quality Filipino teacher.

Table 1. Characteristics of a desired quality Filipino teacher vis-à-vis features of the reframed curriculum



Values-driven, where promoting the ideals of Filipino education is highlighted. *Pakikipagkapwa*, the transformative education, and building a shared identity vis-à-vis specific strengths across localities, among others, should be advanced by pre-service teachers.



Context-driven: grounding content to realities of practice. The reframed curriculum emphasizes that learning should be in consideration of circumstances in which learners apply their knowledge of the content, raising awareness of pre-service teachers to contexts beyond the classroom.



Content-specialist, where mastery of content knowledge in the discipline is imperative while still being able to teach learners with the needed foundational skills. Anchored on education resilience, this quality is crucial to the country's pursuit towards a national learning recovery.



Content-intensive: deepening teachers' knowledge of the content. The reframed curriculum ensures depth and mastery in the content to support pre-service teachers in addressing learning gaps in their respective learning spaces as well as from their own basic education and training.



Innovative, where adaptability to the ever-changing contexts of education is desired. Responding to the rapid changes and lasting effects in technology, climate, public health, and the environment, the *reframed* curriculum allows pre-service teachers to navigate effectively in their respective circumstances.



Outcomes-based: reflecting outcomes-based and transformative education. The *reframed* curriculum stipulates specific and measurable outcomes that directs pre-service teachers what they should know, value, and be able to do—thereby empowering them in their profession.



Data-informed, where critical thinking and adherence to research-based information is vital. As teachers reflect wisdom and integrity in their profession, they demonstrate appropriate strategies in the delivery of teaching and learning and ensure that the same attributes are passed on to their learners.



Technology-supported: highlighting Technological Pedagogical Content Knowledge and Science of Learning. The *reframed* curriculum integrates pedagogy and content to cover the 'what' and the 'how' of teaching to equip pre-service teachers in teaching learners at the right level.



Lifelong and life-wide learner, where personal agency, grit, and resilience towards professional growth is desired. Teachers must exhibit self-reflection—recognizing limitations and strengths in their current situations, and self-leadership—identifying the support and directions they need.



Experiential: strengthening experiential learning across courses. The *reframed* curriculum offers experiential learning early in the curriculum to help pre-service teachers meld theory to practice. Teaching Internship, delivered for an entire year, provides options to different learning spaces and contexts.



Inclusive, where learner diversity and learning contexts are acknowledged to help attain learning equity. Veering away from the one-size-fits-all approach, the *reframed* curriculum reemphasizes that inclusivity is the core in the principle that no learner should be left behind.



Learner-centered: integrating inclusive and critical pedagogies. The *reframed* curriculum reflects that education resides foremost in individual learners, with their diverse characteristics and experiences serving as guide to pre-service teachers in designing learning opportunities.

Reframed Program Outcomes of the Pre-service Teacher Education Curriculum

Overall, the framework of the *reframed* pre-service teacher education curriculum visualizes how the drivers for *reframing* shape a curriculum that is relevant, supportive, and impactful, thus helping pre-service teachers attain the expectations of a quality Filipino teacher who is capable of responding to pressing challenges in education.

With this aim, it is critical that the program outcomes of the *reframed* pre-service teacher education are situated in the current and emerging contexts of Philippine education, covering a range of systems including, but not limited to, basic education, technical-vocational education, higher education and research, and informal and non-formal education, and contexts such as learning recovery, learner diversity, community engagement, and others.

The following program outcomes (Table 2), therefore, are the *minimum expectations that pre-service teachers must possess* upon completion of their pre-service teacher education:

Table 2. Program Outcomes of the Reframed Pre-service Teacher Education

	content knowledge in the discipline areas
	1. Demonstrate depth and mastery of competencies in the area of specialization.
	lenses of educational foundations
	2. Analyze contexts, considerations, and challenges that influence teaching and learning through the lenses of educational foundations and allied disciplines.
	proficiency in transformative pedagogies
	3. Design innovative, inclusive, and adaptive learning spaces and experiences that connect theory and practice in 21st century teaching and learning.
	technological competence in teaching
	4. Employ technology-supported strategies that are innovative, appropriate, ethical, and sustainable towards inclusive learner experiences.
	competency in assessment
	5. Construct a variety of appropriate traditional and authentic assessments to enhance teaching and learning.
	competency in research
	6. Conduct research initiatives directed towards enhancing teaching and learning.
	lifelong learning disposition
	7. Engage in continuous personal and professional development that foster community involvement and lifelong learning.
	resilience and well-being
	8. Cultivate teacher identity, agency, well-being, and resilience through meaningful connections, self-care practices, and strong commitment to the ethical standards of the profession

Table 3 illustrates how each of the program outcomes are mapped to the identified features of the *reframed* curriculum. Further, the same table also reflects how both were reflected in the *reframing* and which attributes of a quality Filipino teacher each program outcome and curriculum feature is aiming to develop.

Table 3. Mapping of Program Outcomes, Curriculum Features, and Desired Teacher Attributes

Program Outcomes	Features of the Curriculum (sample reflection in the reframing)		Attributes of a quality Filipino teacher
1. Demonstrate depth and mastery of competencies in the area of specialization.	content-intensive outcomes-based	<i>concentrations were introduced for Key Stage 2 teacher preparation</i>	content-specialists
2. Analyze contexts, considerations, and challenges that influence teaching and learning through the lenses of educational foundations and allied disciplines.	context-driven learner-centered	<i>certificates on ALS, IPED, multigrade ed, literacy ed were also developed</i>	data-informed
3. Design innovative, inclusive, and adaptive learning spaces and experiences that connect theory and practice in 21st century teaching and learning.	learner-centered	<i>disciplines-specific pedagogies (e.g., curriculum, assessment, technology, PCK courses) were considered</i>	innovative inclusive
4. Employ technology-supported strategies that are innovative, appropriate, ethical, and sustainable towards inclusive learner experiences.	technology-supported content-intensive	<i>recognizing diversity among learners and learning spaces</i>	
5. Construct a variety of appropriate traditional and authentic assessments to enhance teaching and learning.	experiential	<i>experiential learning was emphasized across courses + contextualized year-long internship</i>	lifelong and life-wide learner
6. Conduct research initiatives directed towards enhancing teaching and learning.	outcomes-based		
7. Engage in continuous personal and professional development that foster community involvement and lifelong learning.	experiential		values-driven
8. Cultivate teacher identity, agency, well-being, and resilience through meaningful connections, self-care practices, and strong commitment to the ethical standards of the profession	outcomes-based context-driven	<i>strong mapping between and across outcomes, standards, courses, etc.</i>	

Reframed Program Components of the Pre-service Teacher Education Curriculum

○ The Reframed Professional Education Component

In attaining the desired program outcomes of the *reframed* pre-service teacher education curriculum, the Professional Education (ProfEd) component was *reframed* to strengthen pre-service teachers' application of essential theories in education to actual practice. The *reframed* ProfEd has 9 courses, totaling 36 academic units, as reflected in Table 4.

Table 4. The Reframed Professional Education Courses

The Learner	The Teacher	The Learning Process	The Teaching Process
Human Growth and Development (3 units) grounds PSTs on learning and development vis-à-vis effective teaching delivery through the lens of educational psychology Foundations of Special and Inclusive Education (3 units) prepares PSTs for all learner and learning contexts	The Teacher as a Person and as a Professional (3 units) helps PSTs reflect on personal and professional identities as quality Filipino teachers Principles and Practices of Homeroom Guidance (3 units) equips PSTs with knowledge and skills in basic guidance and counselling	Foundations of Teaching and Learning (3 units) grounds PSTs with education foundations to enable linking theory to practice Theories and Approaches in Literacy Education (3 units) equips PSTs with foundational knowledge on the development and teaching of literacy skills Learner-Centered Teaching (3 units) introduces PSTs to Science of Learning principles and inclusive pedagogies to support diverse learners and adapt to different learning environments Learner Assessment (3 units) provides PSTs' with appreciation of assessment with emphasis on utilizing evidence in improving teaching and learning	Teaching Internship (12 units) exposes PSTs to relevant learning contexts by - lengthening duration to one year; - offering options for various learning spaces; - integrating in the practicum other expected competencies (e.g., research, community involvement); - capping all experiential learning activities (as provided across ProfEd and Specialization courses)

Courses on *The Learner* ground pre-service teachers on the nature of learners and learning, highlighting their diversity and learning contexts, and courses on *The Teacher* reflect the imperative focus on teachers' personal and professional development, being mindful of their own well-being while promoting healthy socio-emotional development among learners. Meanwhile, majority of the courses focus on *The Learning Process* to address the development of competencies that prepare pre-service teachers in the teaching-and-learning process. *The Teaching Process* then unpacks key features of a lengthened Teaching Internship to ensure an experience-based teacher learning and development. Course descriptions and draft syllabi guides of ProfEd courses are attached in [Annex B](#).

○ **The Reframed Specialization Component**

Focusing on equipping pre-service teachers with in-depth theoretical and technical knowledge, context, and skills in their respective disciplines, the specialization component was *reframed* in the purview of the developed program outcomes and framework of the *reframed* pre-service teacher education curriculum.

The *reframing* of the specializations reflects the streamlining of program and certificate degrees to align with identified contexts in education. Table 5 provides an overview of the *reframed* teacher education programs vis-à-vis education contexts they are responding to.

Table 5. *The reframed teacher education in the context in Philippine education*

Reframed programs	Context in Philippine education
• Bachelor of Early Childhood Education • Bachelor of Special Needs Education with concentrations in <i>Teaching Deaf and Hard-of-Hearing Learners</i>, <i>Teaching Learners with Visual Impairment</i>, and <i>Early Childhood Education</i> • Certificate in Alternative Learning System • Certificate in Indigenous Peoples Education	Prepares pre-service teachers for early childhood education (Key Stage 1), special needs education, ALS, and IP education as reflected in the national directions pursued in recent years.
○ Bachelor of Elementary Education with concentrations in <i>Science, Mathematics, Language and Literacy</i>, and <i>Social Studies and Character Education</i> ○ Certificate in Literacy Education ○ Certificate in Multigrade Education	Equips pre-service teachers in addressing needs in basic education e.g., specializations in Key Stage 2, literacy and numeracy among learners, diverse learning contexts.
• Bachelor of Education (<i>retaining the majors in the previous Secondary Education program, and infusing BCAEd and BPEd</i>) • Bachelor of Career and Technical Education	Helps pre-service teachers in responding to specific needs in Key Stages 3 and 4 e.g., disciplinal sciences, education-focused arts and culture education and physical and health education, and strengthened SHS curriculum

More details on the reframed degree programs and developed certificate programs, including respective program descriptions and frameworks, program outcomes and performance indicators, course lists and corresponding course descriptions, are provided in various documents attached in [Annex C1](#). Mapping of courses to PQF, AQRF, and the reframed teacher education program outcomes are in [Annex C2](#), while sample course programming are in [Annex C3](#).

○ **The General Education Component**

The General Education (GenEd) component, focusing on the curriculum common to all undergraduate programs across higher education, is not part of the curriculum *reframing* process. Pending ways forward from CHED the *reframed* pre-service teacher education curriculum initially incorporated an 18-unit GenEd component.

The reframing of the pre-service teacher education curriculum is] reflective of the reform initiative in teacher education to **move away from the “one-size-fits-all” approach; therefore, ensuring its adaptability to the evolving contexts of education in the Philippines.**



Reframed Program Structure and Program Design and Delivery of the Pre-service Teacher Education Curriculum

The *reframed* curriculum reflect a teacher education program that can be delivered within 3 to 3.5 years, given that the *reframed* ProfEd is at 36 units and that GenEd is initially at 18 units. Table 6 provides a general view of the program structures of the *reframed* degree programs in teacher education.

Table 6. *Reframed degree programs and respective no. of courses, units, and years of implementation*

Bachelor of Early Childhood Education (BECEd)				
No. of courses		No. of units		Years of implementation
18		54		3 years
Bachelor of Special Needs Education (BSNEd)				
Models		No. of courses	No. of units	Years of implementation
Model A: Generalist; or		18	54	3 years
Model B: with Concentrations				
o Teaching Deaf and Hard-of-Hearing Learners		24	72	3.5 years
o Teaching Learners with Visual Impairment				
o Early Childhood Education				
Bachelor of Elementary Education (BEEd)				
Model A: Generalist; or		17	51	3 years
Model B: with Concentrations				
o Science		23	69	3.5 years
o Mathematics				
o Language and Literacy				
o Social Studies and Character Education				
Bachelor of Education (BEd)				
o Social Studies		16	48	3 years
o English				
o Filipino				
o Values Education				
o Arts and Culture Education				
o Physical and Health Education				
o Mathematics		21	63	
o General Science			73*	
o Biological Science		26	93*	3.5 years
o Physical Science				
o Earth and Space Science				

*Some courses are 4-unit courses

With concentrations in special needs education, the demands of Key Stage 2 in elementary education, and the depth of disciplinary sciences, the *reframed* BSNEd with concentrations, BEEd with concentrations, and BEd majors in Biological Science, Physical Science, and Earth and Space Science were designed to delivered within 3.5 years.

Pending further discussions on program implementation, it is envisioned that TEIs with available experts or TEIs in regions or areas with identified needs may be allowed to offer such programs. This is to ensure that the delivery of the concentrations and specializations are reserved to TEIs with assessed capabilities; therefore, ensuring that concerns such as teacher–subject mismatch or oversupply of certain specializations in the basic education can be closely monitored and appropriately addressed. Same is the case with the proposed BCTEd program which is aligned both with the basic education (including the strengthened SHS curriculum through the TechPro track) and technical–vocational education.

Continuation of Table 6

Bachelor of Career and Technical Education (BCTEd)				
Majors in	With concentrations in	No. of courses	No. of units	Years of implementation
Industrial Arts	- o Automotive Technology; - o Electronics Technology; - o Electrical Technology; - o Electromechanical Technology; - o Biomedical Technology; - o Machining Technology; - o Civil and Construction Technology; - o Architectural Drafting Technology; - o Welding and Fabrication Technology; - o Heating, Ventilating, Air Conditioning, and Refrigeration Technology; - o Mechatronics Technology;			
Family and Consumer Science	- o Food Service Management; - o Apparel Fashion and Design Technology; - o Hotel Operation and Tourism Services; - o Aesthetic, Health, and Wellness Service;	19	67**	3.5 years
Information and Communication Technology	- o Animation; - o Visual Graphic Design; - o Computer and Web Programming; - o Computer Systems and Telecom Servicing; - o Digital Media Production and Content Creation; - o Contact Center Services;			
Agri-Fishery Arts	- o Agricultural Production and Technology; - o Aquatic Production and Processing Technology; - o Sustainable Food Systems Technology;			

***Major and Concentration courses are 4-unit lec-lab courses*

Certificate programs in ALS, IPed, literacy education, and multigrade education, which were developed to address specific needs in education, are envisioned as ‘add-ons’ to complement the 3-year degree programs. Consisting of 18 units, courses in these certificate programs can be infused in the course programming of a pre-service teacher taking either BECEd, BSNEd generalist, BEEd generalist, or any BEd majorship (except the disciplinary sciences).

Finally, the Certificate in Teaching Program was also *reframed* to consider contexts of non-education degree holders both without teaching experience and with teaching experience; hence, eligible for recognition of prior learning or crediting of work experiences. Details of which are also included in [Annex C1](#).

Proposed structure and guidelines of which, including details on additional certificate programs to be developed (e.g., Certificate in Special Needs Education, Certificate in Madrasah Education) shall be provided in succeeding TEC issuances.

Reframed Curriculum vis-à-vis Drivers for Reframing

The streamlining of pre-service teacher education programs seeks to ascertain the responsiveness of the *reframed* curriculum to the directions in Philippine education.

Emphasize practice-based training

The *reframed* ProfEd and specialization courses feature experiential learning activities that are either **curriculum-embedded**, **research-related**, **community-based**, or **work-integrated**. These experiential learning activities serve as a transformative learning process, which grounds conceptual understanding to contextual realities of teaching and learning environments; and as multifaceted methodologies, which highlight student-school-community interdependence (Tembrevilla, Phillion, & Zeadin, 2024).

In the suggested assessment tasks drawn from the *reframed* ProfEd courses, included for instance are case studies and laboratory activities which seek to empower pre-service teachers to practice and enhance their disciplinary learning and skills development. Such curriculum-embedded experiential learning activities are in response to stakeholder feedback that pre-service teachers should be given learning spaces to apply education theories to practice.

A mapping of experiential learning across ProfEd courses is included in the annexes of this Shaping Paper. Meanwhile, mapping of experiential learning across Specialization courses shall likewise be made available to the public once finalized.

Establish a uniform policy defining longer practicum duration

Among the features of the 12-unit Teaching Internship is its implementation for an entire year. Divided into two components, *Teaching Assistantship* features guided mentorship through classroom observations, microteaching, and classroom-based action research; while *Teaching Internship* reflects flexibility in the immersion of pre-service teachers in diverse learning environments. Beyond classroom teaching, internship may also happen in the communities, industries, education-related workplaces, and informal learning environments.

A detailed document on Teaching Internship and its implementation shall be provided separately by the TEC.

Examine the generalist nature of pre-service teacher education and consider a specialization-focused coursework

The introduction of concentration areas in elementary education and disciplinal areas in the sciences seek to ground teachers with mastery and depth of pedagogical content knowledge in their respective disciplines. This feature in the *reframed* curriculum seek to address the identified teacher-subject mismatch in basic education and the reported low-level content mastery among teachers, which consequently shall also respond to poor learner outcomes (EDCOM 2, 2024, pp 81-82 and 182).

Further, discipline-contextualized courses on curriculum, technology, pedagogy and assessment, literacy, and research in the disciplines are now emphasized in the *reframed* Specializations. This is in contrast to the previous implementation of the curriculum where these identified areas are generalist in nature. Said features, as well as those cited in Table 5, are reflective of the move away from the “one-size-fits-all” approach; therefore, ensuring adaptability of pre-service teacher education to the evolving contexts of Philippine education.

Anchored on education resilience

Education resilience, or education system resilience (ESR), refers to “the capacity [of an education system] to absorb, resist, and adapt to disturbances while ensuring the continuity of its vital functions” (Cameron et al., 2024).

Contributing to attaining education resilience, the *reframed* curriculum emphasizes flexibility in the design and delivery of its courses through its non-prescriptive stance on implementation. These are reflected on how the *reframed* courses capture different learning spaces; hence, intentionally making the course design inclusive.

The *reframed* curriculum also supports the “new normal” in Philippine education where courses prepare pre-service teachers as well for alternative delivery methods. The *reframed* curriculum therefore empowers pre-service teachers to respond effectively to various directions and demands in Philippine education.

Aligned with the Science of Learning

This feature on the Science of Learning is explicitly discussed across ProfEd courses through the recommended courses contents and their respective alignment to suggested assessment tasks. Further, considering as well pre-service teacher learning, Science of Learning is evident on the developmental programming of courses, as guided by the *Introduced-Practice-Demonstrated* developmental progression of courses.

Moreover, the *reframed* curriculum is also aligned with learning recovery initiatives through an intensive focus on literacy education. These seek to equip pre-service teachers to help address low literacy rate among learners in basic education, where literacy serving as a critical pre-requisite competency in learning. For instance, pre-service teachers taking Bachelors in Elementary Education (BEEd) have *Literacy Education for Learners in the Early Grades*, *Literacy Education for Learners in the Intermediate Grades*, and *Literacy Assessment and Intervention* to ensure that literacy education is not only for language or early childhood teachers but for all teachers in Key Stages 1 and 2.

Grounded on learner diversity and learning contexts

Further, featured in the *reframed* curriculum are discipline-specific courses in unpacking the curriculum to help pre-service teachers in their delivery of instruction. These courses also aim to complement the in-service training on instruction delivery; thereby preparing teachers to navigate through any changes in the implemented curriculum.

An example is the core course *Competency-based Teaching and Training (with emphasis on TMI)* for pre-service teachers taking the *reframed* Bachelors in Career and Technical Education (BCTEd). Said core course is both aligned with competencies expected in teaching technology and livelihood-related subjects in basic education and in the preparation of learning materials for

technical-vocational education; hence, equipping BCTEd pre-service teachers with the developmental nature of the program.

Recently enacted legislations also highlight the need to effectively respond to learning environments beyond the regular classroom. The addition of a certificate in ALS, IPed, literacy education, or multigrade education to a regular 3-year program provides pre-service teachers with further grounding on the identified learning contexts, thereby ensuring that teachers are equipped with teaching competencies both in and beyond their specializations. This shall help pre-service teachers develop appropriate teaching strategies vis-à-vis distinct learning approaches, thereby addressing poor learner outcomes.

Also, considering the various contexts of TEIs, the *reframed* curriculum emphasizes flexibility in its design. Teacher educators are highly encouraged to work together and leverage their shared expertise, for instance, to develop syllabi guides that adhere to the minimum expectations of the *reframed* courses. This feature seeks to encourage innovation in the design and implementation of the *reframed* courses, thus making them relevant to the contexts of pre-service teachers.

Mapped with the expectations in the PQF, AQRF, and PPST

Mapping of the *reframed* program outcomes of teacher education and of the respective disciplines to the specified standards were iteratively done in the *Development Phase* to ensure that the *reframed* pre-service teacher education still responds to the quality requirements in higher education and at par with international standards. Mapping templates, as reflected in the succeeding section of this document, allow for an initial baseline for the quality assurance of teacher education.

Further, mapped as well across the *reframed* programs are strengthened pedagogy courses, where all programs offer their respective courses on teaching methodologies, educational technologies, assessment, literacies, curriculum unpacking, and research. This feature fully responds to competencies stipulated in the PPST Beginning Career Stage.

Responsive to critical areas on pre-service teacher education

The mapping of the *reframed* curriculum to the PPST also provides basis on the attainment of PPST Beginning Career Stage expectations, which then serve as anchor for an appropriate gateway assessment to enter the profession, either through the licensure examinations or alternative pathways that may eventually be developed.

It is also envisioned that the *reframed* curriculum connects with the existing quality assurance mechanisms within teacher education, such as the accreditation of programs or the impactful implementation of the Centers of Excellence among TEIs.

Reframed Program Evaluation of the Pre-service Teacher Education Curriculum

To ensure that the *reframed* pre-service teacher education curriculum remain aligned with the requirements of higher education in the Philippines, the curriculum *reframing* process also observed alignment with the PQF Level VI Descriptors, the AQRF Descriptors, and the PPST Beginning Teacher Indicators. Also reviewed are the developmental progression of courses using the *Introduced-Practice-Demonstrated* mapping. Along with this is the iterative mapping as well of the *reframed* courses to the *reframed* program outcomes of teacher education and the respective disciplines and



the PPST Beginning Teacher Indicators. These mappings shall help serve as anchor, among others, to the program evaluation of the *reframed* curriculum.

Full mapping documents may be accessed in [Annex C2](#) and [Annex D](#), while succeeding tables reflect sample of these.

Sample mapping of reframed teacher program outcomes to the PQF (excerpt only)

Reframed Program Outcomes	PQF Level VI	
	DOMAIN: Knowledge, Skills & Values	
	Has broad and coherent knowledge and skills in their field of study for professional work	Has broad and coherent knowledge and skills in their field of study for lifelong learning
PO 1 Demonstrate depth and mastery of competencies in the area of specialization.	Explain key theories, principles and concepts in the discipline	
	Demonstrate skills in the teaching of different content areas	
	Analyze concepts in the discipline	Analyze concepts in the discipline
	Apply the scientific inquiry in solving current problems in the discipline	Apply the scientific inquiry in solving current problems in the discipline

Sample mapping of reframed teacher program outcomes to the PPST (excerpt only)

Reframed Program Outcomes	PPST Domains						
	1	2	3	4	5	6	7
PO 1 Demonstrate depth and mastery of competencies in the area of specialization.	x			x	x		x
PO 2 Analyze contexts, considerations, and challenges that influence teaching and learning through the lenses of educational foundations and allied disciplines.	x	x	x	x	x	x	x

Sample mapping of reframed ProfEd courses to the reframed program outcomes (excerpt only)

Reframed ProfEd	Reframed Program Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Foundations of Special and Inclusive Education		x	x	x			x	
The Teacher as a Person and as a Professional		x			x			

Sample mapping of BCTEd degree program outcomes to the PQF (excerpt only)

Reframed BCTEd Degree Program Outcomes	Reframed BCTEd Performance Indicator	PQF Level VI	
		DOMAIN: Knowledge, Skills & Values	
		Has broad and coherent knowledge and skills in their field of study for professional work	Has broad and coherent knowledge and skills in their field of study for lifelong learning
DPO 1 Demonstrate depth and mastery of career and technical	Obtains national certifications from relevant specialization and concentration courses.	x	x
	Acquires competencies as both educators and practitioners, responsive to industry needs.	x	x

specialization and pedagogy aligned with national and global standards.	Designs competency-based learning modules tailored to instructional and practical requirements.	x	x
	Applies contextualized teaching strategies that address the diverse needs of learners.	x	x

Sample mapping of Certificate in Literacy Education courses to the PPST BTIs (excerpt only)

Certificate in Literacy Education Courses	PPST Domain 1 indicators						
	1.1.1	1.2.1	1.3.1	1.4.1	1.5.1	1.6.1	1.7.1
Trends in Literacy Education	x	x		x	x	x	x
Learning Resources in Literacy Education	x	x	x	x		x	x
Assessment of Literacy Abilities	x	x	x			x	x
Design and Evaluation of Literacy Programs	x	x	x	x	x	x	x
Teaching Multiple Literacies	x	x	x	x	x	x	x
Literacy Interventions	x	x	x	x	x	x	x

Sample mapping of development levels in BEd Major in Values Education (excerpt only)

	Reframed BEd VE Degree Program Outcomes				
	DPO1	DPO2		DPO9	DPO10
The Science of Values Learning and Theories of Moral Development	x				
Principles and Methods in Teaching Values Education		x		x	

IV. Flexible Models of Implementation of the *reframed* curriculum

The implementation of the *reframed* pre-service teacher education curriculum shall reflect flexibility and adaptability as a salient feature. This shall empower TEIs to exercise agency by having afforded with increased flexibility in crafting implementation strategies for the curriculum. Figure 5 captures the models for the flexible implementation of the *reframed* pre-service teacher education curriculum.

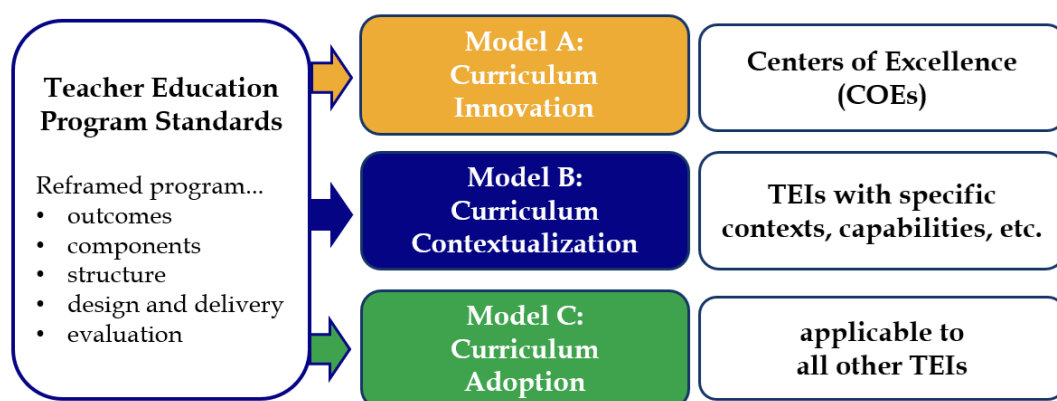


Figure 5. Models for the flexible implementation of the *reframed* curriculum

As Teacher Education–Centers of Excellence, they are provided with opportunities to innovate in the design of the Specializations and in the delivery of courses, including assessments, across all components. Meanwhile, TEIs that shall be identified with specific capabilities may also innovate in their Specialization component following the contexts in their regions, as well as in the delivery of



courses, including assessments, across all components. Finally, other TEIs are expected to fully adopt the *reframed* curriculum, including its delivery. They shall be supported by CHED and TEC so they can move towards implementing Model B.

More details on the flexible implementation models shall be expounded through a separate document to be prepared by the TEC Secretariat.

In line with the support to TEIs in implementing the *reframed* curriculum, in the pipeline are support programs on pedagogical and content deepening for the foundational training on the *reframed* pre-service teacher education curriculum; support on model teaching to ensure mastery of the *reframed* content; and practice-based coaching to teacher educators to help translate the new curriculum into practice. Capacity-enhancement activities for TEIs, for instance, already commenced in Q3 of 2025.

To be highlighted as well in these support programs are next steps for consultations, prototyping, and public engagements—such as continuous alignment meetings with DepEd on the implementation of the *reframed* Teaching Internship, with TESDA on the alignment of the proposed BCTEd program to their policy directions, with relevant agencies and institutions for the capacity training of teacher educators for content expertise—and other details on implementation, quality assurance, and monitoring, evaluation, assessment, and learning—highlighting shared responsibility and intersectoral collaboration between stakeholders and policy implementers.



V. References

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