



Report on Completed Outputs of the Development of an Experience-based Certificate in Teaching Program

The development of an experience-based model of Certificate in Teaching Program (CTP) was grounded in the *Reframing* of the Professional Education and Experiential Learning Components of the Pre-service Teacher Education Curriculum. The guiding principle focused on the paradigm shift towards specialist orientation for teacher education programs and the demand to strengthen experiential learning (Teacher Education Council, 2026). Accordingly, the reframing of CTP centered on strengthening the experiential learning component and customizing features to cater to different pathways to teaching. The research and development work was part of the Research Initiatives in Teacher Education (RITE): Development of Models of Pre-service Teacher Education Curricula and Programs (Phase 2: Specialization Components and Specialized Programs) under **Component E** which addressed the following research questions:

1. What are the strengths and limitations of the current structure and delivery of Certificate in Teaching Programs offered in different institutions from the perspective of:
 - a. Graduates;
 - b. School Administrators;
 - c. Colleagues in the school where the graduates are employed; and
 - d. Teacher Educators?
2. Based on the strengths and limitations of the Certificate in Teaching Programs, what specific program components should be integrated into an experience-based Certificate in Teaching Program?

The national survey on reframing the Pre-service Teacher Education Curriculum, conducted in Quarter 4 of 2024, partially captured the need for experience-based teacher preparation, a more specific data set was needed to accurately capture the current features of CTP across the different institutions that offer it. Given the dearth of data on the design and delivery of CTP, the research work depended primarily on conceptual literature. A number of models on recognition of prior learning, work-integrated learning, and experiential learning were curated to serve as benchmarks (Billett, 2011; Kolb, 2015). The team began the development work with the following decision points:

1. Setting Admission Requirements
 - a. Academic Requirements
 - b. Experience Requirements
 - c. Recognition of Prior Learning



2. Setting Course Requirements
 - a. Core Courses
 - b. Specialization Courses (based on level to be taught)
 - c. Work Integrated Learning/Job-embedded Learning as part of course work
3. Setting the Experiential Learning Component (Teaching Internship)

The discussions were informed by fundamental questions on the strengths of and challenges in the current CTP curricula being offered in different Teacher Education Institutions (TEIs) toward defining an experience-based CTP that aligns with the the reframed pre-service teacher education curriculum and responds to the need for alternative pathways to teaching. The CDT underscored a program design that recognizes the diverse professional backgrounds, work experiences, and existing competencies of prospective teachers. Rather than following a one-size-fits-all approach, the curriculum adapts flexibilities that acknowledge the knowledge and skills gained through prior education and professional practice. The curriculum development process also built on the findings and curriculum principles generated under the RITE 1 initiative, which established the overarching framework for the reframed pre-service teacher education curriculum. The initial output that was subjected to stakeholders' validation and CDT refinement covers Program Description, Framework, Outcomes and Performance Indicators, and Course List.

The "experience-based" component of the reframed CTP was framed by two student profiles: Profile I: Non-Education Bachelor's Degree Holder; and Profile II Non-Education Bachelor's Degree Holder (with teaching experience). These profiles guided the differentiation in crediting prior learning, course requirements, and experiential learning models. The details of the program features are outlined in the program document (access via this link). Related documents that support the operationalization of the reframed CTP were also developed by the CDT. These include the following:

1. [Recognition of Prior Learning \(RPL\) Pathway Decision Guide and Rubrics](#) which provides a structured process guide for assessing and crediting CTP applicants' prior knowledge, skills, and professional experiences;
2. [Sample Program of Study](#) which presents a two models of suggested course programming based on the CTP applicants' profile; and
3. [Syllabus Guides](#) which outlines suggested course design and delivery as a reference material for CTP faculty.

Despite the significant outputs developed, the reframed CTP did not proceed to the presentation to approving authorities. This is partly due to the comprehensiveness of the reframed pre-service specialization programs. The nature of CTP as a post-baccalaureate program distinguishes itself from the specialization and undergraduate certificate programs that were approved under *Development of Models of Pre-service Teacher Education Curricula*



and Programs (Phase 2: Specialization Components and Specialized Programs). Moreover, the scarcity of local data on CTP must be addressed to provide a more comprehensive empirical support to its reframing. It is in this context that RITQ included the refinement and finalization of the reframed CTP in *Reframing Graduate Teacher Education (Phase 2)* which focuses on Graduate Teacher Education. The reframing of the CTP is under Project Component B and aims to refine and finalize the initial work focusing on the following research questions:

1. What are the specific strengths and gaps in professional expertise among the completers of CTP from the perspective of:
 - a. CTP Graduates;
 - b. School Leaders;
 - c. Experienced Teachers; and
 - d. Teacher Educators?
2. What core outcomes should be targeted by a reframed CTP program?
3. What specific program components should be integrated into the reframed Certificate in Teaching Program?

The project work will broaden stakeholder participation through the involvement of CTP graduates, experienced teachers, school leaders, and related experts who will be engaged in a series of focus group discussions and key informant interviews. The data will primarily be used to refine the initial outputs, particularly the experience-based features of the Certificate in Teaching Program. Stakeholder insights will inform the enhancement of work-integrated experiences, the recognition of prior learning, and other experiential learning components to ensure that the program effectively integrates theory, authentic teaching practice, and reflective learning. The development process will involve a new set of CDT that can provide a context-responsive and systems-oriented lens to the program. More specific directions on the refinement of outputs shall be within the purview of the TEC in alignment to its vision for pathways to teacher education.



References

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