

REPUBLIC OF THE PHILIPPINES
TEACHER EDUCATION COUNCIL

Discussion on the Revised PSGs for the Reframed Pre-Service Teacher Education curricula

July 27, 2026 | Zoom



Meeting Agenda

- 1. General updates on the agreements the July 24 alignment meeting with RITQ.**
- 2. CHED concerns and issues on the Revised PSGs.**
- 3. Resource persons for the explainer videos.**



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Agenda 1: Updates from the July 24 meeting with RITQ

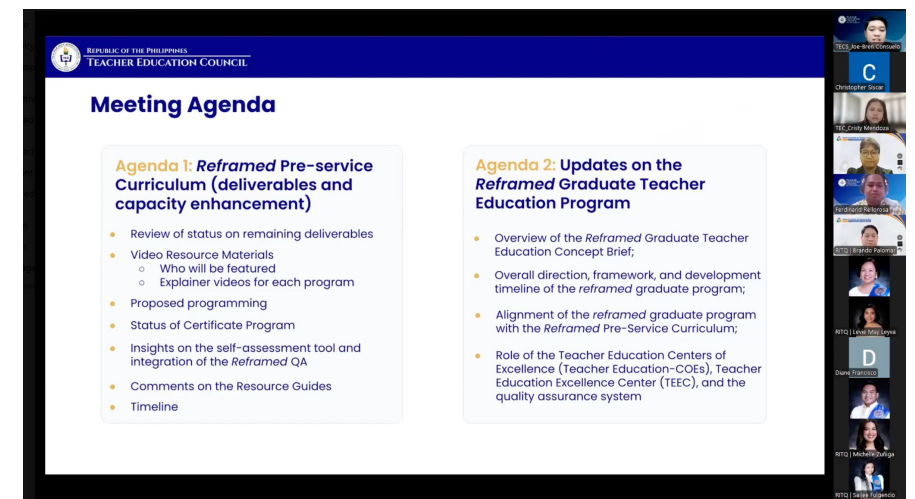
Updates from July 24 Agreements

July 28

1. QP sent minutes of meeting and agreement
2. QP sent matrix of resource persons for explainer videos; **RITQ left comments already. (Agenda 3)**
3. QP send matrix of CHED's concerns on the PSGs; **RITQ left responses already. (Agenda 2)**
4. QP received transmittal on proposed description of teaching internship.
5. QP submitted comments on the resource guides; **RITQ addressed already. QP to check again.**

PENDING this week:

- Transmittal on remaining syllabus guides
- QP's comments on remaining syllabus guides





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Agenda 2: CHED concerns and recommendations on the revised PSGs



Overview of CHED Concerns

- 1. Changes in CEB Approved Programs**
 - a. BSNEC Concentration Areas**
 - b. Certificate Programs**
- 2. Learning Delivery Models**
- 3. Administration and Faculty Requirements**
- 4. Congested Distribution of Courses per Semester**
- 5. General Education Courses to be Adopted**
- 6. Pilot-Testing of the *Reframed* Pre-Service Teacher Education Curriculum**

Others:

- 7. PQF Level Alignment Matrix**



CHED Issues and Recommendations

CHED Concerns	CHED Recommendation/s	RITQ Response
1. Changes in CEB Approved Programs a. BSNED Concentration Areas TEC recently added four (4) concentration programs for BSNED: Bachelor of Special Needs Education (BSNEd) with concentrations in: 4. Teaching Language and Literacy 5. Teaching Mathematics 6. Teaching Science 7. Teaching Social Studies and Character Education	OPSD in consultation with the Technical Panel: 1. To include the additional concentrations and certificates for CEB approval/confirmation, as these are deemed necessary to support inclusive education.	The additional concentration areas for BSNEd were decided on by the TPTE based on the stakeholders' feedback gathered from both the April and October 2025 zonal public hearings. Stakeholders repeatedly stressed the lack of content-backing for BSNEd graduates; hence, the inclusion of concentration in content areas (i.e., #4 to #7 in column 1).
	CHED ManCom: 1. Make sure that it is explicitly stated in the PSGs that the Field of Concentration are optional and not required in the curriculum (for HEI and students)	
	2. Include the dates of the public consultations held by TEC in the presentation (specifically for the additional concentrations and certificate programs for CEB approval)	



CHED Issues and Recommendations

Notes:

- The sentence in blue text is cut from item No. 3 of Section 5 to apply to the offering of the three program tracks.
- The same phraseology should apply to other programs that also offer tracks (i.e., BEEd, BECEd, and BEd).

CHED Concerns	CHED Recommendation/s	RITQ Response
1. Changes in CEB Approved Programs a. BSNEd Concentration Areas TEC recently added four (4) concentration programs for BSNEd: Bachelor of Special Needs Education (BSNEd) with concentrations in: 4. Teaching Language and Literacy 5. Teaching Mathematics 6. Teaching Science 7. Teaching Social Studies and Character Education	OPSD in consultation with the Technical Panel: 1. To include the additional concentrations and certificates for CEB approval/confirmation, as these are deemed necessary to support inclusive education.	RITQ agrees with the proposed wording, but it is suggested that 'localized needs' be mentioned first, as it should be the primary driver in offering the programs. "To accommodate varying localized needs and institutional capacities, teacher education institutions are granted the flexibility to determine which program track(s) to implement. Offering the reframed BSNEd program should respond to contextual needs and comply with existing CHED requirements for human and physical resources, including libraries, as determined in Article VI Sections 14, 15, and 16. If the institution offers the BSNEd with Concentration track, the concentration area(s) to be offered will depend on both the regional needs and the institutional capabilities. If the institution offers the BSNEd with Certificate Program track, the certificate program(s) to be offered must be based on the regional needs and institutional capabilities. The certificate program(s) shall serve as option(s) for the students taking the track."
	CHED ManCom: 1. Make sure that it is explicitly stated in the PSGs that the Field of Concentration are optional and not required in the curriculum (for HEI and students)	
	2. Include the dates of the public consultations held by TEC in the presentation (specifically for the additional concentrations and certificate programs for CEB approval)	



CHED Issues and Recommendations

CHED Concerns	CHED Recommendation/s	RITQ Response
1. Changes in CEB Approved Programs b. Certificate Programs TEC recently added two (2) certificate programs during the crafting of the PSG: 5. Islamic Education 6. Special Needs and Inclusive Education	OPSD in consultation with the Technical Panel: 1. To include the additional concentrations and certificates for CEB approval/confirmation, as these are deemed necessary to support inclusive education.	Stakeholder consultation for the Certificate in Islamic Education and the Certificate in Special Needs and Inclusive Education was conducted virtually on January 23, 2026, with 74 stakeholders from across the Philippines participating.
	CHED ManCom: 1. Make sure that it is explicitly stated in the PSGs that the Field of Concentration are optional and not required in the curriculum (for HEI and students)	
	2. Include the dates of the public consultations held by TEC in the presentation (specifically for the additional concentrations and certificate programs for CEB approval)	



CHED Issues and Recommendations

TEC Recommendation	RITQ Response
Proposed wording for the aforementioned paragraph (Article IV Section 5): The BEd program includes an optional undergraduate certificate in a focus area. This optional component is designed to respond to context-specific demands grounded in the needs of Filipino learners and the broader Philippine education system. The inclusion of a certificate is intended to enrich the undergraduate degree by providing complementary knowledge and skills that equip pre-service teachers with more comprehensive, well-rounded qualifications. However, when an institution chooses to implement specific certificate programs, students enrolled in that institution are required to complete the designated certificate track. Emphasizing learner diversity and inclusive learning environments, the Certificate Program covers the following areas: (1) Alternative Learning System, (2) Literacy Education, (3) Indigenous Peoples Education, (4) Islamic Education, (5) Multigrade Education, and (6) Special Needs and Inclusive Education. Each certificate comprises six specialized courses that are integrated into the undergraduate degree program (Annex E). Offering the certificate program should respond to contextual needs and conform to existing CHED requirements for human and physical resources, including libraries, as determined in Article VI Sections 14, 15, and 16. <i>Note: Highlighted text emphasizes that the certificate programs are optional for TEIs but whatever the TEI chooses to be the certificate program to be offered in complement to their specialization programs, students shall take it (as previously discussed).</i>	There is no need to include the highlighted part (e.g., “However, when an institution....”) since the suggested wording in 1.a shall already apply to other program PSGs (i.e., BEEd, BEd, BECEd, and BSNEd).



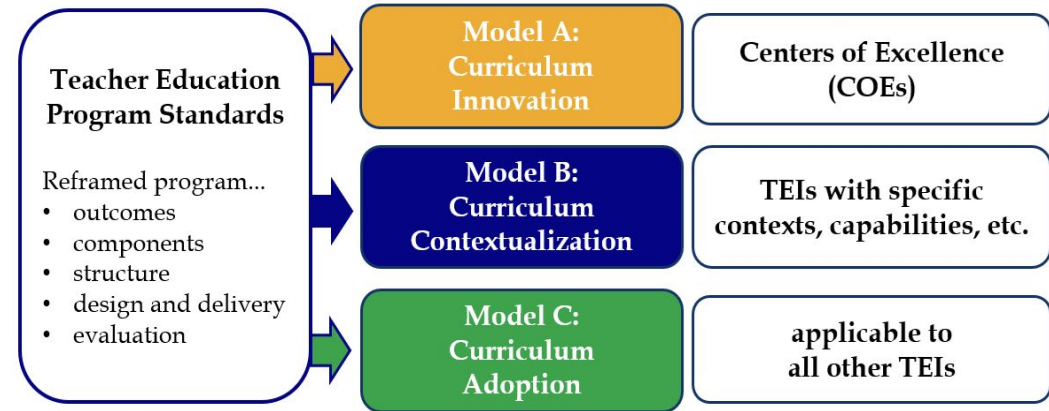
CHED Issues and Recommendations

CHED Concerns	CHED Recommendation/s	RITQ Response
2. Learning Delivery Models “...the specific set of criteria and flexibilities has not been thoroughly discussed and undergone consultation with stakeholders. The extent of flexibilities to be accorded/provided to TEIs under the different models vis-a-vis current benefits provided/enjoyed by HEIs in curriculum revision/delivery, such as the benefit of programs with accreditation and HEIs granted with autonomous and deregulated status.”	OPSD in consultation with the Technical Panel: 1. Exclude the “EQUATE Dual Awardee” as part of the TEI selection criteria... 2. Conduct further consultation with TEIs, LLS, and CHEDROs... in terms of: • Criteria of TEIs to be clustered under the different models • Extent of flexibilities to be accorded/ provided to TEIs 3. Flexibility to operate programs through consortium arrangement, Open Distance and e-Learning, microcredentials, extension classes, and internationalization...	RITQ would like to reiterate its suggestion for a streamlined assessment process (raised during the July 23 alignment meeting between RITQ and QPT) through the utilization of the instruments developed for the reframed QA.

Directions on the tool validation

TEC-TEI Checklist

QA Rubrics



QP, after consulting with RITQ (July 24) and TECS Data Management and Analytics Unit (July 28) decides that the best course of action considering available materials and timeline is to:

- use self-assessment question (TEC-TEI Checklist file)
- map them to the QA Rubric
- change them into likert scale version
- request for HTC to conduct the content validation
- QPTEO to pilot the tool to at least 15 TEIs
- DMAU to determine reliability of test



CHED Issues and Recommendations

CHED Concerns	CHED Recommendation/s	RITQ Response
3. Administration and Faculty Requirements “Additional provisions on faculty requirements might be needed in accordance with the new concentrations and certificate programs...”	OPSD in consultation with the Technical Panel: 1. For the provision on administration and faculty requirements to undergo further public consultation with stakeholders and CHED before including this in the revised PSGs. 2. Inclusion of a provision for a minimum number of qualified faculty members per course type (general education courses, professional education courses, major/specialization courses).	RITQ proposes the following future directions to address potential “mismatch”: • Transition period (<i>see comment in Concern #6</i>) • Support co-delivery of the curriculum through consortia (complementarity of faculty expertise) • Professional development programs for teacher educators through short courses / microcredentials • Support of CHED-RO and TEC to TEIs in crafting short- and long-term plans for faculty hiring and career guidance for teacher educators RITQ agrees with the conduct of public consultations on faculty qualifications and other requirements as stated in Article VI. Note: Article VI is beyond the purview of the curriculum, thus it should be within the functions of CHED as a regulatory body.



CHED Issues and Recommendations

CHED Concerns	CHED Recommendation/s	RITQ Response
4. Congested Distribution of Courses per Semester “The course distribution of the reframed pre-service teacher education programs in 3 and 3.5 years will limit the TEIs’ flexibility in adding institutional courses. ...a possible point of clarification from institutions which might opt to adopt a 4-year implementation model instead of the 3 and 3.5 year.”	OPSD in consultation with the Technical Panel: 1. The distribution of courses and program duration should be revisited and reconsidered... 2. Provisions for adopting a 4-year model implementation should also be included in the PSG. Relevant CHED ManCom comment from CHED’s Concern #5: 1. Suggestion to finalize the Reframing of the General Education courses first	This sentence in Section 8 (i.e., <i>The sample course programming presented in this section is the minimum requirement, which covers 3 years for the Generalist Track and 3.5 years for the Concentration and Certificate Program tracks.</i>) can be followed with: “The curriculum can also be programmed in 3.5 years for the Generalist Track and 4 years for the Concentration and Certificate Program tracks.” This future-proofs the provision in the PSG given the current directions of General Education and government policy priorities (e.g., strengthening SHS, refocusing higher ed on specialized coursework).



CHED Issues and Recommendations

CHED Concerns	CHED Recommendation/s	RITQ Response
5. General Education Courses to be Adopted “The course distribution of the reframed pre-service teacher education programs in 3 and 3.5 years will limit the TEIs’ flexibility in adding institutional courses. ...a possible point of clarification from institutions which might opt to adopt a 4-year implementation model instead of the 3 and 3.5 year.”	OPSD in consultation with the Technical Panel: The OPSD proposes that the TEC may either: a) Pilot-test its own reframed TE curricula and GE offerings... b) Develop its own set of GE courses or adopt the proposed reframed GE by CHED for pilot testing/ implementation CHED ManCom: • Suggestion to finalize the Reframing of the General Education courses first... • GE component will directly affect the program duration of the RPSTE and distribution of units per semester	RITQ prefers pilot testing the reframed pre-service teacher ed curriculum with the current GE, programmed in 4 years. This proves the flexibility of the reframed curriculum whatever the directions in GE will be. Developing a TE-specific GE requires a thorough process and might take at least half a year to develop an output with significant stakeholder involvement. RITQ does not recommend piloting the reframed pre-service teacher ed curriculum with the proposed GE, which already received a significantly negative response from stakeholders and might overshadow the merits of the reframed curriculum.



CHED Issues and Recommendations

CHED Concerns	CHED Recommendation/s	RITQ Response
6. Pilot-Testing of the Reframed Pre-Service Teacher Education Curriculum To date (June 29, 2026), no criteria and guidelines on the selection of TEIs for Pilot-Testing has been received by this Office.	OPSD in consultation with the Technical Panel: For TEC consideration, the identification and selection of TEIs for the pilot implementation, institutions with demonstrated capability and sufficient readiness in terms of resources should be considered for participation... Further, clear guidelines are needed for CHEDRO and TEI implementation. CHED ManCom: What will be the success indicators of the pilot-testing of the revised PSGs...? Possible issue on the request for the conduct of pilot-testing for AY. 2027-2028 and full implementation of the revised PSGs for AY 2028-2029 onwards, since the cohort for the pilot will overlap with the full implementation of the revised PSGs.	Institutions should be given a transition period to comply with faculty and resource requirements for the offering of the <i>reframed</i> programs. RITQ suggests that the piloting of the <i>reframed</i> curriculum be done in SY 2027-2028 (<i>see related provision in Section 11 of the draft PSGs</i>). The SY 2026-2027 can focus on cascading information and capacity enhancement.



CHED Issues and Recommendations

CHED Concerns	CHED Recommendation/s	RITQ Response
7. 7. PQF Level Alignment Matrix Event: PQF – Level Alignment Matrix (LAM) Workshop Date: August 20, 2026 (tentative) Venue: Luxent Hotel, QC Objective: Mapping of Program Outcomes with the Revised PQF Level Descriptors Lead Agency: CHED–OPSD Resource Persons: Dr. Cynthia Rose Bautista, Dr. Reynaldo Veal, Dr. Mika	Update (as of 07/29/26): Sir Eric (OPSD), through Chief Iking, wishes to invite participants from TEC and RITQ for this event.	RITQ would like to request a copy of the PQF LAM workshop outputs. This will inform the work on reframing graduate teacher ed.



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Agenda 3: Resource persons for the explainer videos.



Reference documents:

Matrix of Resource Persons and Topics
List of CDTs for CapEN (Google Sheet)



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Other Matters

Synthesis

Generally, QP's and RITQ's recommendations on CHED concerns are aligned.

1. QP notes the dates provided by RITQ on consultations/zonal public hearings where the concentrations areas and certificate programs emerged from, as requested by CHED.
2. QP will also adopt the suggested phrasing on concentration areas/ certificate programs.
3. RITQ supports the direction of QP on the validation of the self-assessment tool.
4. On Administration and Faculty requirements, we note the need to influence CHED to adopt flexible provisions and the invitation to TEC to further unpack the ISPs and integrate the CapEn and QA activities in the pipeline.
5. QP and RITQ are aligned on the recommendation not to wait for the reframed GE.

On the explainer videos:

1. We defer to the RITQs' suggested resource persons for the explainer videos.
2. QP to review and refine the subtopics for the explainer videos.
3. QP to rethink directions on the "*Shaping Videos*"
4. TEC to rethink timeline of explainer videos; Onboard resource persons.



Synthesis

Letter:

Signatory: Dir. Joe-Bren

**Launch CapEn, Develop Materials,
Invite to discuss topic and guide questions
Expenses incurred will be shouldered by TEC**

Annexes:

Schedule of Activities

August 7 Onboarding 5:30 PM (should have met with Comms and PR, ready slides); ONLY for CDTs/RPs

Objectives

Timeline,

Submission of script, August 14

Video Recording and Production August 17-28 (Check availability of PR Firm)

Caravan (September)

TOR

**TOR - 15k approved, 2 months August-September
materials developer to support the implementation of the reframed curriculum
May be invited in the Caravan**

For the General Shaping Videos (TPTE, Regular Members, etc.)

Letter: August 6; Signatory: ED JVJ

expectations, we will be providing script, or request for alternative

No more TOR



Agreements

Discussion Point	Agreement		Timeline
	TEC Action	RITQ/CDTs/RPs Action	
Support programs for TEIs	Further unpack ISP, articulate specific CapEn (and QA) initiatives already in the pipeline	RITQ has already provided resources on ISP for TECS' review	July 30
Storyboards for the Explainer Videos	- Review subtopics for the explainer videos - Highlight what is reframing: building, responding, not changing - Request for previous script and style guides from RITQ	RITQ to send previous script and style guides to TEC	July 30
	- Send invitation to CDTs/RPs - Send new storyboard template to RITQ and RPs/CDTs - Onboard CDTs/RPs	- Assist in coordination with CDTs/RPs - CDTs/RPs to send completed storyboards to TEC	Invitation to RPs and Briefer by TEC: July 31 Onboarding: August 7
	TEC to produce videos	CDTs/RPs to work with TEC's PR Firm on the video production	August 17-28
PQF Workshop	Request to Sir Eric PQF LAM workshop materials and send to RITQ	Review workshop materials from OPSD through QP	Workshop date: August 20



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Thank you.



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