

CHED MEMORANDUM ORDER

No. _____

Series of _____

SUBJECT: POLICIES, STANDARDS, AND GUIDELINES FOR BACHELOR OF EARLY CHILDHOOD EDUCATION (BECed) PROGRAM

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the “*Higher Education Act of 1994*,” and in pursuance of an outcomes-based quality assurance system under CMO No. 46 s. 2012, and by virtue of **Commission *en banc* (CEB) Resolution No. _ dated _**, the following policies, standards, and guidelines (PSGs) are hereby adopted and promulgated.

ARTICLE I INTRODUCTION

Section 1. Rationale

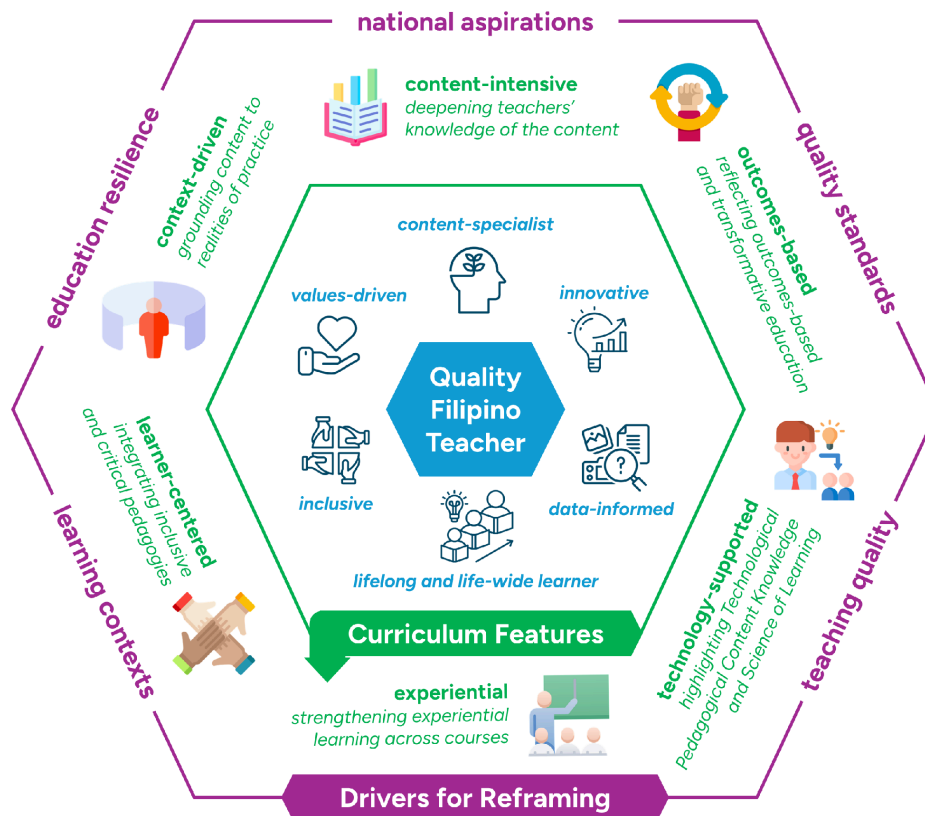
Anchored on the *reframing* of the pre-service teacher education curriculum, this PSG responds to the evolving educational demands driven by pertinent education policies and contextual needs. The PSG builds on the standards previously set in the different undergraduate programs in teacher education based on CMOs 74, 75, 76, 77, 78, 79, 80, and 82, s. 2017, and aligns with the Revised K to 10 Basic Education Curriculum (DepEd Order No. 10, s. 2024), Strengthened Senior High School Curriculum (DepEd Order No. 12, s. 2026), Outcomes-based Education (CMO 46, s. 2012), the Philippine Qualifications Framework (RA 10968), and the Philippine Professional Standards for Teachers (DepEd Order 42, s. 2017). Further, this curriculum directive is in accordance with the Excellence in Teacher Education Act (RA 11713), specifically the Teacher Education Council’s mandate 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).” Responsive to critical areas on pre-service teacher education, this PSG should strengthen the teacher education ecosystem, reinforce coherence between pre-service training and in-service practice, and support agency among teacher education institutions (TEIs).

The Reframed Pre-service Teacher Education Curriculum Framework

The *reframed* pre-service teacher education curriculum centers on developing the **Quality Filipino Teacher**. Represented conceptually as a hexagon, the desired **outcome** is placed at the core, complemented by the alignment and interrelationships among the **drivers** and enabling curriculum **features**. **Learning contexts** and **teaching quality** are positioned as key **drivers**, underscoring the importance of a strong community perspective in education. In particular, the framework emphasizes grounding the curriculum in diverse teaching and learning environments to strengthen community immersion as a vital avenue for teacher learning and for fostering meaningful school–community partnerships. The framework further reflects critical **drivers** that foreground the need for **educational resilience**, responsiveness to **national aspirations**, and adherence to **quality standards**.

The **drivers** for *reframing* call for the formation of a **Quality Filipino Teacher** who is **innovative**, **data-informed**, and a **specialist in disciplinary content**. Teaching quality is manifested in the capacity to adapt to and thrive across varied learner contexts, necessitating dispositions that are **inclusive**, **values-driven**, and oriented toward **lifelong and life-wide learning**. These competencies and dispositions inform the curriculum’s **outcomes-based features**, ensuring alignment with established quality standards. Consequently, the curriculum is designed to be both **content-intensive** and **experiential**, grounding theoretical knowledge in the realities of practice. Further, it is **technology-supported** to enhance technological pedagogical content knowledge, while remaining **context-driven** and **learner-centered**, with a sustained emphasis on inclusive practices and critical pedagogies.

The Reframed Pre-service Teacher Education Curriculum Framework



CMO No. XX, s. 2026 specifies the design of the reframed Bachelor of Early Childhood Education (BECeD) program. The sections outline the curriculum components, detailing the minimum requirements in terms of outcomes and structure. Curriculum mapping and course programming are presented to illustrate the operationalization of the curriculum. Ultimately, the degree program envisions the development of a Quality Filipino Early Childhood Teacher.

ARTICLE II AUTHORITY TO OPERATE

Section 2. Government Recognition

All private higher education institutions (PHEIs) intending to offer the **BECeD** program must first obtain the necessary authority from the Commission in accordance with this PSG. All PHEIs with an existing **BECeD** program are required to adopt an outcomes-based approach in accordance with this PSG. State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) should likewise strictly adhere to the provisions in these policies and standards.

ARTICLE III GENERAL PROVISIONS

Per Section 13 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements for specific academic programs, the general education distribution requirement, and the specific professional courses.

Section 3

The Articles that follow give minimum standards and other requirements. The minimum standards are expressed as a minimum set of desired program outcomes, as set forth in **Article IV Section 6**. The Commission on Higher Education (CHED) and the Teacher Education Council (TEC) *reframed* the pre-service teacher education curriculum to attain such outcomes. *Reframing* involved a critical process of rethinking, adjusting, and updating the existing pre-service teacher education curriculum to better meet the complex needs in education. This *reframed* curriculum is shown in **Article V**. The number of units of this curriculum is hereby prescribed as the “minimum unit requirement” under Section 13 of RA 7722. In designing the curriculum, CHED ensured alignment, as shown in the sample mapping in **Article V Section 9**.

CHED also employed outcomes-based and learner-centered approaches in determining appropriate curriculum delivery methods, as shown in the sample syllabus guides in **Annex G**. A repository of syllabus guides is also provided to serve as a reference for curriculum unpacking.

In **Article VI**, CHED determined the human resource requirements for administration and faculty. Requirements for physical resources, including the library, laboratories, and other facilities, are also provided in **Article VI**.

Section 4

The HEIs are allowed to design curricula suited to their own contexts and missions, provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route. In the same vein, they have latitude in terms of curriculum delivery and the specification and deployment of human and physical resources, as long as they can show that the attainment of the program outcomes and satisfaction of the program educational objectives can be assured by the alternative means they propose.

HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE) and the Institutional Sustainability Assessment (ISA)** as guides in preparing their submissions for **Article VII**.

ARTICLE IV PROGRAM SPECIFICATION

Section 5. Program Description

The Bachelor of Early Childhood Education (BECEd) prepares professional educators who are competent, responsive, and deeply committed to the care and education of young children from birth to eight years old. The program develops graduates who demonstrate mastery of both theory and practice, uphold children’s rights, and promote inclusive and developmentally appropriate practices in diverse early childhood learning environments. It emphasizes the integration of child development knowledge, curriculum and instruction, assessment, and family and community partnerships, guided by Developmentally Appropriate Practice. The curriculum nurtures 21st-century skills such as creativity, collaboration, critical thinking, and communication, and highlights the use of technology to create equitable and meaningful learning experiences. It is aligned with the provisions of Republic Act No. 12199, the new Early Childhood Care and Development System Act, as well as the Omnibus Policy on Kindergarten Education, the National Early Learning Framework, the Philippine Professional Standards for Teachers, and DepEd’s curriculum standards for Key Stage 1 (Kindergarten to Grade 3). Graduates are equipped to design, implement, and advocate for high-quality early childhood programs that support the holistic development and well-being of all young children.

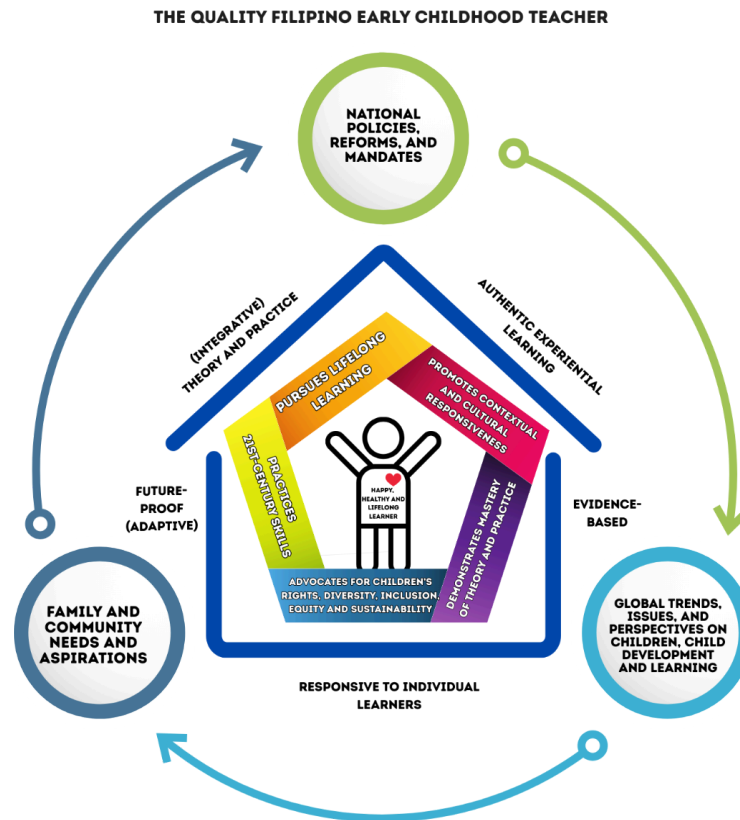
The BECEd program includes an optional undergraduate certificate in a focus area. This optional component is designed to respond to context-specific demands grounded in the needs of Filipino learners and the broader Philippine education system. The inclusion of a certificate is intended to enrich the undergraduate degree by providing complementary knowledge and skills that equip pre-service teachers with more comprehensive, well-rounded qualifications. 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.

5. 2. Degree Name

The degree program described herein shall be called:

1. Bachelor of Early Childhood Education (BECEd)
2. Bachelor of Early Childhood Education with Certificate in:
 - Alternative Learning System
 - Literacy Education
 - Indigenous Peoples Education
 - Islamic Education
 - Multigrade Education
 - Special Needs and Inclusive Education

5.2 BECEd Program Framework



The Bachelor of Early Childhood Education (BECEd) program prepares future educators who embody a strong balance of theoretical mastery and practical competence, advocate for children's rights, and champion inclusive, equitable, and culturally responsive early learning environments. It is built on the curriculum's core elements: integrative learning across theory and practice, authentic and experiential engagement, adaptability, and evidence-based decision-making. The program equips pre-service teachers with creativity, collaboration, critical thinking, and communication skills essential for 21st-century education. It recognizes the diverse needs of Filipino children, families, and communities and is shaped by national policies, current educational reforms, and global perspectives on child development and early childhood pedagogy. At the foundation of the program is Developmentally Appropriate Practice, which serves as its philosophical and pedagogical anchor. DAP informs all aspects of teaching, learning, assessment, and environment design, ensuring that decisions are grounded in a deep understanding of child development, the individuality of learners, and the sociocultural contexts in which children grow. Through this framework, the BECEd program strengthens the capacity of future educators not only to teach effectively but also to lead, innovate, and advocate for meaningful and sustainable improvements in early childhood education.

Section 6. Program Outcomes

The minimum standards for the BECEd Program are expressed in the following set of learning outcomes:

6.1 Common to all programs in all types of institutions

The graduates have the ability to:

- a. articulate and discuss the latest developments in the specific field of practice. (PQF level 6 descriptor)
- b. effectively communicate in English and Filipino, both orally and in writing
- c. work effectively and collaboratively with a substantial degree of independence in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
- d. act in recognition of professional, social, and ethical responsibility
- e. preserve and promote "*Filipino historical and cultural heritage*" (based on RA 7722)

6.2 Common to the discipline (Teacher Education)

- a. Demonstrate depth and mastery of competencies in the area of specialization.
- b. Analyze contexts, considerations, and challenges that influence teaching and learning through the lenses of educational foundations and allied disciplines.
- c. Design innovative, inclusive, and adaptive learning spaces and experiences that connect theory and practice in 21st century teaching and learning.
- d. Employ technology-supported strategies that are innovative, appropriate, ethical, and sustainable towards inclusive learner experiences.
- e. Construct a variety of appropriate traditional and authentic assessments to enhance teaching and learning.
- f. Conduct research initiatives directed towards enhancing teaching and learning.
- g. Engage in continuous personal and professional development that foster community involvement and lifelong learning.
- h. Cultivate teacher identity, agency, well-being, and resilience through meaningful connections, self-care practices, and strong commitment to the ethical standards of the profession.

6.3 Specific to the Bachelor of Early Childhood Education program

- a. Demonstrate high level of technological, pedagogical, and content knowledge
- b. Advocate for diversity, inclusion, equity, and sustainability
- c. Manifest teamwork and collaborative skills
- d. Exhibit innovative practice
- e. Apply critical and problem-solving skills
- f. Advocate for children's rights, a sense of community, nationalism, and democratic ideas
- g. Pursue lifelong learning

6.4 Common to graduates of a horizontal type of institution as defined in CMO 46, 2012

- a. Graduates of professional institutions demonstrate service orientation in their respective professions
- b. Graduates of colleges are qualified for various types of employment and participate in development activities and public discourses, particularly in response to the needs of the communities they serve
- c. Graduates of universities contribute to the generation of new knowledge by participating in various research and development projects

Moreover, all graduates of public and private higher education institutions must have the competencies to support national, regional and local development plans. Furthermore, they may adopt mission-related program outcomes that are not included in the minimum set of learning outcomes.

Section 7. Performance Indicators for Bachelor of Early Childhood Education

BECEd Program Outcomes	Performance Indicators
1. Demonstrate high level of technological, pedagogical, and content knowledge	1.1 Bridge theory and practice 1.2 Design learning activities that align with child development principles 1.3 Reflect and respond to the teaching effectiveness of technological choices, pedagogical strategies, and content delivery

2. Advocate for diversity, inclusion, equity, and sustainability	2.1 Articulate key concepts related to diversity, equity, and inclusion, such as unconscious bias, intersectionality, and cultural competence 2.2 Design resources and implement activities that are sensitive and responsive to the needs of diverse learners
3. Manifest teamwork and collaborative skills	3.1 Demonstrate robust communication skills 3.2 Respect and appreciate the perspectives of others 3.3 Contribute to the process of achieving shared goals
4. Exhibit innovative practice	4.1 Demonstrate openness to different disciplines to improve teaching and learning in the early learning environment 4.2 Apply creative teaching strategies and resources that are child-centered and responsive to learning contexts
5. Apply critical and problem-solving skills	5.1 Implement intentional teaching practices to promote critical and problem-solving skills 5.2 Employ reflective practice in designing instructional plans and assessments 5.3 Make informed decisions to lead, guide, and support young learners, families, and communities
6. Advocate for children's rights, a sense of community, nationalism, and democratic ideas	6.1 Demonstrate ethical and professional dispositions as an early childhood educator 6.2 Encourage democratic values, ideals, and rights for children and families 6.3 Nurture global citizenship through learning activities that promote respect, empathy, and solidarity across cultural boundaries 6.4 Promote a sense of community by working with families and other stakeholders
7. Pursue lifelong learning	7.1 Recognize the need to improve oneself as a professional early childhood teacher 7.2 Engage in continuous professional learning

ARTICLE V CURRICULUM

Section 8. Curriculum Components

The BECED program is composed of General Education Courses, Professional Education Courses, Specialization Courses, and Mandated Courses. Optional Certificate Program Courses are designed for pre-service teacher education programs.

8.1 Program Structure

The curriculum program structure indicates the minimum required courses and their corresponding units, as well as the total number of units per program component. Higher Education Institutions offering the BECED program may exercise flexibility in implementing the curriculum, as stipulated in Sections 4 and 12. Course descriptions are presented in the Annexes.

8.1.1 Bachelor of Early Childhood Education

Courses	Units	Total
A. General Education Courses (Annex C)		_ units
B. Professional Education Courses (Annex A)		36 units
1. Human Growth and Development	3	
2. Foundations of Teaching and Learning	3	
3. Foundations of Special and Inclusive Education	3	

4. Theories and Approaches in Literacy Education	3	
5. Learner-Centered Teaching	3	
6. Learner Assessment	3	
7. The Teacher as a Person and as a Professional	3	
8. Principles and Practices of Homeroom Guidance	3	
9. Teaching Internship	12	
C. BECEd Specialization Courses (Annex B)		57 units
1. Child Development	3	
2. Foundations of Early Childhood Education	3	
3. Health, Nutrition, and Safety of Young Children	3	
4. Children's Literature in Early Education	3	
5. STEM in Early Childhood Education I	3	
6. STEM in Early Childhood Education II	3	
7. Social Studies in Early Childhood Education	3	
8. Content and Pedagogy across Languages	3	
9. Creative Arts, Music, and Movement in Early Childhood Education	3	
10. Early Childhood Education Curriculum Models	3	
11. Infant and Toddler Programs	3	
12. Theories and Practices of Play-based Learning	3	
13. Teaching Early Literacy	3	
14. Assessment of Children's Development and Learning	3	
15. Guiding and Nurturing Young Children's Behavior and Values	3	
16. Inclusive Education in Early Childhood Settings	3	
17. Integrated Curriculum in Early Childhood Education	3	
18. Management of Early Childhood Education Programs	3	
19. Action Research in Early Childhood Education	3	
D. Mandated Courses (Annex D)		14 units
PATHFIT 1-4	8	
NSTP 1 & 2	6	
SUMMARY		
A. General Education Courses		units
B. Professional Education Courses		36 units
C. Specialization Courses		57 units
D. Mandated Courses (PATHFIT and NSTP)		14 units
TOTAL		_ units

8.1.2 Bachelor of Early Childhood Education with Certificate

Courses	Units	Total
A. General Education Courses (Annex C)		_ units
B. Professional Education Courses (Annex A)		36 units
C. BECEd Specialization Courses (Annex B)		57 units
D. Certificate Program Courses (See Annexes for the list of courses per Certificate Program)		18 units
- Alternative Learning System (Annex E.1); - Literacy Education (Annex E.2); - Indigenous Peoples Education (Annex E.3); - Islamic Education (Annex E.4); - Multigrade Education (Annex E.5); or - Special Needs and Inclusive Education (Annex E.6)		
E. Mandated Courses (Annex E)		14 units
SUMMARY		
A. General Education Courses		_ units

B. Professional Education Courses	36 units
C. BECEd Core Courses	57 units
D. Certificate Program Courses	18 units
E. Mandated Courses (Annex E)	_ units
TOTAL	_ units

8.2 Program of Study

Courses must be offered based on faculty and resource availability. All General Education courses must be completed before the Teaching Internship. It must also be ensured that sequential subjects are scheduled accordingly. For example, in the Professional Education Courses, *Foundations of Teaching and Learning* must come before *Learner-Centered Teaching*.

The sample course programming presented in this section covers 3 years for the Generalist Track and 3.5 years for the Concentration and Certificate Program tracks.

8.2.1 Bachelor of Early Childhood Education

FIRST YEAR			
1 st Semester	Units	2 nd Semester	Units
Professional Education 1 (Human Growth and Development)	3	Professional Education 3 (Foundations of Special and Inclusive Education)	3
Professional Education 2 (Foundations of Teaching and Learning)	3	Professional Education 4 (Theories and Approaches in Literacy Education)	3
Child Development	3	Children's Literature in Early Education	3
Foundations of Early Childhood Education	3	STEM in Early Childhood Education I	3
Health, Nutrition, and Safety of Young Children	3	Content and Pedagogy across Languages	3
PATHFIT 1	(2)	Social Studies in Early Childhood Education	3
NSTP 1	(3)	PATHFIT 2	(2)
		NSTP 2	(3)
TOTAL	15	TOTAL	18

SECOND YEAR			
1 st Semester	Units	2 nd Semester	Units
Professional Education 5 (Learner-Centered Teaching)	3	Professional Education 7 (The Teacher as a Person and as a Professional)	3
Professional Education 6 (Learner Assessment)	3	Professional Education 8 (Principles and Practices of Homeroom Guidance)	3
STEM in Early Childhood Education II	3	Assessment of Children's Development and Learning	3
Creative Arts, Music, and Movement in Early Childhood Education	3	Guiding and Nurturing Young Children's Behavior and Values	3
Early Childhood Education Curriculum Models	3	Inclusive Education in Early Childhood Settings	3
Infant and Toddler Programs	3	Integrated Curriculum in Early Childhood Education	3
Theories and Practices of Play-based Learning)	3	Management of Early Childhood Education Programs	3
Teaching Early Literacy	3	Action Research in Early Childhood	3

		Education	
PATHFIT 3	(2)	PATHFIT 4	(2)
TOTAL	24	TOTAL	24

THIRD YEAR			
1 st Semester	Units	2 nd Semester	Units
Teaching Internship 1	6	Teaching Internship 2	6
TOTAL	6	TOTAL	6

8.2.2 Bachelor of Early Childhood Education with Certificate

FIRST YEAR			
1 st Semester	Units	2 nd Semester	Units
Professional Education 1 (Human Growth and Development)	3	Professional Education 3 (Foundations of Special and Inclusive Education)	3
Professional Education 2 (Foundations of Teaching and Learning)	3	Professional Education 4 (Theories and Approaches in Literacy Education)	3
General Education 1	3	General Education 5	3
General Education 2	3	General Education 6	3
General Education 3	3	Certificate Course 1	3
General Education 4	3	Health, Nutrition, and Safety of Young Children	3
Child Development	3	Children's Literature in Early Education	3
Foundations of Early Childhood Education	3	STEM in Early Childhood Education I	3
NSTP 1	(3)	NSTP 2	(3)
PE 1	(2)	PE 2	(2)
Total	24	Total	24

SECOND YEAR			
1 st Semester	Units	2 nd Semester	Units
Professional Education 5 (Learner-Centered Teaching)	3	Professional Education 7 (The Teacher as Person and as Professional)	3
Professional Education 6 (Learner Assessment)	3	Professional Education 8 (Principles and Practices of Homeroom Guidance)	3
Certificate Course 2	3	Certificate Course 3	3
Social Studies in Early Childhood Education	3	Certificate Course 4	3
STEM in Early Childhood Education II	3	Theories and Practices of Play-based Learning	3
Teaching Early Literacy	3	Creative Arts, Music, and Movement in Early Childhood Education	3
Early Childhood Education Curriculum Models	3	Assessment of Children's Development and Learning	3
Infant and Toddler Programs	3	Content and Pedagogy across Languages	3
PE 3	(2)	PE 4	(2)
Total	24	Total	24

THIRD YEAR			
1 st Semester	Units	2 nd Semester	Units
Certificate Course 5	3	Teaching Internship 1	6
Certificate Course 6	3	Total	6
Guiding and Nurturing Young Children's Behavior and Values	3		
Inclusive Education in Early Childhood Settings	3		
Integrated Curriculum in Early Childhood Education	3		
Management of Early Childhood Education Programs	3		
Action Research in Early Childhood Education	3		
Total	24		

FOURTH YEAR	
1 st Semester	Units
Teaching Internship 2	6
TOTAL	6

Section 9. Sample Curriculum Map

The mapping of courses to the program outcomes is guided by development levels. The scale provides descriptions of the degree to which a program outcome is addressed by a particular course. The descriptions are informed by curriculum mapping guides used by higher education institutions and adapted to the context of teacher education. The mapping can be reviewed and modified to align with the regional and institutional contexts and expectations.

Legend:

I – Introduced. Pre-service teachers (PSTs) are introduced to the foundational knowledge and skills.

P – Practiced. PSTs apply knowledge and reinforce abilities through practice.

D – Demonstrated. PSTs demonstrate understanding and application of knowledge and skills in different contexts.

PROFESSIONAL EDUCATION COURSES	TEACHER EDUCATION PROGRAM OUTCOMES							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
1. Human Growth and Development		I	I			I		
2. Foundations of Teaching and Learning	I	I	I			I		
3. Foundations of Special and Inclusive Education		P	D	I			I	
4. Theories and Approaches in Literacy Education	I		I	P	I			
5. Learner-Centered Teaching	P		P	P	P			I
6. Learner Assessment	I			P	P	P		
7. The Teacher as a Person and as a Professional		P					P	D
8. Principles and Practices of Homeroom Guidance	I	P					P	P
9. Teaching Internship	P	P	D	D	D	D	D	D

BECEd SPECIALIZATION COURSES	BECEd PROGRAM OUTCOMES						
	PO 1	PO 2	PO3	PO 4	PO5	PO 6	PO 7
1. Child Development	I		D				
2. Foundations of Early Childhood Education	I		D			D	
3. Health, Nutrition, and Safety of Young Children	P	I	D	D	P	D	
4. Children's Literature in Early Education	I	D	D	D	D	D	D
5. STEM in Early Childhood Education I	I	I	P	P	P	P	P
6. STEM in Early Childhood Education II	D	D	D	D	D	D	D
7. Social Studies in Early Childhood Education	D	D	D	D	D	D	D
8. Content and Pedagogy across Languages	D	D	D	D	D	D	D
9. Creative Arts, Music, and Movement in Early Childhood Education	D	D	D	D			D
10. Early Childhood Education Curriculum Models	I	D		D	D		D
11. Infant and Toddler Programs	I	P	P	P	P	P	P
12. Theories and Practices of Play-based Learning	D	D	D	D	D	D	D
13. Teaching Early Literacy	D	D	D	D	D	D	D
14. Assessment of Children's Development and Learning	D	D	D				
15. Guiding and Nurturing Young Children's Behavior and Values	D	D	D	D	D	D	D
16. Inclusive Education in Early Childhood Settings	D	D	D	D			
17. Integrated Curriculum in Early Childhood Education	P	P	P	P	P	P	P
18. Management of Early Childhood Education Programs	P	P	P	P	P	P	P
19. Action Research in Early Childhood Education	P	P	P	P	P	P	P

Section 10. Learning Delivery

The *Reframed* Pre-service Teacher Education Curriculum advances interdisciplinary and integrative approaches that emphasize deep understanding of disciplinary content and its contextualized application to address contemporary educational concerns. The curriculum promotes transformative pedagogies grounded in developmentally appropriate, evidence-based, and inclusive practices. Innovative pedagogical frameworks are explored, with deliberate integration of technology and enhancement of research proficiency. Moreover, the rigorous development of content knowledge is complemented by purposeful experiential learning, enabling pre-service teachers to cultivate adaptive strategies responsive to the diverse needs of learners and varied learning environments. Ultimately, the curriculum seeks to nurture values-driven and culturally responsive educators committed to advancing national aspirations.

Teacher education institutions are afforded flexibility in learning delivery. To support curriculum operationalization, Syllabus Guides are provided as references for unpacking learning outcomes through suggested content, teaching and learning activities, and assessment methods. The Compendium of Syllabus Guides for the courses in the BECED program is accessible through a repository provided in Annex G.

Section 11. Curriculum Implementation

The *Reframed* Pre-service Teacher Education Curriculum promotes flexibility and context-responsive operationalization of curriculum expectations. Innovation is advocated through various forms of support and quality assurance mechanisms to be established by CHED and TEC. This approach shall empower Teacher Education Institutions (TEIs) to exercise agency by being afforded increased flexibility in crafting curriculum implementation strategies.

Institutions that model and document their innovations shall be prioritized for incentives, grants, and other supports from CHED and TEC. TEIs shall also be supported by CHED and TEC in moving towards models that offer greater flexibility. Streamlined monitoring and quality assurance systems shall be established to support the curriculum implementation.

The implementation of the curriculum shall commence in the pilot phase in SY 2026-2027, involving selected TEIs representing different institutional types across the regions. The pilot implementation aims to collect data to identify curriculum effectiveness and potential gaps. The pilot will also serve as the curriculum diffusion stage, focused on information dissemination and capacity building for TEIs and other education stakeholders.

The flexible implementation is framed by models that advance curriculum **innovation**, **contextualization**, and **adoption**. The flexibilities are in reference to the minimum requirements set by this PSG. These models are characterized by specific areas of flexibility based on the different curriculum program standards: *Program Outcomes*, *Program Components*, *Program Structure*, *Program Design and Delivery*, and *Program Evaluation*.

Program Outcomes refer to the minimum expectations that pre-service teachers must demonstrate based on the program, discipline, and institution from which they graduated. The eight (8) Teacher Education Program Outcomes and the specific degree-program outcomes, as indicated in Sections 6 and 7, are **minimum requirements** that apply to all TEIs offering the BECED program. TEIs can include context-driven and mission-oriented outcomes as indicated in Section 4.

Program Components are the areas into which pre-service teacher education courses are categorized. These are *General Education*, *Professional Education*, and *Specialization*. These components are also **minimum requirements**, but the operationalization of their structure, delivery, and evaluation is an area for flexibility. Specific degree programs also provide pathways with Concentrations and/or Certificate Programs. Offering of these components must be supported by TEI faculty expertise and resources.

TEIs are allowed to implement different delivery routes to achieve the required minimum set of outcomes as indicated in Section 4. Specific areas of flexibility can be explored within Program Structure (as stated in section 8.1), Design and Delivery, and Evaluation. *Program Structure* refers to the courses and their corresponding units, as well as the total number of units per *Program Component*. *Program Design and Delivery* is the systematic planning and implementation of the curriculum to meet the specified program outcomes, while *Program Evaluation* involves the collection and analysis of relevant data to assess the demonstration of those outcomes. More specific flexibilities and institutional qualifications are described in the flexible implementation models below:

11.1 Curriculum Innovation Model

Curriculum innovation involves developing, modeling, and documenting new designs, processes, and methodologies to transform educational systems. TEIs that can implement the *Curriculum Innovation Model* must be a TEC National or Regional Centers of Excellence (COEs), or a CHED Excellence in Quality Assurance in Teacher Education (EQUATE) Dual Awardee. In this model, TEIs shall adopt the Professional Education courses. Specialization courses that develop pedagogical content knowledge shall also be adopted. These courses are those that focus on teaching methodology, curriculum, assessment, technology for teaching and learning, research, and literacy. As such, the model recognizes the TEI's readiness to adapt the curriculum with greater flexibility while remaining aligned with established standards and intended learning outcomes.

Areas for flexible implementation may include:

- designing data-driven experiential learning and teaching internship models that respond to the pressing and emerging needs of the TEI context in regional and/or national scope;
- modifying courses in the minimum requirement based on contextual demands in the region and/or the discipline area; and
- implementing program delivery strategies through consortium arrangement, Open Distance and e-Learning, microcredentials, extension classes, and internationalization based on faculty qualifications and infrastructure resource capabilities; and
- modeling continuous curriculum quality improvement mechanisms, including but not limited to curriculum quality audit, institutional outcomes assessment, and program-level evaluation.

11.2 Curriculum Contextualization Model

Curriculum contextualization prompts targeted, customized implementation driven by situated, localized needs and challenges. TEIs that can implement the *Curriculum Contextualization Model* must have at least Level II Program Accreditation, be a CHED EQUATE Awardee in at least 1 program, or be compliant with specific indicators in the TEC *Self-Assessment Report*. In this model, TEIs shall adopt the Professional Education courses. Specialization courses that develop pedagogical content knowledge shall also be adopted. These courses are those that focus on teaching methodology, curriculum, assessment, technology for teaching and learning, research, and literacy. TEIs must have the capacity to design, deliver, and assess courses in ways that respond to their unique needs, local conditions, and institutional contexts.

Areas for flexible implementation may include:

- designing data-driven experiential learning and teaching internship models that respond to the pressing and emerging needs of the TEI context in regional scope;
- modifying specialization courses in the minimum requirement based on contextual demands in the region;
- implementing program delivery strategies through consortium arrangement, Open Distance and e-Learning, microcredentials, extension classes, and internationalization based on faculty qualifications and infrastructure resource capabilities; and
- modeling continuous curriculum quality improvement mechanisms, including but not limited to curriculum quality audit, institutional outcomes assessment, and program-level evaluation.

11.3 Curriculum Adoption Model

Curriculum adoption involves comprehensive planning and implementation in delivering the minimum requirements of the curriculum expectations and design. The *Curriculum Adoption Model* applies to all other TEIs. In this model, TEIs shall adopt all courses prescribed by the *reframed* pre-service teacher education curriculum.

Areas for flexible implementation may include:

- integrating experiential learning across the ProfEd and Specialization courses;
- implementing a Teaching Internship model designed by TEC and CHED;
- delivering the program in a consortium arrangement in collaboration with other TEIs;
- offering selected courses through Open Distance and e-Learning in partnership with other TEIs and based on faculty qualifications and infrastructure resource capabilities; and
- adapting continuous curriculum quality improvement mechanisms as prescribed by TEC and CHED.

All TEIs will be supported to progressively transition from the Curriculum Adoption Model to the Curriculum Contextualization Model.

Section 12. Sample Syllabus Guides (Annex G)

A **Compendium of Syllabus Guides** for all courses is provided to support curriculum unpacking by outlining the constructive alignment among course learning outcomes, assessments, and content. Recommendations and suggestions on topics, assessment, activities, and resources serve as a reference in operationalizing the curriculum and designing the course delivery. The issuance of Syllabus Guides should not prevent TEIs from making modifications in light of their institutional vision, mission, goals, and philosophy.

The Syllabus Guides will be released progressively in line with the proposed course programming. They shall be accessible through the following online repository platforms:

TEC Website: <https://tec.gov.ph/>

TEC Repository: 

Inquiries and clarifications on the curriculum may be directed to the following communication channels:

TEC Email: teccurriculum.support@gmail.com

CHED Email:

ARTICLE VI REQUIRED RESOURCES

Section 13. Administration Dean/Department Head

The Dean/Department Head of the college offering the degree shall be employed full-time and must possess the following qualifications:

1. Filipino citizen
2. Holder of a Doctorate degree in Education or a related field
3. Holder of a Certificate of Registration and Professional Identification Card for Professional Teachers
4. With a total of at least three (3) years of very satisfactory teaching experience in basic education and/or tertiary level
5. Preferably with at least two (2) years of managerial/administrative experience.

Section 14. Faculty

A. General Requirements

1. As a general rule, a master's degree in education or in an aligned or allied discipline is required for teaching at the tertiary level.
2. Faculty members teaching general education, mandated, and core courses should have an appropriate master's degree in the field they are assigned to teach.

B. Qualifications of the Professional Education Faculty

Faculty teaching Professional Education courses should have the following qualifications:

1. Holder of a Certificate of Registration and Professional Identification Card for Professional Teachers.
2. Holder of a Master's degree in Education or in an aligned or allied field.

C. Full-time faculty members of the college

The institution shall maintain 25% of the faculty members teaching in the teacher education program as full-time.

D. Faculty Development

The College of Education must have a system to support faculty development anchored on the institution's faculty development program. It should require the faculty members to:

1. complete doctoral degrees in education and other aligned or allied fields; attend continuing education seminars, workshops, conferences, and others;
2. undertake research activities related to the teacher education program and publish their

- research outputs in refereed publications; and
3. give lectures and present papers in national/international conferences, symposia, and seminars.

Section 15. Library

Library personnel, facilities, and holdings should conform to existing CHED requirements for libraries, as embodied in CMO No. 22, series of 2021 – Minimum Requirements for Libraries of Higher Education Institutions Common to All Programs. The library must maintain a collection of updated, appropriate textbooks and references for the core courses in the curriculum. Library resources should complement curriculum delivery to optimize achievement of the BECED program outcomes.

Section 16. Laboratory and Physical Facilities

In addition to the required laboratories and facilities for general education, the following shall be provided:

A. Educational Technology Laboratory

The TEI should have access to an educational technology laboratory with appropriate equipment and software as indicated in the course specifications. The same laboratory shall be used to allow the preparation, presentation, and viewing of audio-visual materials to support instruction.

B. Laboratory School or Cooperating Schools

The TEI should maintain a facility where students can conduct their field study. This facility may be a laboratory school administered by the TEI. When TEI has no laboratory school, TEI must have a long-term memorandum of agreement with a Department of Education cooperating school or a cluster of cooperating schools within which students can undertake their professional education and teaching internship courses.

Section 17. Admission and Retention Policy

The basic requirement for eligibility for admission of a student to the Teacher Education program shall be graduates from a Senior High School level recognized by the Department of Education.

TEIs must have a selective admission policy in place for Teacher Education programs. This policy shall include passing an admission examination. For this purpose, TEIs may use either of the following admission examinations:

1. an admission examination developed and validated by the TEI;
2. an admission examination developed and validated by another TEI and used by TEI under a consortium agreement;
3. an admission examination developed and validated by private testing centers and used by TEI for a fee;
4. some other standardized tests for teaching aptitude; or
5. some other national qualifications examinations may be developed in the future.

ARTICLE VII COMPLIANCE OF HEIs

Using the ***CHED Implementation Handbook for OBE and ISA*** as a reference, an HEI shall develop the following items, which will be submitted to CHED when they apply for a permit for a new program:

Section 18. The complete set of program outcomes, including its proposed additional program outcomes.

Section 19. Its proposed curriculum and its justification, including a curriculum map.

Section 20. Proposed performance indicators for each outcome. Proposed measurement system for the level of attainment of each indicator.

Section 21. Proposed outcomes-based syllabus for each course.

Section 22. Proposed system of program assessment and evaluation

Section 23. Proposed system of program Continuous Quality Improvement (CQI).

For existing programs, CHED shall conduct regular monitoring and evaluation of HEIs' compliance with these Policies, Standards, and Guidelines using an outcomes-based assessment instrument.

**ARTICLE VIII
TRANSITORY, REPEALING, AND EFFECTIVITY PROVISIONS**

Section 24. Transitory Provision

All private HEIs, State Universities and Colleges (SUCs), and Local Universities and Colleges (LUCs) with existing authorization to operate the **Bachelor of Early Childhood Education** program are hereby given a period of three (3) years from the effectivity thereof to fully comply with all the requirements in this CMO. The prescribed minimum curricular requirements in this CMO shall be implemented starting SY 2027-2028, following the pilot implementation of selected TEIs in SY 2026-2027.

Section 25. Sanctions

For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722, in relation to Section 69 of BP 232 otherwise known as the Higher Education Act of 1982, and the Manual of Regulations for Private Higher Education (MORPHE) per CMO No. 40, series of 2008 and other related laws.

Section 26. Repealing Clause

Any provision of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances or parts thereof inconsistent with the provisions in this CMO shall be deemed modified or repealed.

Section 27. Effectivity Clause

This Order shall take effect after its publication in the Official Gazette or Newspaper of General Circulation.

Quezon City, Philippines, _____

SHIRLEY C. AGRUPIS, Ph.D.
Chairperson

Attachments:

Annex A – Description of Professional Education Courses

Annex B – Description of BECEd Specialization Courses

Annex C – Description of General Education Course Themes (% CHED)

Annex D - Description of Mandated Courses (% CHED)

Annex E – Undergraduate Certificate Program Courses

E.1 Alternative Learning System

E.2 Literacy Education

E.3 Indigenous Peoples Education

E.4 Islamic Education

E.5 Multigrade Education

E.6 Special Needs and Inclusive Education

Annex F – ICT Competency Standards for Teachers (% CHED)

Annex G – Sample Syllabus Guide and Link to Repository of Syllabus Guides Compendium

Annex A
Description of Professional Education Courses

Course Title	Human Growth and Development
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course prepares pre-service teachers to understand and support learners across all developmental stages by examining physical, cognitive, emotional, and social development from infancy through adulthood, and translating this understanding into supportive and inclusive learning designs. The course emphasizes analyzing development through major theories and allied foundations of teaching and learning, and designing responsive learning experiences that connect theory to classroom realities and learner diversity. Pre-service teachers examine the foundations of and physical growth patterns, cognitive development and brain-based learning, socio-emotional and moral development, and humanistic and ecological perspectives, including Filipino contexts. Learning experiences include theory-informed discussions, analysis papers, and developmental timelines, along with workshops and observations/fieldwork that focus on developmental stage, needs, and contextual factors. At the end of the course, pre-service teachers create supportive and inclusive learning plans that meet the needs of diverse learners at various ages, using developmentally appropriate, inclusive learning experiences aligned to curriculum expectations and explained through Science of Learning principles.

Course Title	Foundations of Teaching and Learning
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course provides pre-service teachers with an interdisciplinary foundation by engaging philosophical, historical, legal, socio-cultural, psychological, and inclusive perspectives, enabling them to critically reflect on their roles as educators in diverse and evolving learning environments. It enables them to explore foundational education philosophies, examine key legal and policy frameworks, and investigate cultural, psychological, sociological, and anthropological dimensions of teaching and learning to understand how these elements collectively inform inclusive and contextually responsive classroom practices. PSTs will engage in readings, discussions, and case analyses that connect educational foundations to classroom realities, allowing them to investigate how values, beliefs, systems, and learner contexts influence teaching practice. Through reflective writing, school culture audit, legal scenario analysis, and community-based inquiries, they will articulate their evolving perspectives on education. At the end of the course, the PSTs will create evidence-informed activities and strategies to improve a classroom situation, demonstrating inclusive and contextually responsive teaching.

Course Title	Foundations of Special and Inclusive Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course prepares pre-service teachers to understand and support learners of all backgrounds and abilities by building a practical grasp of inclusive education's historical, legal, and theoretical foundations and how disability, language, and socioeconomic realities intersect to shape learning needs. It helps them develop the knowledge, skills, and values needed to adapt lessons, create inclusive classrooms, and respond effectively to each learner's unique needs. Key areas of focus include the Universal Design for Learning, to facilitate the meaningful inclusion of learners with disabilities in general education classrooms. Pre-service teachers explore essential strategies for supporting diverse learners, including Positive Behavior Support, core modification and accommodation techniques, and appropriate assessment approaches. The course also covers Recognition of Prior Learning, multigrade classrooms, Mother Tongue Based-Multilingual Education, and education in emergencies to inform planning for formal, non-formal, and resource-limited contexts. Collaborative activities involve inclusive approaches and policy-to-practice cases, tiered supports, fair assessment, Individualized Education Program-informed accommodations, assistive technologies, inclusive digital/blended learning design, and community advocacy work. Pre-service teachers develop a learner diversity portfolio, a lesson design project, and a professional reflection and community engagement action plan reflecting inclusive, supportive, and culturally responsive learning environments that uphold the principles of accessibility, equity, and educational justice.

Course Title	Theories and Approaches in Literacy Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course equips pre-service teachers with a strong foundation on how literacy develops within and across key stages and how learners' literacy characteristics shape developmental, content-based, or intervention-focused teaching. The course examines learner-, text-, and context-related factors that influence literacy learning and outcomes across diverse learner groups to inform evidence-based approaches for fostering the literacy skills needed for lifelong and life-wide learning. The course deepens pre-service teachers' understanding of major theories and perspectives on literacy acquisition and development, evolving definitions of and current and emerging issues on literacy, and evidence-based approaches in developing appropriate literacy skills. This preparatory course serves as an introduction for specialization courses on early literacy instruction in grades K-3 and the development of discipline-specific literacies in Grades 4 to 12. Pre-service teachers participate in oral presentations, viewing activities, workshops and observations emphasizing literacy-supportive learning environments and informing a learner-centered philosophy of literacy teaching. They analyze literacy needs, design literacy activities across domains and stages, and plan culturally responsive instruction across contexts and disciplines.

Course Title	Learner-Centered Teaching
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course comprises in-depth study of the foundations and principles of learner-centered teaching and assessment that can be applied in diverse learning settings. It strengthens pre-service teachers' capacity to connect what they know about learners' characteristics, the Science of Learning, and inclusive teaching approaches and assessment practices that cater to the diverse backgrounds, needs, interests, and contexts of learners—while building safe, supportive, and equitable learning environments. The course involves examinations on key theories and emerging issues in learner diversity and inclusion in the Philippines, comparative analysis of learner-centered approaches and assessments for different settings, and exploration of teaching and assessment strategies across modalities. The course engages pre-service teachers in experiential and reflective activities including case scenario analysis, learner profiling, collaborative activities, and observations focusing on learner-centered approaches for different settings. Culminating tasks include a classroom management plan tailored to learner profiles and physical/digital learning spaces and a learning plan with demonstration teaching and post-teaching reflection.

Course Title	Learner Assessment
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course develops pre-service teachers' ability to monitor, evaluate, support, and report student learning through sound assessment design and data-informed instructional decision-making. The course emphasizes designing, organizing, implementing, interpreting, and reporting results of assessments that support making informed decisions to enhance instructional effectiveness and improve learner outcomes. The course covers essential assessment concepts, including valid, reliable, fair, and ethical assessment practices for diagnostic, formative, and summative purposes, authentic and performance-based assessment, use of technology in assessment, and data analytics in education, with careful attention to diverse learner needs, accessibility, and equitable reporting of learner needs, progress, and achievement to key stakeholders. Pre-service teachers engage in activities such as constructing tests, developing rubrics, checklists, and rating scales; analyzing and reporting assessment data; utilizing digital assessment tools; and practicing various ways to provide constructive feedback and stakeholder communications. The course culminates in the development of a comprehensive assessment plan – clearly unpacked to include multiple tools, data sources, and strategies that demonstrate an integrated understanding of assessment for learning, of learning, and as learning.

Course Title	The Teacher as a Person and as a Professional
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course enables pre-service teachers to demonstrate deep regard for teaching as a personal and professional commitment rooted in psychosocial and legal foundations. It immerses pre-service teachers in experiences that reveal the inextricable link between individual identity and professional practice. It ultimately examines how personal values, experiences, and beliefs shape teaching philosophies and approaches while developing mindfulness around holistic well-being, work-life balance, lifelong learning, and ethical responsibility that yields long-term success in the field. Experiential learning activities move from self-understanding to professional action premised on reflective and collaborative inquiry through case studies, simulations, and growth reflection essays. At the end of the course, pre-service teachers prepare a portfolio featuring a series of their reflections and culminating in a plan for personal and professional development for the period of teaching internship and the first three years of teaching, aligned with professional standards and behavioral indicators that uphold the dignity of teaching.

Course Title	Principles and Practices of Homeroom Guidance
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course equips pre-service teachers with the essential knowledge, skills, and values to design and facilitate effective homeroom guidance that supports learners' academic, personal-social, and career development within the Philippine education system. The course builds a strong grounding in the nature of homeroom guidance and its historical, legal, and ethical foundations. It delves into strategies for providing academic, personal, social, and career development support to learners, while simultaneously strengthening the pre-service teachers' advising and mentoring capabilities. The course design incorporates experiential learning activities that connect to contemporary school realities (e.g., learner well-being, bullying prevention, diverse learners in difficult circumstances, and collaboration with guidance counselors, families, and communities). Pre-service teachers develop strengths- and wellness-oriented approaches as well as practical skills, such as psychological first aid, learner assessment, record-keeping, and basic counseling-informed (non-therapy) interventions, through workshops, simulations, reflection exercises, and the use of applied tools. Assessment involves a combination of, authentic practitioner engagement, self-assessment reflections and application of principles to design a developmentally sequenced homeroom guidance facilitation guide with differentiated strategies, resources, and assessment plans.

Annex B
Descriptions of BECEd Specialization Courses

Course Title	Child Development
Course Credits	3 units
Contact Hours	
Prerequisite/s	
Description	This course provides pre-service teachers with an in-depth understanding of child development from conception to age eight, addressing the physical, cognitive, social, emotional, language, and moral domains. It explores major developmental theories and principles and examines how social contexts, such as parenting practices, family dynamics, culture, health, and environmental factors, influence growth and learning. Emphasis is placed on understanding the interrelationship among developmental domains and how these shape children's readiness for school and lifelong learning. Through systematic child observations, guided field experiences, and structured documentation, pre-service teachers critically analyze both typical and atypical developmental patterns and identify factors that support or hinder optimal development. The course bridges theory and practice in Early Childhood Education by emphasizing the application of developmental knowledge to design nurturing, inclusive, and developmentally appropriate learning environments and activities. By integrating reflective inquiry and professional practice, pre-service teachers develop empathy, analytical skills, and sound professional judgment essential for guiding young learners in diverse early childhood settings.

Course Title	Foundations of Early Childhood Education
Course Credits	3 units
Contact Hours	
Prerequisite/s	
Description	This course introduces pre-service teachers to the historical, philosophical, theoretical, and legal foundations of early childhood education, including current laws, programs and practices. It explores the contributions of major thinkers and developmental theories, key legal frameworks and policies such as the ECCD Act (RA 12199) and the UN Convention on the Rights of the Child, and the role of global and local perspectives in shaping early childhood education. The course also examines the structure of early childhood programs and highlights the professional roles, competencies, and responsibilities of early childhood educators. Through lectures, case studies, policy reviews, and reflective activities, pre-service teachers will gain a comprehensive understanding of the significance of early childhood education in supporting holistic child development. At the end of the course, pre-service teachers will be able to articulate a solid theoretical and conceptual understanding of the foundations of early childhood education.

Course Title	Health, Nutrition, and Safety of Young Children
Course Credits	3 units
Contact Hours	
Prerequisite/s	
Description	This course provides pre-service teachers with a comprehensive understanding of the principles and practices that promote the health, nutrition, safety, and overall well-being of children from birth to eight years old. It examines relevant national and international policies, standards, and frameworks that guide early childhood care, including those addressing emergency preparedness and disaster risk reduction (DRR). The course explores the management and prevention of health and safety hazards, the promotion of proper nutrition and physical well-being, and the creation of safe and responsive learning environments. Special emphasis is given to Early Childhood Care and Development (ECCD) in Emergencies, focusing on strategies to ensure children's safety, psychosocial support, and continuity of learning during crises. Through workshops, simulations, and collaborations with health, nutrition, and safety professionals, pre-service teachers will learn to design developmentally appropriate activities that build young learners' awareness, resilience, and preparedness for calamities and emergencies. The course underscores the importance of multi-sectoral partnerships in promoting the holistic well-being and protection of all young children. At the end of the course, pre-service teachers will demonstrate understanding of the principles, policies, and practices that promote the health, nutrition, safety, and emergency preparedness of young children, and apply developmentally appropriate, preventive, and responsive strategies including risk management and disaster risk reduction to ensure children's well-being in both regular and emergency contexts.

Course Title	Children's Literature in Early Education
Course Credits	3 units
Contact Hours	
Prerequisite/s	
Description	This course introduces the nature, value, and use of children's literature in fostering young learners' holistic development. It develops pre-service teacher's competencies in evaluating, selecting, and utilizing a wide range of literary genres suited to children's developmental levels, interests, and cultural backgrounds. With a strong focus on Developmentally Appropriate Practice (DAP), the course guides pre-service teachers in choosing and using literature that nurtures imagination, language growth, emotional understanding, and critical thinking. Pre-service teachers explore traditional and contemporary works, including Philippine children's literature, and analyze current issues and trends in the field. Through reading, discussion, and creative application, they learn to design developmentally appropriate literacy activities that enrich children's engagement with fiction and non-fiction texts in various formats. Grounded in the principle that fostering a love for reading among young learners requires exposure to high-quality literature, thus, the course prepares pre-service teachers to identify appropriate text and design purposeful activities that promote both language development and literacy skills.

Course Title	STEM in Early Childhood Education I
Course Credits	3 units
Contact Hours	
Prerequisite/s	Child Development
Description	This course introduces pre-service teachers to the principles, theories, and foundations of STEM in early childhood, from preschool to Grade 3. Grounded in sociocultural perspectives, this course examines how young children engage in various STEM activities within the home, school, and community, with emphasis on play, inquiry, and exploration. Through observations and workshops, pre-service teachers are also introduced to the process of designing and implementing integrated STEM activities that support children's curiosity, problem-solving, and reasoning. This course serves as a foundation for more advanced applications of STEM pedagogy in early childhood settings.

Course Title	STEM in Early Childhood Education II
Course Credits	3 units
Contact Hours	
Prerequisite/s	Child Development; STEM in Early Childhood Education I
Description	This course builds on the foundational knowledge in STEM through the application of integrated STEM in early childhood programs from kindergarten to grade 3. Utilizing microteaching and classroom immersion, pre-service teachers select, design, implement, and evaluate STEM experiences for young children. Pre-service teachers also strengthen their skills in authentic and performance-based assessment methods for STEM learning. The course prepares pre-service teachers to deliver inclusive, culturally responsive, and developmentally appropriate STEM activities in early childhood.

Course Title	Social Studies in Early Childhood Education
Course Credits	3 units
Contact Hours	
Prerequisite/s	
Description	This course examines the concepts, values, and themes of social studies in Early Childhood Education and introduces developmentally appropriate strategies for teaching them to young learners. With special focus on children's rights, community awareness, nationalism, and democratic ideas, the course emphasizes the role of Social Studies in fostering socially responsible, culturally rooted, and active citizens from an early age. Through discussions, microteaching, storytelling, and community-based projects, pre-service teachers will design and implement meaningful learning experiences that promote respect for diversity, cooperation, and civic responsibility among young learners. At the end of the course, pre-service teachers will demonstrate mastery of Social Studies concepts and values relevant to early childhood education and apply appropriate strategies in teaching these to young learners.

Course Title	Content and Pedagogy across Languages
Course Credits	3 units
Contact Hours	
Prerequisite/s	
Description	This course provides pre-service teachers with an in-depth study of principles and practices for language teaching and learning, grounded in children's language development and acquisition in Early Childhood Education. It examines philosophical foundations of language education, the role of language and culture in shaping young learners' identities, and the importance of developmentally appropriate strategies in early language programs. Pre-service teachers explore diverse linguistic contexts, including indigenous and local languages, Philippine literature, and culturally responsive approaches that honor young learners' home languages and promote multilingualism. The course addresses language teaching as a means for developing global citizenship, fostering cultural awareness, and responding to diverse learning needs in inclusive classrooms. Through lesson planning, language activity design, and assessment strategies, pre-service teachers develop the content knowledge and pedagogical skills necessary to create engaging, meaningful language experiences across listening, speaking, reading, and writing domains. By integrating theory with practice, pre-service teachers cultivate the professional competencies and linguistic sensitivity essential for teaching language effectively to young learners at different developmental stages, ultimately nurturing children's communicative confidence, literacy foundations, and appreciation for linguistic diversity across Early Childhood Education settings.

Course Title	Creative Arts, Music, and Movement in Early Childhood Education
Course Credits	3 units
Contact Hours	
Prerequisite/s	
Description	This course engages pre-service teachers in choosing, creating, and integrating developmentally appropriate creative arts practices across visual arts, music, movement, and creative dramatics in early childhood settings. It explores the importance of creative arts in the holistic development of young children, grounding practice in foundational theories of creativity. The course nurtures pre-service teachers' skills in designing culturally responsive and developmentally appropriate creative experiences for infants, toddlers, preschoolers, and learners up to Grade 3. In addition to components of motor and perceptual development, this course offers hands-on activities in various art forms, including drawing, painting, collage, and printmaking, as well as musical learning processes for young learners. Through a rich repertoire of activities, pre-service teachers acquire essential skills such as creativity, critical thinking, and emotional expression, and further manifest collaborative skills by selecting, adapting, or developing indigenous materials and technology while engaging with other art professionals. Assessment emphasizes a cycle of theory, practice, and reflection through written exams, performance-based tasks, reflective journals, and a final portfolio project, ensuring the pre-service teachers fully understand how to plan, implement, and evaluate arts experiences that foster creativity across all learning areas.

Course Title	Early Childhood Education Curriculum Models
Course Credits	3 units
Contact Hours	
Prerequisite/s	Foundations of Early Childhood Education
Description	This course provides pre-service teachers with an in-depth study of curriculum models in Early Childhood Education, examining their historical and philosophical perspectives, theoretical foundations, pedagogical strategies, and classroom applications. It explores foundational theories of learning and development that inform early childhood curricula, including traditional frameworks emphasizing academic readiness as well as alternative and progressive approaches that prioritize child-centered, experiential, and holistic learning. Pre-service teachers critically analyze how diverse curriculum models address the developmental needs of young learners across physical, cognitive, social, emotional, and creative domains while assessing their cultural adaptability within the Philippine context. The course examines contemporary issues including inclusivity, multiculturalism, sustainability, and digital integration, enabling pre-service teachers to evaluate curriculum relevance in evolving early childhood landscapes. Through comparative analysis, classroom design projects, readings, case studies, observations, and reflective activities, pre-service teachers develop the analytical skills and professional judgment necessary to select, adapt, and implement curriculum models responsive to diverse contexts and learner needs. By engaging with multiple pedagogical frameworks, pre-service teachers cultivate the pedagogical flexibility, cultural sensitivity, and professional identity essential for designing developmentally appropriate and equitable learning experiences in local and global Early Childhood Education settings.

Course Title	Infant and Toddler Programs
Course Credits	3 units
Contact Hours	
Prerequisite/s	Human Growth and Development [Prof Ed] Child Development Foundations of Early Childhood Education
Description	This course equips pre-service teachers with the knowledge, skills, and dispositions necessary to design, implement, and evaluate quality programs for infants and toddlers from birth to three years in Early Childhood Education. Emphasizing principles of responsive caregiving, secure attachment, and relationship-based pedagogy, it explores developmental milestones across physical, cognitive, social, emotional, and language domains while examining routines as curriculum, play and exploratory learning, and sensory experiences. Pre-service teachers learn to create safe, nurturing, and culturally sensitive environments that honor diverse caregiving practices and family values. The course integrates health, safety, and nutrition practices into daily caregiving routines and highlights the critical importance of family and community partnerships in supporting early development. Through observations, simulations, reflective journaling, and program design projects, pre-service teachers apply child development principles and responsive practices to real-world contexts. By connecting theory with practice, pre-service teachers develop the specialized competencies, sensitivity, and ethical professionalism necessary to provide high-quality, developmentally appropriate care and education that supports young learners' holistic development, secure relationships, and emerging capabilities during the critical infant-toddler period across diverse Early Childhood Education settings.

Course Title	Theories and Practices of Play-based Learning
Course Credits	3 units
Contact Hours	
Prerequisite/s	Human Growth and Development [Prof Ed] or Child Development
Description	This course explores the theories, principles, and practices that support play as a foundation for learning and development in Early Childhood Education. It examines key concepts, methods, and resources related to play and how it supports children's cognitive, social, emotional, and physical growth. Emphasizing Developmentally Appropriate Practice (DAP), the course guides pre-service teachers in designing, implementing, and evaluating play-based learning experiences that respond to children's individual needs, interests, and cultural contexts. Pre-service teachers actively create and facilitate purposeful play activities that integrate learning across domains, fostering creativity, collaboration and problem-solving. Through class observations, microteaching activities, reflective discussions, and other field-based applications, pre-service teachers develop the competence and confidence to use play as an intentional and effective pedagogical strategy. Special focus is given as pre-service teachers demonstrate a positive attitude toward play and the ability to apply DAP in promoting inclusive, engaging, and meaningful learning, particularly among young learners.

Course Title	Teaching Early Literacy
Course Credits	3 units
Contact Hours	
Prerequisite/s	Theories and Approaches in Literacy Education [Prof Ed]
Description	This course develops pre-service teachers' knowledge and skills in planning, implementing, and assessing literacy instruction for emergent and beginning readers. Grounded in key theories and principles of literacy education, it highlights Developmentally Appropriate Practice (DAP) in teaching reading and writing within meaningful, child-centered, and culturally responsive contexts. The course covers the stages of literacy development, language and early literacy connections, domains of early literacy, and approaches that develop a lifelong love for reading. Pre-service teachers design integrated, and developmentally appropriate lessons and instructional materials that promote early literacy. Teaching strategies emphasize play-based learning, interactive storytelling, and small-group activities that nurture comprehension, fluency, and a sustained interest and enjoyment in reading. Through discussions, class presentations, microteaching, reflective practice, and demonstration teaching, pre-service teachers demonstrate the ability to apply effective literacy strategies and foster motivation, confidence, and engagement among young learners in diverse early education settings.

Course Title	Assessment of Children's Development and Learning
Course Credits	3 units
Contact Hours	
Prerequisite/s	Child Development or Human Growth and Development [Prof Ed] Teaching Early Literacy Social Studies in Early Childhood Education STEM in Early Childhood Education II
Description	This course equips pre-service teachers with the knowledge and skills to assess the development, learning, and behavior of children ages 0 to 8 in diverse early childhood settings. It explores the historical foundations, principles, and current trends in assessment, with emphasis on developmentally appropriate, culturally responsive, and ethical practices. Pre-service teachers will learn to apply a range of assessment methods, from observation and authentic documentation to standardized tools, while effectively recording, interpreting, and communicating results. The course also highlights the use of assessment data to inform curriculum planning, respond to developmental alerts, and strengthen partnerships with families and other professionals in support of children's holistic development. At the end of the course, pre-service teachers will utilize the principles, methods, and purposes of assessing young children's development and learning, and apply appropriate, ethical, and evidence-based assessment practices to support children's development, inform responsive teaching, and communicate effectively with families and professionals.

Course Title	Guiding and Nurturing Young Children's Behavior and Values
Course Credits	3 units
Contact Hours	
Prerequisite/s	Child Development
Description	This course focuses on the development and guidance of young learners' social, emotional, and moral behavior. It examines the theories, principles, and contextual factors that influence children's behavior and values formation within family, school, and community contexts. Emphasis is placed on positive guidance strategies, culturally responsive approaches, and the creation of supportive learning environments that nurture self-regulation, empathy, respect, and responsibility. Social and Emotional Learning (SEL) is intentionally integrated, emphasizing competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making in everyday classroom routines and interactions. Through case analyses, role-playing, reflective practice, and collaboration with families, pre-service teachers will develop the knowledge, skills, and dispositions necessary to foster prosocial behavior and moral development among young learners. At the end of the course, pre-service teachers will apply principles, factors, and strategies in guiding young learners' behavior and promoting their social, emotional, and moral development through positive and developmentally appropriate approaches.

Course Title	Inclusive Education in Early Childhood Settings
Course Credits	3 units
Contact Hours	
Prerequisite/s	Foundations of Special and Inclusive Education [Prof Ed]
Description	This course prepares pre-service teachers to design and implement inclusive early childhood programs that meet the diverse needs of young learners, both typical and atypical, from birth to age eight. It explores the principles, philosophies, and legal frameworks of inclusive education, with a core focus on understanding specific developmental delays and disabilities, exceptionalities, and learners from diverse backgrounds; examining learners' characteristics; designing classrooms using UDL principles; and using practical, evidence-based classroom strategies. The course also investigates early intervention programs, collaboration with families and professionals, and the development of culturally responsive and equitable teaching practices that promote the holistic development of young learners. Through lectures and hands-on assignments, including case studies, portfolios, and reflective thinking, pre-service teachers move from theory to practice in gaining an understanding of the systematic process of early identification, referral, and intervention; learn to collaborate with families and professionals; and leverage the critical role of the family in assessment and planning. Key practical skills include drafting foundational documents such as IFSPs and IEPs, planning early intervention services, and designing inclusive learning environments.

Course Title	Integrated Curriculum in Early Childhood Education
Course Credits	3 units
Contact Hours	
Prerequisite/s	Theories and Practices of Play-based Learning Early Childhood Education Curriculum Models
Description	This course introduces pre-service teachers to the foundations, principles, and practices of integrated curriculum design in Early Childhood Education. It aims to develop their ability to design meaningful and engaging learning experiences that connect multiple content areas such as language and literacy, mathematics, science, social studies, the arts, and music and movement through thematic units, project-based learning, and inquiry-based approaches. Grounded in Developmentally Appropriate Practice (DAP), the course highlights how young children learn best through play, exploration, and natural connections across domains. Pre-service teachers learn to plan a culturally responsive and inclusive curriculum based on children's interests, developmental levels, and standards, while incorporating family and community contexts. The course also addresses strategies for differentiation, documentation, and evaluation to ensure that the integrated curriculum fosters growth across developmental domains, while providing opportunities for preservice teachers to collaborate with others in planning, implementing, and reflecting on curriculum design through lesson plan development, demonstration teaching, and curriculum documentation.

Course Title	Management of Early Childhood Education Programs
Course Credits	3 units
Contact Hours	
Prerequisite/s	Theories and Practices of Play-based Learning Health, Nutrition, and Safety of Young Children Early Childhood Education Curriculum Models Infant and Toddler Programs
Description	This course equips pre-service teachers with the knowledge, skills, and dispositions necessary to design, manage, and lead safe, effective, and inclusive early learning environments for young learners from birth to eight years in Early Childhood Education. It examines principles of planning, setting up, and evaluating physical, interpersonal, and temporal learning environments while integrating program administration practices including budgeting, staffing, risk management, and operational planning. Pre-service teachers learn to create developmentally appropriate, culturally responsive environments that promote fairness, respect, and care while applying classroom management strategies that engage young learners in meaningful exploration and hands-on activities. The course covers relevant legal frameworks, government standards, and safety regulations governing early learning facilities, alongside strategies for advocacy and stakeholder engagement. Through classroom design projects, site visits, observations, and program planning activities, pre-service teachers develop the leadership competencies, ethical professionalism, and systematic assessment strategies necessary to design, evaluate, and sustain high-quality early learning environments. By integrating environmental design with administrative practices, pre-service teachers cultivate the professional judgment essential for creating secure, nurturing spaces that support young learners' holistic development while ensuring program effectiveness and sustainability.

Course Title	Action Research in Early Childhood Education
Course Credits	3 units
Contact Hours	
Prerequisite/s	Theories and Practices of Play-based Learning Creative Arts, Music, and Movement in Early Childhood Education Children's Literature in Early Education Teaching Early Literacy Social Studies in Early Childhood Education STEM in Early Childhood Education II Early Childhood Education Curriculum Models Content and Pedagogy across Languages Infant and Toddler Programs
Description	This course equips pre-service teachers with the principles, methodologies, and ethics of action research in Early Childhood Education, focusing on young learners from birth to age eight. It examines theories and approaches in educational research, including quantitative and qualitative methods, while addressing current trends and issues in the field. Emphasizing reflective and inquiry-based practice, the course enables pre-service teachers to systematically investigate and improve their own teaching practices through classroom-based action research. Pre-service teachers learn to identify problems, formulate research questions, plan and implement interventions, observe outcomes, and reflect critically on results to address specific curriculum and teaching challenges. Through literature reviews, proposal writing, field data gathering, collaborative inquiry, and research reporting, pre-service teachers develop the capacity to use action research as a tool for professional growth, evidence-based decision-making, and continuous improvement of early childhood practice. By engaging in reflective cycles of planning, acting, observing, and reflecting, pre-service teachers cultivate the research skills, critical thinking, and professional dispositions necessary for advancing quality in Early Childhood Education and becoming lifelong learners committed to responsive, data-informed teaching.

Annex C
Description of General Education Course Themes
% CHED

Annex D
Description of Mandated Courses
% CHED

Annex E

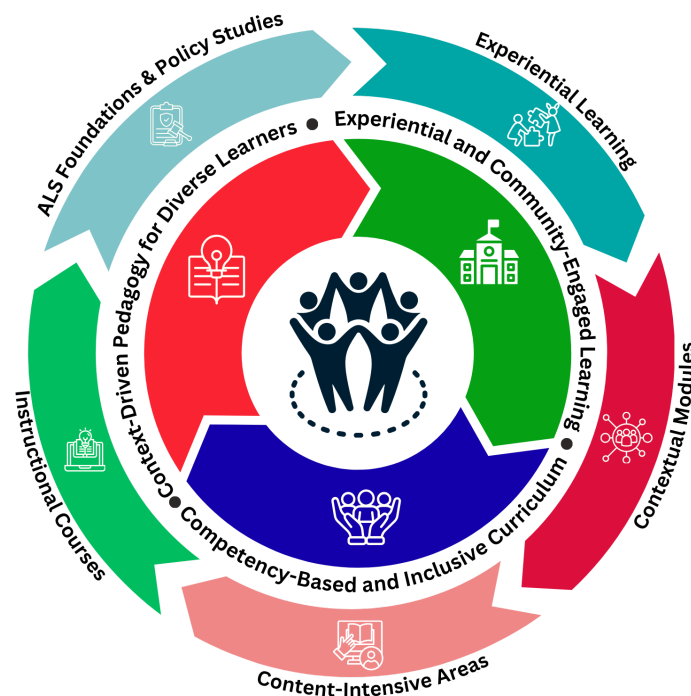
Undergraduate Certificate Courses

Annex E.1 Certificate in Alternative Learning System

1.1 Certificate Program Description

The Certificate in Alternative Learning System (ALS) is a certificate program in non-formal education that prepares pre-service teachers to work in diverse environments, including high-risk contexts such as corrective and rehabilitation facilities, conflict-affected, and remote communities. Anchored in context-driven adult learning and competency-based inclusive curriculum, it equips pre-service teachers to design, implement, and assess learning programs that promote equity and lifelong learning. Through six courses, pre-service teachers demonstrate competence in ALS foundations and learning strands, design contextualized modules, and apply flexible and inclusive teaching in real ALS contexts. They also learn to manage Community Learning Centers (CLCs), manage LIS reports, and mobilize partnerships for program sustainability. Assessment skills include the use of portfolios and ALS assessment forms to recognize learners' informal and experiential learning. Pre-service teachers emerge as competent, inclusive, and community-anchored educators, serving out-of-school youth and adults, and children in special cases, committed to the transformative mission of ALS.

1.2 Certificate Program Framework



The Certificate in Alternative Learning System (ALS) Framework is built on a cyclical design that highlights the continuous and interconnected development of pre-service ALS teachers.

The first layer of cyclical arrows represents the three foundational pillars of the program: Context-Driven Pedagogy for Diverse Learners, Experiential and Community-Engaged Learning, and Competency-Based and Inclusive Curriculum. These pillars ensure that teacher preparation remains responsive to learner contexts, grounded in lived community experiences, and aligned with outcomes-based and inclusive education.

The second or outer layer of cyclical arrows operationalizes the pillars: ALS Foundations and Policy Studies, Instructional Courses, Content-Intensive Areas, Contextual Modules, and Experiential Learning. Each area reinforces the others, demonstrating that ALS teacher

education is not linear but dynamic and integrative.

At the center of the framework is the symbol of community and learner empowerment, emphasizing that the ultimate goal of the program is to prepare quality Filipino ALS teachers who can empower diverse learners and transform communities through inclusive, relevant, and lifelong learning opportunities.

1.3 Certificate Program Outcomes

Certificate in ALS Program Outcomes	Performance Indicators
1. Demonstrate mastery of the ALS frameworks, curriculum, and learning strands. Pre-service teachers show a strong understanding of the ALS philosophy, legal bases, policies, and curriculum design, integrating literacy, numeracy, life skills, and community engagement to support inclusive and transformative learning in diverse contexts.	1.1 Analyzes the key provisions of Republic Act 11510, DepEd ALS policies, and related international and national frameworks on non-formal education. 1.2 Explains the structure, competencies, and learning strands of the ALS basic education curriculum and their alignment with lifelong learning goals. 1.3 Unpacks and interprets ALS learning competencies and identifies appropriate learning outcomes for various learner contexts. 1.4 Selects, adapts, and organizes suitable learning materials and community resources aligned with ALS strand outcomes. 1.5 Develops and applies authentic and alternative assessment tasks consistent with ALS principles and learner-centered approaches.
2. Engage with relevant learning philosophies and theories to inform inclusive and flexible teaching practices in diverse ALS learning contexts. Pre-service teachers understand, analyze, and apply learning philosophies and theories—humanistic, constructivist, experiential, transformative, adult, heutagogical, and lifelong learning—to interpret learners' contexts and guide the design of humane, inclusive, and responsive ALS learning experiences.	2.1 Identifies and explains key learning philosophies and theories that underpin the Alternative Learning System and their relevance to non-formal, inclusive, and lifelong education. 2.2 Compares and critiques major learning theories, highlighting their strengths, limitations, and practical implications for teaching out-of-school youth and adults in the Philippine context. 2.3 Contextualizes learning theories to the realities of ALS learners, including those in marginalized, displaced, or high-risk environments, demonstrating awareness of social, cultural, and economic influences on learning. 2.4 Applies insights from learning philosophies and theories to analyze learning situations and propose strategies that foster learner motivation, participation, and growth. 2.5 Designs a learning session plan or activity that reflects ALS learning philosophies and theories, demonstrating inclusive and learner-centered approaches appropriate to diverse contexts.

3. Facilitate learning processes that develop functional literacy, strengthen life skills, and prepare learners for diverse post-program pathways, including higher education, technical-vocational training, entrepreneurship, and employment. Pre-service teachers will effectively integrate modular and blended learning, ICT use, portfolio-based assessment, and career guidance to prepare learners for higher education, technical-vocational training, entrepreneurship, or work opportunities.	3.1 Facilitates inclusive learning sessions using appropriate learning modalities that achieve strand-based competencies. 3.2 Integrates functional life skills and employability activities (e.g., entrepreneurship, livelihood tasks) in lessons. 3.3 Guides learners in preparing and updating their individual learning portfolios. 3.4 Facilitates socioemotional learning sessions and career guidance linking learners to higher education, skills training, or work opportunities. 3.5 Documents learner progress and pathway decisions using ALS assessment tools.
4. Manage ALS program systems and community-based learning centers effectively. Pre-service teachers will demonstrate competencies in CLC-based management, enrollment, and reporting through the Learners' Information System (LIS), and mobilizing community partnerships and resources to sustain ALS delivery.	4.1 Prepares regular and participatory action plan for the Community Learning Center (CLC). 4.2 Encodes and updates learner enrolment and completion records in the LIS. 4.3 Generates and presents ALS progress and accomplishment reports to stakeholders. 4.4 Advocates and mobilizes community partnerships (e.g., LGUs, CSOs, TESDA, academe, industries) and local resources (e.g., venues, materials, volunteers) to sustain and expand ALS delivery. 4.5 Organizes learner activities such as Kumustahan, portfolio assessment, or moving-up rites.
5. Embody professional values and dispositions that advance inclusivity, lifelong learning, and community transformation. Pre-service teachers will exemplify ALS values like caring, self-reliant, independent, productive, and patriotic, as anchored on RA 11510, reflective practice, resilience, collaboration, and empowerment-oriented leadership, serving as advocates of equity, social transformation, and education-driven community development.	5.1 Demonstrates respect for cultural and social diversity in interactions with learners and stakeholders. 5.2 Maintains a reflective journal or learning log documenting teaching challenges and personal growth. 5.3 Practices teacher agency (e.g., adaptive, resourceful) when faced with various learner, community, and other related constraints (e.g., lack of electricity, multi-age groups, emergencies). 5.4 Collaborates with peers and mentors in sharing insights, advocacies, and emerging best practices in Alternative Learning System instruction and community engagement. 5.5 Engages in continuous professional growth through participation in field exposure, learning action sessions, seminars, and other capacity-building activities that support lifelong learning and career readiness in teaching.

1.4 Sample Certificate Program Mapping

Certificate in ALS Courses	PO1	PO2	PO3	PO4	PO5
1. Overview and Foundations of ALS Curriculum	I	I	I	I	P
2. Learning Theories and Philosophies in ALS	I	I	I	I	P
3. Facilitating Learning in ALS	P	P	P	I	D
4. Management of ALS Programs and Community Learning Centers	P	P	D	D	D
5. Advocacy and Social Mobilization in ALS	D	P	D	D	D
6. Inquiry and Reflective Practices in ALS	D	D	D	D	D

1.5 Certificate Program Course Descriptions

Course Title	Overview and Foundations of ALS Curriculum
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course provides pre-service teachers with a broad understanding of the Alternative Learning System as a vital component of non-formal education in the Philippines. It examines its historical and legal foundations, including Republic Acts 9155 and 11510, along with national and international policies that promote non-formal, inclusive, and lifelong learning. The course explores the structure and content of the ALS within the prevailing Basic Education Curriculum, focusing on its competencies, learning strands, and resources that foster functional literacy, numeracy, life skills, citizenship, and employability. Pre-service teachers study how learning is assessed in formal, non-formal, and informal settings, emphasizing authentic and alternative forms of assessment suited to diverse learner contexts. They participate in policy discussions, curriculum mapping, learner profiling, and case analyses of community-based ALS programs. They perform practical tasks such as unpacking learning competencies, designing learning activities, materials, and linking community resources to learning strands. Through collaborative discussions, site visits, and reflective documentation, pre-service teachers develop a grounded understanding of how ALS policies, curriculum, and assessment practices advance equity, inclusion, and transformation in education for all learners and communities.

Course Title	Learning Theories and Philosophies in ALS
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course strengthens pre-service teachers' understanding of the philosophical and theoretical foundations that guide the Alternative Learning System as a form of non-formal education in the Philippines. It examines key learning theories relevant to ALS—humanistic, constructivist, experiential, transformative, adult learning, heutagogical, and lifelong learning, including the Convergence learning theory—and explains how these philosophies, theories, and frameworks shape how learners acquire knowledge, develop competencies, and find meaning in diverse and often challenging contexts. The course reinterprets humanism in its contemporary sense, viewing learners as whole persons whose learning is influenced by their material realities and mediated by technology, digital environments, and artificial intelligence. Pre-service teachers analyze how these foundations inform learning among out-of-school youth and adults, as well as children and adults experiencing disability, displacement, geographic isolation, social or economic hardship, and other difficult circumstances. Through critical reflection, case analysis, and theory-to-practice synthesis, pre-service teachers learn to design humane, inclusive, and technology-responsive learning environments that nurture human potential and prepare learners to become engaged citizens, productive workers, and entrepreneurs in a rapidly changing world.

Course Title	Management of ALS Programs and Community Learning Centers
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course equips pre-service teachers with the competencies to effectively manage Alternative Learning System (ALS) programs and Community Learning Centers (CLCs). It introduces key ALS stakeholders and their roles in advancing education initiatives while providing practical experience in establishing and managing CLCs according to their typologies. Pre-service teachers engage in hands-on use of the Learners' Information System (LIS) for enrollment, updating, and reporting learner data, while upholding data privacy and ethics, and apply participatory approaches in planning, monitoring, and evaluation through the use of standard reporting templates such as mapping tools, individual learning agreement (ILA), and recognition of prior learning (RPL). Practice-based learning activities include LIS encoding drills, community mapping, mock CLC planning sessions, and organizing learner activities. Pre-service teachers prepare a comprehensive CLC management plan, and generate progress reports using simulated data. DepEd LIS manuals, ALS forms, and sample CLC plans serve as primary references. Assessment focuses on hands-on LIS encoding, the quality of submitted management plans, and oral presentations. By the end of the course, pre-service teachers submit a CLC management plan, present a progress report, successfully encode a learner in the LIS, and propose a well-organized learner activity.

Course Title	Facilitating Learning in ALS
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course develops the competencies of pre-service teachers to facilitate literacy, numeracy, life skills, employability, and post-program pathways among ALS learners. It emphasizes the integration of various learning modalities—such as modular, media-based, and blended approaches—and the strategic use of ICT in low-resource contexts to ensure inclusive and flexible instruction. Pre-service teachers design and deliver functional literacy and numeracy lessons that integrate health, environmental, financial, and digital literacies, making learning practical, relevant, and community-responsive. The course builds capacity to design holistic learning experiences aligned with ALS competencies, TESDA qualifications, and lifelong learning frameworks. It further trains pre-service teachers to apply ALS assessment tools such as the Assessment of Basic Literacy (ABL), Functional Literacy Test (FLT), and learner portfolios to monitor progress and support individualized learning pathways. It also underscores socioemotional learning and career guidance to prepare learners for higher education, technical-vocational training, entrepreneurship, or employment. Learning activities include workshops, role-playing, and practicum-based applications, while assessment tasks involve demonstration teaching, use of ALS assessment tools, and portfolio design—enabling pre-service teachers to demonstrate competence in facilitating lifelong learning and empowering ALS learners to become self-reliant and productive members of society.

Course Title	Advocacy and Social Mobilization in ALS
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course develops the professional values, dispositions, and advocacy skills essential for teachers in the Alternative Learning System, as mandated by Republic Act 11510 and aligned with the mission of inclusive and transformative education. It emphasizes the principles of Advocacy and Social Mobilization, guiding pre-service teachers to design and implement participatory action plans for Community Learning Centers, generate and present progress reports to stakeholders, and organize learner-centered activities that promote engagement and achievement. The course nurtures pre-service teachers to embody the core values of caring, self-reliance, independence, productivity, and patriotism while cultivating reflective practice, resilience, collaboration, and empowerment-oriented leadership. Through community immersion, mentorship, and reflective practice, pre-service teachers engage with learners, parents, and local leaders to advocate and mobilize partnerships with government units, civil society organizations, educational institutions, and industries to sustain and expand ALS delivery. Course outputs include a community assessment report, an advocacy and mobilization campaign proposal, and a community engagement portfolio that demonstrate growth as reflective, socially responsible educators committed to advancing lifelong learning and equity through education-driven social transformation.

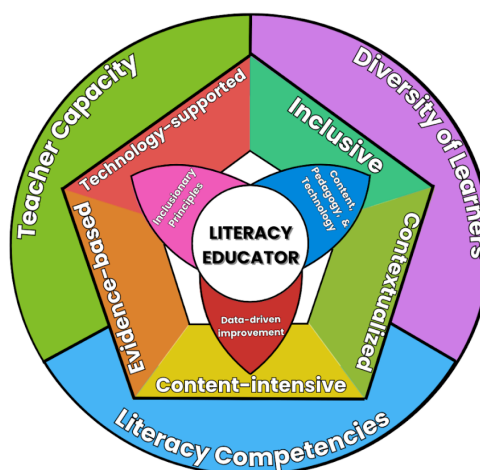
Course Title	Inquiry and Reflective Practices in ALS
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course enables pre-service teachers to derive insights from their collective experiences in the field, emphasizing reflective inquiry, problem-solving, and technology-enhanced documentation rather than formal academic research. It trains students to identify practical challenges in ALS implementation—such as learner participation, resource limitations, and partnership coordination—and to design simple, innovative, and often technology-supported solutions that improve learning delivery and access. Using traditional and digital tools such as learning logs, online journals, mobile-based surveys, digital storytelling, and e-portfolios, students document and analyze their field experiences. They synthesize and present their reflections through digital journals, case studies, video narratives, or mini-project reports that demonstrate the use of technology to enhance inclusivity, voice, and community connection. Mentorship sessions, peer exchanges, and feedback loops help students refine their innovations and ground their practices in the ALS principles of flexibility, accessibility, and responsiveness. By the end of the course, they produce a capstone project, a digital portfolio showcasing their field-based insights and creative interventions that exemplify reflective, adaptive, and learner-centered practice in non-formal education.

Annex E.2 Certificate in Literacy Education

2.1 Certificate Program Description

This program offers a strong foundation in literacy education, equipping pre-service teachers with the knowledge, skills, and pedagogical expertise necessary to foster literacy development in diverse learners. Structured around six core courses, it examines contemporary trends, resource design, assessment practices, program development, multidimensional literacy instruction, and targeted interventions. Through critical analysis, hands-on application, and the design of lessons and programs, pre-service teachers build the capacity to deliver inclusive and evidence-based literacy instruction. The program highlights reflective practice, learner-centered approaches, and data-driven strategies to support effective literacy learning in diverse educational settings.

2.2 Certificate Program Framework



The Certificate in Literacy Education is driven by the urgent need for addressing diversity of learners and learning contexts, enhancing literacy competencies, and strengthening teacher capacity, adaptability, and support. The curriculum framework is designed to be inclusive, contextualized, content-intensive, evidence-based, and technology-supported. It integrates inclusionary principles in the design and conduct of literacy instruction and assessment for all learners, grounding teaching in learners' educational and social realities. The framework deepens knowledge of key language and literacy concepts while utilizing relevant and up-to-date information to guide instructional and assessment decisions. Additionally, it leverages technology to enhance teaching and assessment practices, demonstrating strong content knowledge alongside pedagogical and technological competencies, and employs data to continuously improve literacy instruction and outcomes.

2.3 Certificate Program Outcomes

Certificate in Literacy Education Program Outcomes	Performance Indicators
1. Demonstrates pedagogical content knowledge and technological competencies in literacy instruction and assessment in diverse contexts	1.1 Demonstrate how literacy competencies can be developed among diverse learners 1.2 Create a literacy lesson for a specific group of learners 1.3 Apply appropriate approaches and/or strategies in literacy instruction 1.4 Evaluate learning resources used in literacy education 1.5 Create learning resources appropriate for literacy teaching and learning of a specific group of learners 1.6 Construct literacy assessment tools appropriate to (a) particular learner(s) 1.7 Implement procedures and tools in the assessment of literacy performance 1.8 Examine factors that contribute to the effectiveness of a literacy program 1.9 Describe how various literacies can be fostered among diverse learners. Develop a lesson for teaching a particular literacy using appropriate instructional materials 1.10 Utilize an appropriate approach and/or strategy in teaching a specific literacy 1.11 Identify the strengths and limitations of learners in terms of their literacy schools 1.12 Design a literacy intervention that: takes into account the context(s)/reality(ies) of (a) learner(s); addresses the strengths and needs of a particular (group of) learner/s; and incorporates the use of evidence-based techniques and strategies
2. Integrates inclusionary principles in the design and conduct of literacy instruction and assessment for learners in school- and community-based settings	2.1 Compare and contrast different trends in literacy teaching and learning 2.2 Describe the role of learning resources, including but not limited to print and digital materials, in literacy teaching and learning 2.3 Examine the principles and procedures in designing and planning learning resources for literacy education 2.4 Discuss the nature and purposes of literacy assessment 2.5 Examine how literacy abilities (and correlates of literacy performance) are assessed 2.6 Analyze the basic principles for developing, implementing, and evaluating various types of literacy programs 2.7 Critique different literacy programs 2.8 Appraise the theories and principles that support the development of various literacies

3. Uses data to deliver and continuously improve literacy instruction and outcomes to address learners' needs	3.1 Analyze literacy assessment data and their implications for literacy education 3.2 Recommend improvements to an existing literacy program (3.3 Implement literacy intervention informed by learner behavior and performance 3.4 Monitor the progress of each learner vis-à-vis the delivery of instruction 3.5 Make practical literacy-related recommendations for a particular (group of) learner/s
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2.4 Sample Certificate Program Mapping

Certificate in Literacy Education Courses	PO1	PO2	PO3
1. Trends in Literacy Education	P	P	
2. Learning Resources in Literacy Education	P	P	
3. Assessment of Literacy Abilities	P	I	P
4. Design and Evaluation of Literacy Programs	I	P	P
5. Teaching Multiple Literacies	D	I	
6. Literacy Interventions	D		D

2.5 Certificate Program Course Descriptions

Course Title	Trends in Literacy Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Theories and Approaches in Literacy Education [ProfEd]
Description	Trends in Literacy Education is a course that prepares pre-service teachers to examine different trends in literacy teaching and learning. It also provides them with the opportunity to demonstrate how literacy competencies can be developed among diverse learners and to apply appropriate approaches and strategies in literacy instruction. Ultimately, pre-service teachers learn to create a literacy lesson for a specific group of learners by applying these concepts. Additionally, this course examines contemporary trends, diverse approaches, and appropriate strategies in literacy education, equipping pre-service teachers with the competencies necessary to teach a range of learners. Students engage in a critical analysis of current perspectives on literacy instruction, develop practical skills for supporting literacy growth across diverse learner groups, and design effective literacy lessons. Finally, the course highlights the use of inclusive, research-informed practices to promote literacy development for all learners. This course combines lecture-discussions with explicit and implicit instruction to strengthen foundational knowledge and encourage active learning. Preservice teachers participate in workshops, lesson planning, and micro-teaching to practice and refine instructional skills. Assignments, group activities, and assessments provide opportunities for collaboration, application, and evaluation of literacy competencies.

Course Title	Learning Resources in Literacy Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Theories and Approaches in Literacy Education [ProfEd]
Description	Learning Resources in Literacy Education is a course that immerses pre-service teachers in the role of learning resources in literacy teaching and learning. Throughout the course, they examine the principles and procedures for designing and planning learning resources as well as evaluating their use in literacy education. The course also provides the opportunity to design learning resources appropriate for literacy teaching and learning of a specific group of learners. Moreover, the course introduces key principles and approaches in selecting, designing, and utilizing learning resources. Pre-service teachers examine the vital role of diverse and culturally responsive materials in enriching literacy teaching and learning. They get to develop competencies in critically assessing existing resources and in developing contextualized and learner-centered materials that address the literacy needs of specific groups. Furthermore, the course emphasizes aligning resource development with best practices and essential literacy competencies. Pre-service teachers participate in lecture-discussions and hands-on workshops featuring both explicit and implicit instruction to enhance their knowledge of literacy principles and practices. Finally, the course emphasizes collaborative learning through paired and small-group activities, critical evaluation and creation of learning materials, and continuous assessments to support the practical application of literacy strategies and the enhancement of teaching skills.

Course Title	Assessment of Literacy Abilities
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Theories and Approaches in Literacy Education [ProfEd]
Description	Assessment of Literacy Abilities is designed to equip pre-service teachers with skills and knowledge of literacy assessment. Pre-service teachers will examine how literacy abilities are assessed. The course provides them with the skills to design literacy assessment tools appropriate to (a) particular learner(s) and to implement procedures and tools for assessing literacy performance. Additionally, the course equips them to analyze assessment data and their implications in literacy learning. Pre-service teachers are immersed in a comprehensive study of strategies for assessing the literacy skills of diverse learners. Moreover, the course addresses the fundamental principles and purposes of literacy assessment; introduces a range of methods for assessing literacy performance; and guides students in designing assessment tools suited to varied learner profiles. Pre-service teachers engage in practical experiences that include administering assessments, analyzing results, and using data to enhance literacy instruction. The course highlights equitable and inclusive assessment practices to ensure responsiveness to learners' diverse needs. It involves lecture-discussions and workshops that use both explicit and implicit instruction. Pre-service teachers participate in collaborative activities, fieldwork that includes observations, literacy assessments, designing literacy assessment tools, and completing assignments and various assessments to promote the practical application and mastery of literacy assessment skills.

Course Title	Design and Evaluation of Literacy Programs
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Theories and Approaches in Literacy Education [ProfEd]
Description	Design, Implementation, and Evaluation of Literacy Programs is a course that prepares pre-service teachers to analyze the basic principles for developing, implementing, and evaluating various types of literacy programs. It also provides the opportunity to critique different literacy programs and to examine factors that contribute to their effectiveness. Ultimately, pre-service teachers learn to recommend improvements to an existing literacy program. This course also explores the foundational principles and emerging trends in the design and evaluation of literacy programs. Pre-service teachers examine the essential elements that influence program effectiveness, compare and contrast various literacy programs, and strengthen their ability to make informed recommendations for program enhancement. The course likewise emphasizes evidence-based practices and practical strategies that support the literacy development of diverse learners. Pre-service teachers engage in lecture-discussions and workshops that incorporate both explicit and implicit instruction to develop their knowledge of literacy programs. Learning experiences include pair and small-group activities, fieldwork involving the observation of literacy programs in practice, along with assignments and assessments designed to connect theory with practice and effectively measure learners' progress.

Course Title	Teaching Multiple Literacies
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Theories and Approaches in Literacy Education [ProfEd]
Description	Teaching Multiple Literacies is a course designed to prepare pre-service teachers to analyze the theories and principles that support the development of various literacies. The course provides opportunities for them to demonstrate how various literacies can be fostered among diverse learners. Additionally, pre-service teachers learn to design a lesson for teaching a particular literacy using appropriate instructional materials and to apply an appropriate approach and/or strategy. This course examines the theories, principles, and instructional approaches for teaching multiple literacies, including but not limited to reading, digital, media, financial, and cultural literacies. It emphasizes the use of effective strategies, appropriate learning materials, and assessment tools to promote literacy development in different contexts. Pre-service teachers engage in research-based practices, design purposeful lessons, and apply instructional methods that support literacy development across a range of domains. In this course, learners engage in lecture-discussions and hands-on workshops that use both explicit and implicit instruction to master the teaching of multiple literacies. The course includes pair and small-group activities, lesson planning, micro-teaching sessions, assignments, and assessments—all designed to strengthen the understanding and development of multiple literacies.

Course Title	Literacy Interventions
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Theories and Approaches in Literacy Education [ProfEd]
Description	Literacy Interventions is designed to prepare pre-service teachers to assess the literacy performance of a learner/s. The course provides the knowledge and skills necessary to design a literacy intervention that takes into account the context(s)/reality(ies) of (a) learner(s), addresses the needs of a particular (group of) learner/s, and incorporates the use of evidence-based strategies. Furthermore, pre-service teachers implement a literacy intervention informed by learner behavior and performance, monitor the progress of each learner vis-à-vis the delivery of instruction, and make practical literacy-related recommendations. This course explores key approaches for designing, implementing, and evaluating various literacy interventions. Pre-service teachers learn to assess literacy performance, create evidence-based intervention plans, monitor progress, and recommend improvements to strengthen literacy outcomes. The course emphasizes data-informed instructional decisions and continuous refinement of practice to support effective literacy development. In this course, pre-service teachers participate in lecture-discussions and workshops that integrate both explicit and implicit instruction to deepen their understanding of literacy interventions. The course features pair and small-group activities, fieldwork involving literacy assessments and intervention sessions, case studies, lesson planning, assignments, and assessments designed to develop skills in literacy interventions.

Annex E.3 Certificate in Indigenous Peoples Education

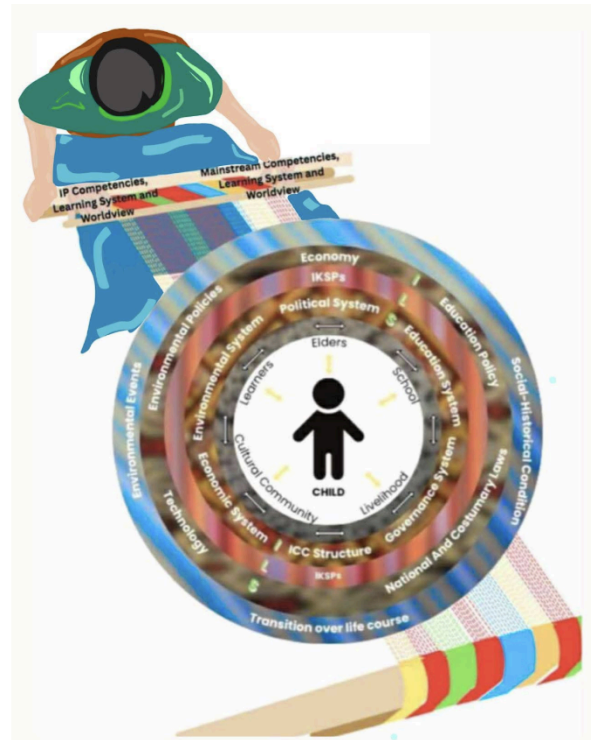
3.1 Certificate Program Description

The Certificate in Indigenous Peoples Education (IPEd) is an undergraduate certificate program designed to complement a Pre-service teacher's bachelor's degree while strengthening preparation for teaching and community engagement in Indigenous Peoples (IP) contexts.

It develops culturally responsive educators with the knowledge, attitudes, values and skills (KAVS) necessary in developing and facilitating contextualized and meaningful learning experiences for IP learners based on the appropriate interplay of Indigenous Knowledge Systems and Practices (IKSPs) and the national education curriculum.

Aligned with the principle of free, prior, and informed consent, the Program promotes collaboration with community elders and culture bearers in the contextualization of the curriculum, learning delivery, learning environment, and learning assessment, enabling graduates to be co-advocates in nurturing the cultural heritage rights and welfare of Indigenous Cultural Communities (ICCs) through IP Education.

3.2 Certificate Program Framework



The Certificate Program in Indigenous Peoples Education is designed to cultivate culturally responsive educators who are capable of mediating and facilitating the interface between Indigenous Peoples education systems and worldviews, and the broader Filipino educational paradigm. Anchored on and driven by the Indigenous Peoples Rights Act (IPRA), the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Department of Education's Indigenous Peoples Education Policy Framework (Department Order 62 s 2011), the Program grounds the teacher education program in community-based contexts including Indigenous Education Systems, the rights-based framework, and the various aspects of the Indigenous Peoples advocacy that have a bearing on education. With teachers who promote cultural integrity, respect for diversity, community-based education approaches, and inclusive pedagogy, the program hopes to nurture Indigenous Peoples learners who are capable of engaging the various layers and dynamics of the wider society while promoting their community's rights and self-determination.

3.3 Certificate Program Outcomes

Certificate in Indigenous Peoples Education Program Outcomes	Performance Indicators
1. Demonstrate a critical, rights-based, and culturally grounded understanding of Indigenous Peoples Education through the integration of Indigenous Knowledge Systems, historical consciousness, legal frameworks, and ethical principles that promote self-determination, uphold cultural integrity, and sustain inclusive learning communities.	1.1 Analyze and articulate how historical, legal, and cultural frameworks shape the policies, practices, and challenges of Indigenous Peoples Education (IPEd) in the Philippine context. 1.2 Explain the historical evolution and philosophical foundations of education in relation to cultural diversity and Indigenous Peoples' educational experience. 1.3 Demonstrate ethical sensitivity and professional integrity in addressing cultural, legal, and social issues affecting indigenous communities and their right to education. 1.4 Establish, maintain, and strengthen partnerships with Indigenous communities, organizations, elders, and culture bearers to collaboratively support IPEd implementation, including mapping of cultural activities and identification of Indigenous Peoples' competencies across subject areas. 1.5 Design and implement culturally responsive and decolonial learning strategies that integrate indigenous worldviews, values, and ethical considerations in classroom and community contexts.
2. Demonstrate mastery of the discipline-based concepts in relation to Indigenous Knowledge Systems and Practices (IKSP), ancestral domain, indigenous governance and traditional resource management, and basic rights of the IP Community.	2.1 Explain the relationality between discipline-based concepts and IKSPs, ancestral domain, and indigenous resource management with clarity and accuracy. 2.2 Engage in community exposure activities by participating in indigenous rituals, livelihood practices, or ecological stewardship initiatives. 2.3 Produce reflective documentation (most significant change) that demonstrates a deep understanding of IKSP, ancestral domain issues, resource management, and IP rights.
3. Adapt to diverse environmental and cultural conditions by optimizing and innovating available resources and integrating appropriate technologies in varied learning contexts as an IPEd teacher.	3.1 Select and adapt locally available materials and community resources to create relevant teaching aids. 3.2 Implement innovative practices that respond to community-specific educational needs while respecting Indigenous cultural values.
4. Promote the cause of Indigenous Peoples Education (IPEd) with pride and dignity by embodying appropriate knowledge, attitudes, values and skills (KAVS) as a duty bearer and culture worker.	4.1 Recognize and appreciate the validity and integrity of the indigenous knowledge, skills, and practices (IKSPs) and the indigenous learning system. 4.2 Facilitate learning activities that promote cultural consciousness, inclusivity, and respect for diversity. 4.3 Advocate for the recognition and protection of the basic rights of IP

	learners and communities through culturally responsive teaching.
5. Demonstrate the ability to interface DepEd learning competencies with community-identified competencies to ensure culturally responsive, contextually grounded, and inclusive curriculum implementation.	5.1 Craft indigenized competencies based on ICC cultural standards to improve IP learners' Learning outcomes. 5.2 Analyze mainstream curriculum, topics, and competencies that are parallel to IKSPs and ILS. 5.3 Contextualize (localize and indigenize) national standards through Indigenous pedagogies, languages, and culturally appropriate practices.
6. Apply indigenous methodologies and approaches through contextualized instruction and research-based initiatives in diverse learning content and contexts as an ethno-pedagogy practitioner.	6.1 Conduct participatory research (e.g., community interviews, participant observation) with the community to develop culturally responsive teaching-learning methodologies and materials. 6.2 Develop and implement innovative uses of available resources (local materials, community expertise) to support IPED curriculum delivery. 6.3 Conduct validation of developed teaching-learning materials with the elders and culture-bearers. 6.4 Apply appropriate digital and non-digital technologies that suit the learners' context and community conditions.
7. Construct context-sensitive and participatory assessments that recognize indigenous ways of knowing, valuing traditional knowledge validation processes alongside authentic evaluation methods.	7.1 Implement holistic assessment approaches that consider the spiritual, emotional, physical, and mental aspects of learning, consistent with Indigenous worldviews, while recognizing their interconnection with broader community and system processes. 7.2 Develop assessments that reflect the community's values, traditions, and practices, promoting authentic learning and assessment experiences. 7.3 Incorporate assessment approaches that are consistent with Indigenous cultural practices, such as storytelling, observation, and peer assessment. 7.4 Engage community elders and culture bearers as partners in assessing learners' Indigenous Peoples Education (IPED) competencies to ensure cultural accuracy, authenticity, and contextual relevance. 7.5 Conduct system-level assessments to evaluate the effectiveness of Indigenous Peoples Education (IPED) facilitation processes—including teaching practices, community engagement, curriculum implementation, and institutional support systems—using participatory and culturally grounded evaluation frameworks validated by Indigenous communities.

3.4 Sample Certificate Program Mapping

Certificate Indigenous Peoples Education Courses	PO1	PO2	PO3	PO4	PO5
1. Cultural Anthropology and Indigenous Knowledge Systems	I	I		I	
2. Historical, Legal, and Ethical Foundations of Indigenous Peoples Education	I	I		I	
3. Indigenous Education Systems		P	P	P	
4. Curriculum Development in Indigenous Peoples Education		P	P	P	P
5. Assessment and Evaluation in Indigenous Peoples Education	D	D	P	P	D
6. Teaching and Learning in Indigenous Peoples Education	D	D	D	P	P

3.5 Certificate Program Course Descriptions

Course Title	Cultural Anthropology and Indigenous Knowledge Systems
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course equips pre-service teachers with a strong foundation in Cultural Anthropology and Indigenous Knowledge Systems and Practices (IKSP) as they relate to education, identity, and community life. It examines how Indigenous communities create, preserve, and transmit knowledge through lived experiences, rituals, oral traditions, ecological relationships, and social institutions. A clear working knowledge of tangible and intangible culture, including their elements and features, and attitudes toward culture, is treated as a mandatory core component. The course also develops cultural sensitivity and advances learners toward cultural competence as essential dispositions for future educators. The course critically engages concepts such as decolonization, decoloniality, indigeneity, and indigenization of knowledge, challenging dominant Western epistemologies and affirming culturally grounded ways of knowing. As it explores decolonizing methodologies, it lays out the urgent issues and persistent concerns faced by ICCs/IPs, including land dispossession, cultural marginalization, misrepresentation, and inequitable access to education and resources. Through ethnographic observation, reflection, and cultural immersion, pre-service teachers learn to engage respectfully with Indigenous knowledge as living, dynamic, and community-based systems. The course culminates in an analytical paper examining community origin narratives and how these have been reshaped by contemporary educational developments.

Course Title	Historical, Legal and Ethical Foundations of Indigenous Peoples Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Cultural Anthropology and Indigenous Knowledge Systems
Description	This course examines the historical, legal, and ethical foundations of Indigenous Peoples Education (IPEd) in the Philippines. It examines the evolution of educational systems and corresponding policies from precolonial traditions through colonial and postcolonial transformations, situating contemporary IPEd initiatives within broader struggles for self-determination, human rights, and cultural integrity. Pre-service teachers critically analyze key legal frameworks that uphold Indigenous Peoples' rights to education and ancestral domains, with the 1987 Philippine Constitution providing the impetus and operationalized primarily through the Indigenous Peoples Rights Act of 1997 (RA 8371), the Bangsamoro Indigenous Peoples Rights Act (BIPA), the DepEd IPEd Policy Framework, and reinforced by relevant international instruments. Emphasis is placed on ethical responsibilities in advancing inclusive and rights-based education, particularly the principles of Free, Prior, and Informed Consent (FPIC), community participation, and Indigenous governance of education. Through case studies and critical reflection, students develop justice-oriented perspectives for implementing IPEd in both formal and community-based contexts. By the end of the course, they will produce a policy proposal addressing identified gaps or challenges in Indigenous Peoples Education, grounded in historical analysis, aligned with existing legal frameworks, and guided by ethical principles that respect Indigenous rights and knowledge systems.

Course Title	Indigenous Education Systems
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Cultural Anthropology and Indigenous Knowledge Systems; Historical, Legal and Ethical Foundations of Indigenous Peoples Education
Description	This course introduces Pre-service teachers to the nature and dynamics of Indigenous Education Systems as the systematized delivery system that has evolved in relation to the knowledge transmission-based Indigenous Learning Systems of ICCs/IPs that are currently experienced by them in contemporary times. The primary purpose is to help teachers appreciate and put forward indigenous knowledges into their teaching practice. Through exposure to community activities and interact with culture bearers, knowledge holders and elders using both cultural-anthropology and education lenses, Pre-service teacher will encounter the education system of the IP community - how IKSPs have their own scope and sequence (curriculum), how they are transmitted (learning delivery), how learning is assessed (assessment), and how learning outcomes are communicated and upheld by the community (education philosophy). They will also analyze the impacts of various social forces on the continuity of Indigenous Education Systems, together with the community's efforts to engage contemporary education challenges. At the end of the course, guided by the community's practices and protocols through community exposure, they will contribute to the documentation of the community's Indigenous Education Systems, the development of education resources needed by the community, or similar education initiatives being undertaken by the community.

Course Title	Curriculum Development in Indigenous Peoples Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Cultural Anthropology and Indigenous Knowledge Systems; Historical, Legal and Ethical Foundations of Indigenous Peoples Education; Indigenous Education Systems
Description	This course provides Pre-service teachers with a historical overview of curriculum development in Indigenous Peoples Education (IPEd) efforts in the Philippines. Students will learn about, analyze, and critique the initiatives of various pioneering institutions in the Philippines in implementing culture-based education in the context of Indigenous Cultural Communities (ICCs). How these institutions' experiences shaped current DepEd policies and frameworks for Indigenous Peoples Education (IPEd) will also be explored. Through interactive discussions, community exposure, and hands-on projects, Pre-service teachers will learn the rudiments of designing curricula appropriate for IP learners based on the experiences of pioneer IPEd implementing institutions and public schools implementing IPEd. This will include practical skills in crafting syllabi, lesson plans, and learning resources that interface national competencies and standards with indigenous knowledge and community learning standards. Pre-service teachers will also analyze the current curriculum implementation of IPEd in private community-based learning institutions and public schools, as they engage the challenges of contemporary times. This course enables Pre-service teachers to create culturally responsive teaching practices and learning environments that honor the richness of indigenous cultures while meeting learning objectives, and cultivates their commitment to promoting cultural diversity and equity in education.

Course Title	Assessment and Evaluation in Indigenous Peoples Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Cultural Anthropology and Indigenous Knowledge Systems; Historical, Legal, and Ethical Foundations of Indigenous Peoples Education; Indigenous Education Systems; Curriculum Development in Indigenous Peoples Education
Description	This course prepares Pre-service teachers to design, implement, and evaluate culturally grounded and community-centered assessment systems for Indigenous learners. Anchored in rights-based, ethical, and culturally responsive principles, it examines the historical, legal, and philosophical foundations of Indigenous Peoples Education (IPEd) and their implications for assessment in diverse Indigenous contexts. Drawing from Indigenous Knowledge Systems and Practices (IKSPs), Indigenous Learning Systems (ILS), and community-defined competencies, the course develops the ability to create holistic, context-sensitive, and participatory assessment tools that honor Indigenous worldviews. Students learn to align DepEd competencies with community cultural learning standards, apply Indigenous methodologies, and use appropriate digital and non-digital technologies.

	Through experiential and community-engaged activities—including consultation with elders and culture-bearers, curriculum development, and reflective documentation—students strengthen their capacity to implement authentic, decolonial, and culturally ethical assessment practices. Emphasis is placed on traditional validation processes such as storytelling, observation, performance-based tasks, and community-based evaluation. By the end of the course, students will be able to develop culturally responsive and system-level assessment plans that uphold Indigenous rights, promote self-determination, protect cultural integrity, and support inclusive, community-rooted IPed implementation. By the end of the course, pre-service teachers will be able to conduct individual, classroom, and co-create culturally responsive and system-level assessments and evaluation plans that uphold Indigenous rights, promote self-determination, protect cultural integrity, and support inclusive, community-rooted curriculum implementation within Indigenous Peoples Education.
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Course Title	Teaching and Learning in Indigenous Peoples Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Cultural Anthropology and Indigenous Knowledge Systems; Historical, Legal, and Ethical Foundations of Indigenous Peoples Education; Indigenous Education Systems; Curriculum Development in Indigenous Peoples Education; Assessment and Evaluation in Indigenous Peoples Education
Description	This course provides a critical exploration of pedagogical theories, principles, and practices that shape effective and culturally grounded teaching in Indigenous Peoples Education (IPed). It examines how Indigenous Education Systems (IES) and indigenous ways of knowing inform culturally responsive and sustaining pedagogies that honor community knowledges, languages, and worldviews. Building on previous courses, students will engage with various instructional approaches such as place-based learning, storytelling, land-based education, and multigrade or mixed-age teaching, common in indigenous contexts. Emphasis is placed on community-embedded instruction that fosters inclusive, participatory, and identity-affirming learning experiences. Culturally responsive and community -centered learning assessment will also be applied. The course also focuses on the design and development of localized and culture-responsive learning resources that integrate indigenous languages, symbols, and cultural content. Through field-based collaboration with culture bearers and community partners, Pre-service teachers will ensure that learning resources are contextually accurate and respectful of indigenous heritage. By the end of the course, they are expected to demonstrate culturally responsive teaching through demonstration teaching and to produce localized instructional materials that promote inclusivity, strengthen cultural identity and intergenerational relations, and sustain indigenous knowledges and traditions.

Annex E.4 Certificate in Islamic Education

4.1 Certificate Program Description

The Certificate in Islamic Education is a six-course add-on undergraduate certificate for pre-service teachers, designed to strengthen teacher quality in Islamic Education in the Philippines. Anchored in faith-based, equity-oriented, rights-based, context-sensitive, and integrated principles and Islamic ethics, the program prepares future teachers to deliver balanced Islamic and conventional learning that supports national aspirations for quality education and resilience, while honoring Bangsamoro aspirations and nurturing Muslim Filipino identity and heritage. The curriculum integrates foundational Islamic knowledge with interdisciplinary perspectives and community-based learning, emphasizing reflective practice, peace-oriented education, and responsible stewardship (khalifa al-ard). The program is responsive to emerging practices and realities in the field, including the Arabic Language and Islamic Values Education (ALIVE) delivery, Islamic Studies and Arabic Language (ISAL) in BARMM, and Traditional and Private Madaris. The program also considers the recruitment and professional development of *asatidz*, community- and donor-supported education ecosystems, and the continuing reforms and professional standards shaping Islamic education. Designed to complement the *reframed* Pre-service Teacher Education Curriculum in the Philippines, the Certificate in Islamic Education integrates (1) interdisciplinary design, (2) Islamic values-based content, (3) mentorship pedagogy, and (4) experiential learning through observation, assistantship, and internship in various Islamic education settings.

Admission Requirements

Applicants must provide evidence of prior learning in Arabic and Islamic Studies at the intermediate to advanced level, demonstrated through at least one of the following:

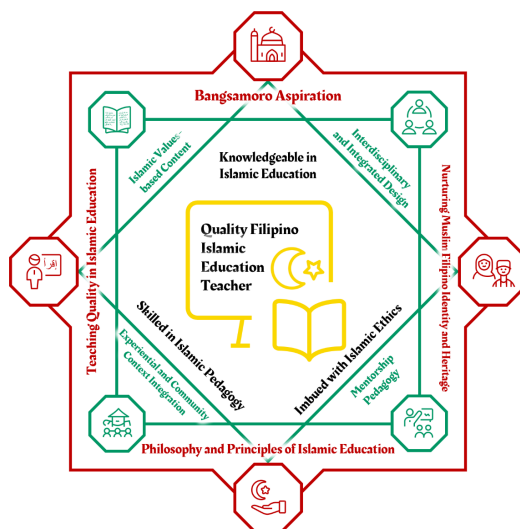
1. certificate/s of attendance in a traditional madrasah (minimum completion of Grades 1–7 or equivalent)
2. certificate/s on relevant Islamic studies preparation and training, or
3. certificate/s from a recognized institution and/or mentor confirming personal studies.

Applicants must also pass an admission assessment covering general knowledge of Islamic Studies and proficiency in Arabic, including reading, reciting, grammar, sentence structure, and writing.

Recommended Experiential Learning Requirement

During pre-service teachers' coursework and internship, the program will allot structured immersion and/or practicum placements in Islamic Education contexts, including ALIVE and ISAL - implementing schools and private integrated madāris. Within the one-year teaching internship, a dedicated period (e.g., selected months) will intentionally situate pre-service teachers in Islamic Education settings to strengthen experiential learning, mentorship-guided practice, and context-sensitive Islamic pedagogy.

4.2 Certificate Program Framework



The Program Framework uses the eight-pointed star—a classical Islamic symbol of balance, justice, and structured knowledge—to represent the Certificate in Islamic Education as an integrated, holistic model of teacher preparation grounded in Bangsamoro and Philippine Islamic education contexts. Visually formed through three-layered squares (outer, middle, inner), the framework shows how the program moves from why the program is needed to how it is designed and ultimately to what it produces. The outer layer presents the curriculum drivers that anchor the certificate—Bangsamoro Aspirations, Philosophy and Principles of Islamic Education, Teaching Quality in Islamic Education, and Nurturing Muslim Filipino Identity and Heritage—while the middle layer highlights the curriculum features that translate these drivers into course design and learning experiences: Islamic values-based content, interdisciplinary and integrated design, experiential and community context integration, and mentorship pedagogy across ALIVE, ISAL in BARMM, and traditional/private madāris. The inner square represents the intended outcomes of the program—pre-service teachers who are knowledgeable in Islamic Education, skilled in Islamic pedagogy, and imbued with Islamic ethics—and at the center, the crescent moon and star with an open book symbolizes the program’s core commitment: developing a Quality Filipino Islamic Education Teacher who embodies balanced learning, peace-oriented education, reflective practice, and responsible stewardship (khalīfa al-ard) in service of holistic development and nation-building.

4.3 Certificate Program Outcomes

Certificate in Islamic Education Program Outcomes	Performance Indicators
1. Demonstrate mastery of foundational knowledge in Islamic education.	1.1 Accurately explains foundational concepts and principles in Islamic Education: Aqidah (Theology), Fiqh (Jurisprudence), Ulum al-Qur'an (Quranic Sciences), Hadith Sciences, Seerah (Prophetic Biography), Akhlaq (Ethics), and Maqasid (objectives of Shariah) in educational contexts. 1.2 Analyzes Islamic texts and resources to derive ethical and educational guidance relevant to contemporary issues faced by Muslim learners (e.g., digital life, environmental ethics, pluralism).
2. Design faith-based, equity-oriented, and context-sensitive instruction that integrates the philosophy and	2.1 Critically analyzes the philosophy and principles of the Islamic Education

principles of Islamic education to affirm Muslim Filipino identity and heritage.	curriculum to reinforce Muslim Filipino identity and heritage. 2.2 Designs constructively aligned lesson plans and learning sequences informed by the features of Islamic pedagogy.
3. Apply reflective, peace-oriented, and stewardship-centered mentorship pedagogy through action research and service learning in various Islamic education settings.	3.1 Implements a range of evidence-based, learner-centered instructional strategies anchored on Islamic pedagogy suitable for diverse Islamic Education settings. 3.2 Resolves classroom dilemmas using professional judgments based on Islamic frameworks. 3.3 Produces original teaching resources that present Islamic content through innovative pedagogical formats.
4. Exhibit a resilient, agentic professional identity as an Islamic Education teacher, committed to communal responsibility and Islamic ethical standards.	4.1 Integrates in instructional planning and practice the cultural, linguistic, and socio-economic realities of the diverse local Muslim communities. 4.2 Practices professional and ethical standards in the delivery of Islamic Education in various settings (ALIVE, ISAL in BARMM, and traditional/private madāris).

4.4 Sample Certificate Program Mapping

Certificate in Islamic Education Courses	PO1	PO2	PO3	PO4
1. Foundations of Islamic Education	I			I
2. Teaching Arabic Language 1	I	I		
3. Islamic Education in the Qur'an and Sunnah	I			P
4. Teaching Arabic Language 2	P	P		
5. Teaching Islamic Values		P		P
6. Principles and Methods of Teaching in Islamic Education		D	D	

4.5 Certificate Program Course Descriptions

Course Title	Foundations of Islamic Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course introduces pre-service teachers to the historical, philosophical, theological, and psychological foundations of Islamic Education, with emphasis on their application in the Philippine context and on the role of the Islamic education teacher as a community-oriented leader. Anchored in Islamic faith, equity- and rights-based principles, cultural sensitivity, and ethical standards, the course develops learners' mastery of foundational Islamic education knowledge and a resilient, agentic professional identity committed to communal responsibility and ethical practice. The course explains the aims of Islamic Education in nurturing a Muslim Filipino identity and heritage while supporting national goals for quality and inclusive education. It explores Islamic perspectives on learner development, learning environments, positive discipline, classroom management, values, and ethics, alongside contemporary educational theories. Pre-service teachers articulate a personal philosophy of teaching, engage in community-oriented practice, and discuss research-based frameworks for teaching and learning. Assessment includes traditional, performance-based, and reflective tasks designed to assess conceptual understanding of Islamic Education.

Course Title	Teaching Arabic Language 1
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s Skill/s	Basic Reading, Speaking, and Writing Skills in Arabic; Basic Qur'an Reciting Skills
Description	This course locates Arabic as a civilizational and liturgical language, introducing pre-service teachers to its history, civilizational influences, and contemporary relevance. It clarifies the varied purposes of Islamic education settings for teaching Arabic and proposes methodologies pertinent to these purposes. The course covers the Arabic language structure and its unique linguistic features; basic principles and guidelines for Qur'an reading and recitation; sightwords, common vocabulary, and civilizational terms; and basic communication templates for everyday situations. The course includes appropriate strategies for teaching Qur'an reading, basic vocabulary acquisition through text and through mundane or everyday contexts, as well as an introductory approach to basic communication skills acquisition. Assessments shall be varied, considering pre-service teachers' conceptual understandings and acquisition of teaching approach skills matching Arabic Language teaching purposes. These shall include traditional, performance-based, and portfolio-based methods. Pre-service teachers are likewise expected to craft and test basic instructional plans matching the varied purposes for Arabic language teaching.

Course Title	Islamic Education in the Qur'an and Sunnah
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course provides an in-depth exploration of the Qur'an and Sunnah, the primary sources of Islamic education, law, and ethics. Pre-service teachers analyze the exegeses (tafasir) and events relating to the descent of the revelations (asbab al-nuzul) of some verses (ayat) or chapters (suwar) of the Holy Qur'an pertaining to Islamic education. The study of Sunnah focuses on the sayings or words (sunnah qawliyyah), actions or deeds (sunnah fi'liyyah), and tacit or implied approvals (sunnah taqririyyah) of the Prophet Muhammad (peace be upon him), emphasizing the significant role of Islamic education in demonstrating behaviors that uphold the dignity of teaching as a profession. Through critical text analysis and dialogic interactions, pre-service teachers demonstrate applications of conceptual and contextual understanding of the Qur'an and Sunnah in Islamic Education. At the end of the course, pre-service teachers identify evidence-informed activities and strategies for culturally and contextually responsive teaching and learning in diverse Islamic Education settings.

Course Title	Teaching Arabic Language 2
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	Teaching Arabic Language 1
Description	This course builds on foundational Arabic language skills and the competencies acquired from Teaching Arabic Language 1 to deepen pre-service teachers' conceptual understandings of the language, enabling them to develop instructional plans and learning materials to support Arabic Language teaching for varied purposes and contexts. It covers instructional guidelines and corresponding strategies for Qur'an reading and recitation. Pre-service teachers likewise engage with multimedia learning materials and resources, and instructional strategies for advanced vocabulary acquisition; understanding of multiple

	Arabic texts, such as select Qur'an passages, Hadiths, and other literature; and acquisition of skills in oral and written communication. This enables them to enhance their competencies in instructional planning and teaching of the Arabic Language for varied purposes and contexts. Pre-service teachers are expected to prepare and try out instructional plans that aptly address the varied educational outcomes for Arabic language teaching. Pre-service teachers shall be assessed through traditional, performance-based, and portfolio-based methods.
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Course Title	Teaching Islamic Values
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course prepares pre-service teachers to meaningfully integrate Islamic values into teaching and learning across diverse educational settings. Grounded in the principles of tawhīd, akhlāq, and khalīfah, the course promotes the holistic development of the learners' physical, intellectual, spiritual, moral, and socio-emotional dimensions. It builds the capacity of pre-service teachers to design faith-based, inclusive, and context-responsive instruction aligned with the foundations of Islamic education and professional ethical practice. The course strengthens competence in establishing nurturing, safe, and well-managed learning environments that encourage active learner participation and uphold respectful, non-violent approaches to classroom management. It engages pre-service teachers in designing developmentally appropriate lesson plans and applying varied instructional strategies that address the learners' diverse needs, abilities, interests, and experiences. The course uses traditional, self-evaluation, reflective, peer, and product-based assessments guided by clearly articulated rubrics to support continuous professional growth. The course emphasizes cultivating a reflective, ethical, and socially responsible professional identity among pre-service teachers.

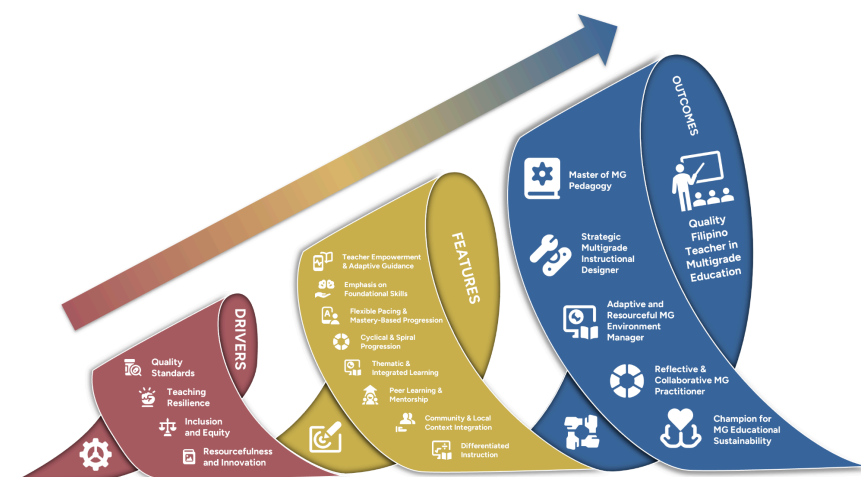
Course Title	Principles and Methods of Teaching in Islamic Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course covers the principles and pedagogical foundation of teaching Islamic Education. It explores key approaches, methods, and strategies for facilitating effective teaching and learning in Islamic Education, including multigrade pedagogical approaches, responsive to diverse classroom contexts. The course emphasizes learner-centered, values-based, peace-oriented, and culturally responsive pedagogies appropriate for diverse learners in various Islamic education contexts. In this course, Pre-service teachers demonstrate competencies in curriculum unpacking, examining constructive alignment, designing developmentally sequenced Islamic Education lessons, selecting appropriate teaching methods, and implementing varied assessment strategies. Attention is given to integrating Qur'anic teachings, Hadith, and real-life applications to promote holistic learner development—physical, intellectual, spiritual, moral, and socio-emotional. Through microteaching, action research, and service-learning experiences, pre-service teachers are prepared to become ethical, reflective, and competent educators committed to nurturing Muslim Filipino identity, cultural heritage, and lifelong learning. Assessment practices balance traditional, performance-based, product-oriented, and reflective approaches.

Annex E.5 Certificate in Multigrade Education

5.1 Certificate Program Description

The Certificate Program in Multigrade Education aims to develop highly competent Filipino multigrade teachers equipped with the knowledge, skills, and dispositions necessary to effectively manage and facilitate meaningful learning in multigrade classrooms. It addresses the unique challenges of teaching multigrade learners through a program focused on differentiated lesson design, pedagogical knowledge, classroom management, essential teacher qualities, and advocacy for sustainable multigrade education. The program integrates theory and practice, combining learner-centered resources, collaborative peer teaching and learning, field experiences (real and/or virtual), workshops, and continuous feedback. Assessment methods emphasize formative and summative tasks, performance-based evaluations, and portfolio development that showcases pre-service teachers' competence. By the end of the program, pre-service teachers are expected to design and implement developmentally appropriate multigrade lessons, apply effective instructional and assessment strategies, manage inclusive learning environments, and demonstrate professionalism, adaptability, and collaboration. Pre-service teachers will also serve as advocates for multigrade education, contributing to the sustainability and improvement of teaching and learning in diverse, resource-limited school contexts.

5.2 Certificate Program Framework



The framework for the Certificate Program in Multigrade Education delineates the essential components for fostering effective multigrade teaching and learning. This is represented in the curled ribbon in Figure 4. The framework is structured into three core areas: Drivers, Features, and Outcomes. The Drivers encompass essential elements considered in the conceptualization of the program in multigrade education. Specifically, the drivers refer to quality standards, teaching resilience, inclusive and equitable education, and resourcefulness & innovation. The Features of multigrade education emphasize teacher agency, flexible learning approaches, integrated instructional methods, and the incorporation of local context in community-centered education. The Outcomes highlight the program's goals for pre-service teachers to support diverse learners in multi-grade settings through the demonstration of: 1. mastery of MG teaching methods; 2. deliberate planning for differentiated instruction; 3. being a manager of the physical space, psychosocial atmosphere, and the usage of limited resources; 4. essential MG teacher qualities; and 5. being a champion for the sustainability of MG education. This comprehensive framework is designed to prepare pre-service teachers to thrive in diverse educational environments. The curled ribbon-shaped framework symbolizes the interconnected nature of multigrade education. Its flowing waves and curves, rendered in three colors, represent the dynamic progression of curriculum drivers, features, and outcomes. This visual metaphor emphasizes the flexibility, adaptability, and innovation at the heart of multigrade education, weaving together its unique complexities.

5.3 Certificate Program Outcomes

Certificate in Multigrade Education Program Outcomes	Performance Indicators
1. Demonstrate pedagogical knowledge through flexible implementation of evidence-based multigrade instructional and assessment strategies.	1.1 Critically examine the theoretical foundations, historical context, and best practices in multigrade teaching and learning. 1.2 Examine the principles of differentiated instruction and assessment appropriate for multigrade settings. 1.3 Employ strategies that foster active learner engagement and participation across grade levels. 1.4 Adjust instructional strategies based on assessment data and learner feedback. 1.5 Use formative and summative assessments aligned with lesson objectives to effectively support diverse learners and monitor their learning progress.
2. Implement effective, evidence-based classroom management techniques that promote a positive, inclusive, and supportive multigrade learning environment.	2.1 Examine the principles of effective classroom management, specifically designed for multigrade environments. 2.2 Demonstrate effective classroom management strategies in a multigrade setting. 2.3 Facilitate learner-centered experiences that empower multigrade learners to take ownership of their learning. 2.4 Communicate learners' progress and classroom activities to stakeholders in a multigrade setting.
3. Design lessons for multigrade classes that incorporate developmentally appropriate content and learning resources.	3.1 Analyze the principles in lesson design and production of learning resources in multigrade settings. 3.2 Compare and contrast various models in designing multigrade lessons. 3.3 Design cohesive multigrade lessons that align with grade-level standards and objectives. 3.4 Develop MG lessons that apply the principles of lesson integration and differentiation of instruction and assessment. 3.5 Demonstrate efficient use of instructional time in the design of multigrade lessons.
4. Demonstrate qualities essential for effective multigrade teaching, including reflective practice, adaptability, collaboration, and ethical conduct.	4.1 Demonstrate a sustained commitment to empathy, equity, and inclusion to foster a respectful, supportive, and culturally responsive learning environment. 4.2 Commit to continuous professional development through systematic self-reflection, seeking constructive feedback, and the ongoing adaptation of instructional practices to enhance the quality and effectiveness of multigrade educational experiences continuously. 4.3 Manifest a growth mindset to navigate the complexities and challenges inherent in multigrade classrooms.
5. Advocate for multigrade education sustainability by actively mobilizing	5.1 Exhibit positive qualities to advocate for stakeholders' support of a sustainable multigrade education.

communities to support learners' holistic development and school success.	5.2 Foster collaborative partnerships to sustain multigrade instruction.
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5.4 Sample Certificate Program Mapping

Certificate in Multigrade Education Courses	PO1	PO2	PO3	PO4	PO5
1. Foundations of Multigrade Education	I	I		I	I
2. Multigrade Instructional Approaches	P	P	P	P	P
3. Assessment and Performance Monitoring in Multigrade Classes	P	P	P	P	P
4. Classroom Management and Organization in Multigrade Classes	P	P	P	P	P
5. Design of Multigrade Lesson Plans and Development of Learning Resources	D	D	D	P	I
6. Advocacy and Community Engagement for Multigrade Classes			P	P	P

5.5 Certificate Program Course Descriptions

Course Title	Foundations of Multigrade Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course equips pre-service teachers with the theoretical and practical knowledge needed to succeed in multigrade classrooms. It examines the history, philosophy, and teaching methods of multigrade education, focusing on strategies to address the unique challenges of multigrade settings. Key activities include writing analytical essays, participating in group workshops, creating presentations, and analyzing videos to encourage critical thinking, peer collaboration, and practical problem-solving. Constructive feedback from both instructors and peers helps refine teaching practices, deepen theoretical understanding, and encourage reflective teaching. This holistic approach ensures that pre-service teachers have the versatility and confidence to excel in dynamic, diverse classrooms.

Course Title	Multigrade Instructional Approaches
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course equips pre-service teachers with the core principles and practical, evidence-based strategies to design and manage effective instruction in diverse multigrade classrooms. Emphasizing inclusive, learner-centered, and context-responsive teaching, the course explores key instructional approaches, including differentiated instruction, small-group teaching, peer tutoring, and advanced techniques such as cross-age collaboration and managing independent learning stations. Furthermore, students examine innovative methodologies such as project-based, inquiry-based, and cooperative learning specifically tailored to mixed-age settings. The course also addresses critical management components, focusing on effective lesson pacing, activity sequencing, and seamless classroom transitions. Through active lectures, readings, interactive workshops, group discussions, and microteaching activities, students apply these instructional models to realistic multigrade scenarios. A combination of formative and summative assessments, including reflective journals and performance-based tools, measures their growing competency. Ultimately, pre-service teachers master pedagogical knowledge

	and successfully apply comprehensive multigrade instructional strategies that effectively engage all learners.
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Course Title	Assessment and Performance Monitoring in Multigrade Classes
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course equips pre-service teachers with the knowledge, skills, and appropriate attitudes to design, implement, and interpret effective assessments in multigrade classrooms. It emphasizes how to assess, monitor, and track student progress across grade level combinations, abilities, and learning needs. Topics include the principles of multigrade assessment, key concepts of formative, summative, and diagnostic assessment, performance-based assessments, learner portfolio systems, digital tracking tools (when and where applicable), and rubrics for continuous progress monitoring. It focuses on creating inclusive, differentiated tools that support varying literacy levels, abilities, and learning needs. The course emphasizes data-driven decision-making, enabling pre-service teachers to analyze assessment results, provide meaningful feedback, and adapt instruction to enhance learner outcomes. These competencies are central to effective multigrade instruction and align directly with the goals of the program. Learning experiences will combine theory and application through lectures, hands-on workshops, group discussions, and peer review sessions. Pre-service teachers will design assessment tools, analyze authentic classroom data, and reflect on case studies that mirror real-world multigrade settings. The course culminates in a final project, in which pre-service teachers develop a comprehensive assessment plan that integrates tools, performance tracking, feedback, and instructional adaptation, preparing them to support learners effectively in multigrade environments.

Course Title	Classroom Management and Organization in Multigrade Classes
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course prepares pre-service teachers to design and implement effective classroom management and organizational systems specifically tailored to multigrade settings. It focuses on creating structured, inclusive, and engaging learning environments that address the cognitive, social, and emotional needs of multigrade learners. Pre-service teachers will develop strategies for managing space, time, and resources efficiently while fostering a positive classroom climate that promotes collaboration, respect, and a sense of belonging among all learners. Key topics include establishing routines, rules, and expectations; organizing flexible learning spaces; scheduling for multiple grade levels; and implementing behavior management and conflict resolution strategies. The course also emphasizes culturally responsive and motivational approaches that enhance engagement, self-regulation, and student responsibility and agency in multigrade contexts. Through a blend of lectures, hands-on activities, group discussions, practical workshops, and school visits (actual or virtual), pre-service teachers will gain both theoretical knowledge and applied experience. They will design

	classroom layouts, create behavior management plans, and analyze real-world scenarios to identify effective management techniques. Formative assessment of learning encompasses reflective journals, scenario-based analyses, classroom design outputs, role-playing and simulation exercises, and collaborative planning tasks. The course culminates in a final project to develop a comprehensive classroom management and organization plan suited to a multigrade environment.
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Course Title	Design of Multigrade Lesson Plans and Development of Learning Resources
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course focuses on integrated curriculum design, where pre-service teachers thoroughly examine various integration models, including thematic, project-based, and skill-based approaches. It balances theory and practice, guiding students from curriculum theory to hands-on application through the design of thematic units, lesson planning, and curriculum mapping. Recognizing the unique needs of multigrade settings, pre-service teachers gain direct, practical experience developing innovative, differentiated, flexible, and low-cost learning resources. These materials specifically support independent learning and peer tutoring across grade levels. Through case studies, workshops, and collaborative projects, students design and evaluate integrated learning experiences. Instruction features engaging lectures, interactive group work, rich discussions, and reflective writing, fostering an active, student-centered learning environment. Students receive ongoing feedback from instructors and peers, which refines their skills and deepens their understanding. The course employs both formative and summative assessments, including project-based assignments, presentations, and reflective writing, all designed to demonstrate mastery in creating a truly integrated and resource-rich multigrade learning environment.

Course Title	Advocacy and Community Engagement for Multigrade Classes
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	Advocacy and Community Engagement for Multigrade Classes is a professional education course designed to equip pre-service teachers with the knowledge, skills, and ethical dispositions necessary to design and implement community-responsive advocacy initiatives that strengthen multigrade teaching and learning. Anchored in the <i>Reframed</i> Program Outcomes, the course develops competencies in using assessment data to inform evidence-based instructional strategies, establishing inclusive and community-supported classroom management practices, collaborating with parents and stakeholders to develop localized and culturally responsive learning resources, and demonstrating reflective and professional conduct aligned with ethical standards. The course further emphasizes the design of sustainable partnership and advocacy programs that mobilize community support for learners' holistic development and academic success. It is aligned with the Philippine Professional Standards for Teachers (PPST) Beginning Teacher Indicators, particularly Domains 2 (Learning Environment), 5 (Assessment and Reporting), 6 (Community Linkages and Professional Engagement), and 7 (Personal Growth and Professional Development), ensuring that future multigrade teachers are prepared to foster positive school–community relationships and uphold the dignity and integrity of the teaching profession.

Annex E.6 Certificate in Special Needs and Inclusive Education

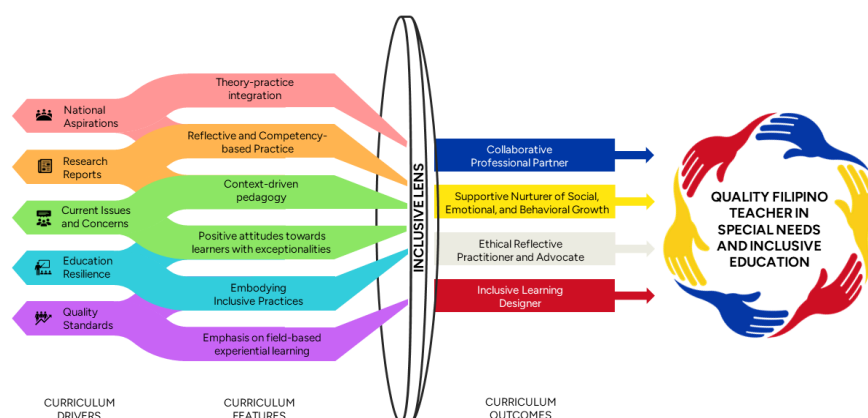
6.1 Certificate Program Description

The Certificate in Special Needs and Inclusive Education (SNIEd) is an undergraduate certificate program designed to augment the preparation of pre-service teachers whose primary training is in their content specialization. It strengthens their theoretical and pedagogical competencies in creating inclusive learning environments within general education classrooms. The program supports a shift from basic awareness to the actual enactment of inclusive practices through field-based experiential learning, theory–practice integration, and context-responsive pedagogy.

Anchored in government mandates and global quality standards, the curriculum responds to pressing needs such as education resilience and the shortage of inclusive education practitioners. It emphasizes the demonstration of inclusive strategies, instructional adaptations, and positive behavior support appropriate to diverse learners. Through an inclusive education lens, the program prepares pre-service teachers to become ethical advocates, inclusive learning designers, and reflective practitioners who serve as supportive nurturers and collaborative partners in general education contexts. Graduates of this certificate program are equipped with foundational competencies to uphold inclusive education principles in their respective subject areas.

Note: Holding a Certificate in SNIEd provides opportunities to do the teaching internship in inclusive schools or schools with special curricular programs.

6.2 Certificate Program Framework



The curriculum framework is structured around three interrelated components—Curriculum Drivers, Curriculum Features, and Curriculum Outcomes—aligned through an Inclusive Education Lens ensures equity, relevance, and responsiveness in SNIEd. The certificate program is driven by government mandates, national and international policies, directions, research evidence, current issues and concerns, emerging strategies on education resilience, and quality standards, which collectively ground the program in legal, empirical, and professional imperatives. These drivers lead to the features that emphasize field-based experiential learning, theory–practice integration, reflective and competency-based practice, context-driven pedagogy, and the development of positive attitudes toward learners with exceptionalities. Viewed through the inclusive lens, these features lead to defined curriculum outcomes that develop pre-service teachers who are ethical advocates, reflective and responsive practitioners, inclusive learning designers, supportive nurturers of learners’ holistic development, and collaborative professional partners. The convergence of these elements produces the Quality Filipino Teacher in Special Needs and Inclusive Education, equipped to respond effectively to diverse learners, varied contexts, and the evolving demands of inclusion.

6.3 Certificate Program Outcomes

Certificate in Special Needs and Inclusive Education Program Outcomes	Performance Indicators
1. Ethical Reflective Practitioner and Advocate Adhere to ethical principles, exercise professional accountability, pursue reflective growth consistent with the current professional standards, and advocate for the rights of learners.	1.1 Demonstrate ethical conduct and professional responsibility, including confidentiality, fairness, and respect for diversity. 1.2 Engage in reflective and reflexive practice to improve instructional effectiveness and uphold ethical standards. 1.3 Align educational practice with legal mandates and professional standards, especially those related to inclusive education and learner protection. 1.4 Advocate for equity, access, and justice through initiatives supporting learners with exceptionalities and those in marginalized contexts. 1.5 Pursue lifelong learning through participation in professional development activities (e.g., research, conferences, learning communities).

2. Inclusive Learning Designer Design and implement individualized, inclusive, differentiated, and developmentally-appropriate teaching and learning experiences grounded on content mastery and research-based principles.	2.1 Develop learner-centered lesson plans utilizing UDL principles and differentiated strategies. 2.2 Design and adapt instructional materials that are developmentally appropriate, culturally responsive, and accessible. 2.3 Integrate assistive technology and digital tools to enhance participation and remove learning barriers. 2.4 Create safe, inclusive, and respectful learning environments that foster collaboration and belonging. 2.5 Apply research-based and evidence-informed teaching strategies in instructional decision-making. 2.6 Demonstrate deep content mastery by translating complex subject matter into manageable, engaging, and relevant learning experiences.
3. Supportive Nurturer of Social, Emotional, and Behavioral Growth Create and sustain safe, inclusive, and supportive environments that nurture learners' overall growth and development.	3.1 Foster inclusive, safe, and supportive learning environments that honor individual differences. 3.2 Recognize and respond to diverse learner profiles across educational settings. 3.3 Promote psychological safety and community responsiveness through classroom climate design. 3.4 Identify signs of adversity and facilitate appropriate support or referrals. 3.5 Apply proactive, evidence-based classroom behavior management strategies that emphasize positive support. 3.6 Facilitate student engagement and build resilience through meaningful learning experiences.
4. Collaborative Professional Partner Collaborate with families, fellow educators, support service providers, and community partners to support inclusive education and promote holistic learner development.	4.1 Communicate clearly and respectfully to foster collaboration and mutual understanding. 4.2 Engage in collaborative consultation with families, educators, and support service providers to address learner needs. 4.3 Participate in shared decision-making processes to develop inclusive interventions and support plans. 4.4 Coordinate with community partners to strengthen school-home-community linkages for learner development.

6.4 Sample Certificate Program Mapping

Certificate in Special Needs and Inclusive Education Courses	PO1	PO2	PO3	PO4
1. Understanding Learners with Exceptionalities I: Developmental Disabilities	I	I	I	I
2. Understanding Learners with Exceptionalities II: Gifted and Talented Learners; Learners with Social, Emotional, and Behavioral Difficulties	I	I	I	I
3. Understanding Learners with Exceptionalities III: Physical and Sensory Impairments	I	I	I	I
4. Curriculum and Innovative Pedagogies for Inclusive Education	P	P	P	P

5. Utilizing Individualized Learning and Support Plans	P	P	P	P
6. Field Experience in Special Needs and Inclusive Education	D	P	P	P

6.5 Certificate Program Course Descriptions

Course Title	Understanding Learners with Exceptionalities I: Learners with Developmental Delays and Disabilities
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course is designed to complement the development of pre-service teachers' competencies in supporting learners with developmental delays and disabilities through the augmentation of their content specialization training with inclusive practices. It provides a comprehensive knowledge of various developmental disabilities, including Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Learning Disabilities, and Language and Communication Disorders. The course highlights how pre-service teachers can design and implement inclusive instructional strategies, adaptations, and positive classroom management strategies rooted in the cultivation of safe and supportive learning environments that nurture and inspire learner participation. The course will highlight the principles of Universal Design for Learning (UDL) and differentiated instruction, to plan for accessible and learner-centered instruction. Through teaching and learning activities such as lectures, guided readings, case analyses, collaborative planning tasks, and reflective practice, the pre-service teachers can strengthen their capacity to design differentiated learning experiences related to their content specialization. At the end of the course, pre-service teachers are expected to craft accommodation or adaptation plans for instruction and assessment aligned with their content specialization and the needs of learners with developmental delays and disabilities included in the regular classroom setting.

Course Title	Understanding Learners with Exceptionalities II: Gifted and Talented Learners; Learners with Social, Emotional, and Behavioral Difficulties
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	The course equips pre-service teachers with an understanding of learners with giftedness and talents and learners with social, emotional, and behavioral difficulties. It focuses on the fundamental concepts of giftedness and talents and of social, emotional, and behavioral difficulties. This includes identification of these two groups of learners and their characteristics; likewise, different areas of giftedness and categories and types of gifted learners will be given focus. The course covers internalizing and externalizing behaviors of learners with social, emotional, and behavioral difficulties. Discussions include strategies to nurture gifts and talent like acceleration, enrichment, project-based learning, differentiated instruction, technology-enhanced activities, and research opportunities; and curriculum models in enhancing gifts and talents like Renzulli's Schoolwide Enrichment Model, Gardner's Multiple Intelligence Model, and Gagne's Differentiated Model of Giftedness, among others. The course explores behavior management strategies and approaches to address problem behaviors in the classroom. The pre-service teachers will be engaged in discussions, case analysis, journal article critiques, film reviews, simulation activities, and workshops. At the end of the course, they will write case reports about gifted and talented learners in the inclusive classroom, and will develop a behavior case file, which will include a behavior description and appropriate behavior modification strategies.

Course Title	Understanding Learners with Exceptionalities III: Learners with Physical and Sensory Impairments
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	The course introduces preservice teachers to the characteristics, access needs, and educational implications of learners with physical, sensory, and related health impairments. The course builds foundational knowledge on conditions such as orthopedic impairments, cerebral palsy, motor disorders, chronic health conditions, blindness, and deafness or hard-of-hearing, emphasizing how these exceptionalities influence mobility, communication, engagement, and participation in inclusive classrooms. Pre-service teachers examine learners' strengths and support needs to inform curricular adaptations, instructional planning, and inclusive placement decisions. The course highlights principles of accessible and developmentally appropriate instruction, including strategies for adapting lessons, designing multisensory and health-responsive learning activities, and creating barrier-free physical and social environments. Attention is given to assistive technologies, communication supports, and environmental modifications that promote independence, safety, and meaningful participation. The course also underscores the importance of collaboration with families, allied professionals, and community partners in developing coordinated support systems for learners with physical and sensory impairments. Through case studies, guided observations, and reflective tasks, preservice teachers learn to design responsive instructional materials, anticipate access challenges, and cultivate inclusive classroom practices that uphold dignity, equity, and full participation for learners with these exceptionalities.

Course Title	Curriculum and Innovative Pedagogies for Inclusive Education*
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course equips pre-service teachers with foundational and applied knowledge of inclusive curriculum design and innovative pedagogical frameworks for General Basic Education. It emphasizes Universal Design for Learning (UDL), Differentiated Instruction (DI), and Multi-Tiered Systems of Support (MTSS) as key approaches to planning, delivering, and assessing instruction for learners with exceptionalities. The course highlights collaborative planning, curriculum mapping, and instructional decision-making aligned with PPST indicators and K to 12 standards. Learning experiences include case-based analysis of inclusive classroom scenarios, UDL-based planning, differentiated lesson design, peer critique, workshops, reflective tasks and field-based microteaching. Pre-service teachers engage in peer critique, collaborative workshops, reflective journaling, and field-based microteaching with structured feedback loops. Assessment is performance-based and practice-oriented, including lesson plan analysis, microteaching demonstrations with feedback, case analysis, classroom environment design, policy critiques, video analysis with reflective commentary, and collaborative advocacy projects. These tasks strengthen theory-to-practice connections and develop professional judgment. By the end of the course, pre-service teachers will be able to analyze and adapt general education curricula, design tiered interventions, and foster inclusive learning environments grounded in evidence-based practice.

Course Title	Utilizing Individualized Learning and Support Plans
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	This course equips pre-service teachers with foundational knowledge and practical skills in interpreting and implementing individualized learning and support plans for learners with exceptionalities. It enables them to understand the legal frameworks, diagnostic-prescriptive principles, and collaborative processes that underpin plans, including Individualized Education Plans (IEPs), Programs of Developmentally-Sequenced Priorities (PDSPs), Individual Learning Plans (ILPs), Individualized Family Service Plans (IFSPs), Individual Transition Plans (ITPs), Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), and other support plans. Pre-service teachers will explore how to interpret assessment data, understand the components and purposes of plans, and apply evidence-based strategies to support diverse learners in inclusive settings. Through case study analyses, plan interpretation exercises, simulated IEP team meetings, and classroom observations, they will develop competencies in translating written plans into actionable classroom practices, implementing behavioral strategies, monitoring learner progress through systematic data collection, and communicating effectively with specialists and families. At the end of the course, pre-service teachers will create an implementation portfolio that features their analysis of individualized plans, evidence of collaborative planning processes, progress monitoring documentation, and reflections on adapting classroom practices to meet the needs of individual learners.

Course Title	Field Experience in Special Needs and Inclusive Education
Course Credits	3 units
Contact Hours	51-54 hours
Prerequisite/s	
Description	Field Experience in Special Needs and Inclusive Education is an experiential course that immerses pre-service teachers in diverse inclusive education contexts to develop foundational competencies in working with Learners with disabilities (LWD) and gifted learners. The course introduces pre-service teachers to the principles and practices of Special Needs and Inclusive Education through guided and systematic observation in SNED centers, Inclusive Learning Resource Centers (ILRCs), regular inclusive classrooms, community-based programs, schools with special curricular programs (SCPs), and other relevant settings, with flexible modalities, including virtual observation, when access is limited. Learning occurs through structured observation tasks, reflective journaling, field notes, mentor-guided discussions, and seminar dialogues that focus on learners' characteristics, learning behaviors, environmental supports, inclusive strategies, and stakeholder roles. Pre-service teachers do not conduct formal teaching but engage in reflective analysis and professional conversations with special education teachers and related professionals to deepen their understanding of inclusive practice across contexts. At the end of the course, pre-service teachers submit a Field Experience Portfolio that provides documented evidence of their observational competence, reflective practice, and inclusive professional dispositions across diverse inclusive education settings.

Annex F

ICT Competency Standards for Teachers % CHED

Annex G
Sample Syllabus Guide and Link to Repository of Syllabus Guides Compendium

Link to the Compendium of Syllabus Guides in the Professional Education: <https://tec.gov.ph/rc-profecd/>

Link to the Compendiums of Syllabus Guides in the BECED Program: <https://tec.gov.ph/rc-beced/>

Link to the Compendium of Syllabus Guides in the Certificate Programs: <https://tec.gov.ph/rc-cp/>

SYLLABUS GUIDE FOR THEORIES AND PRACTICES OF PLAY-BASED LEARNING

Course Credits	3 units	Contact Hours	
Prerequisite/s	Child Development or Human Growth and Development [Prof Ed]		
Course Description	This course explores the theories, principles, and practices that support play as a foundation for learning and development in Early Childhood Education. It examines key concepts, methods, and resources related to play and how it supports children's cognitive, social, emotional, and physical growth. Emphasizing Developmentally Appropriate Practice (DAP), the course guides pre-service teachers in designing, implementing, and evaluating play-based learning experiences that respond to children's individual needs, interests, and cultural contexts. Pre-service teachers actively create and facilitate purposeful play activities that integrate learning across domains, fostering creativity, collaboration and problem-solving. Through class observations, microteaching activities, reflective discussions, and other field-based applications, pre-service teachers develop the competence and confidence to use play as an intentional and effective pedagogical strategy. Special focus is given as pre-service teachers demonstrate a positive attitude toward play and the ability to apply DAP in promoting inclusive, engaging, and meaningful learning, particularly among young learners.		

Program Outcomes	Course Learning Outcomes	Mapping to the PPST Beginning Teacher Indicators
[PO1] Demonstrate a high level of technological, pedagogical, and content knowledge [PO7] Pursue lifelong learning	[CLO 1] Analyze different play-related theories and their significance to the teaching and learning process.	[1.1.1], [1.6.1]
[PO1] Demonstrate a high level of technological, pedagogical, and content knowledge [PO4] Exhibit innovative practice [PO5] Apply critical and problem-solving skills	[CLO 2] Create developmentally appropriate learning play activities and resources.	[1.1.1],[1.5.1], [4.1.1]
[PO1] Demonstrate a high level of technological, pedagogical, and content knowledge	[CLO 3] Design and implement a play-based classroom learning activity.	[1.6.1], [2.5.1], [4.1.1]

[PO3] Manifest teamwork and collaborative skills		
[PO4] Exhibit innovative practice		
[PO2] Advocate for diversity, inclusion, equity and sustainability	[CLO 4] Demonstrate a positive attitude toward play by valuing its role in children's holistic development and intentionally integrating inclusive play-based practices that respond to children's diverse abilities, backgrounds, and learning needs.	[2.2.1], [2.3.1], [2.4.1], [6.1.1]
[PO4] Exhibit innovative practice		
[PO6] Advocate for children's rights, a sense of community, nationalism, and democratic ideas		

Suggested Summative Assessment Tasks and Alignment with Course Outcomes

Course Learning Outcomes	Summative Assessment Task	Performance Standard
[CLO 1] Analyze different play-related theories and their significance to the teaching and learning process.	Analytical paper on the theoretical underpinnings of play-based learning This task requires students to distinguish between classical theories (e.g., surplus energy, pre-exercise) and contemporary theories (e.g., psychoanalytic, cognitive, sociocultural) to explain the meaning of play and its significance to the teaching and learning process.	Rubrics can be based on: • Thematic Distinction • Critical Analysis • Educational Significance
[CLO 2] Create developmentally appropriate learning play activities and resources.	Toy Project Students engage in the selection and development of learning resources to address specific learning goals. This involves creating manipulative toys—such as table blocks, counting frames, or puzzles—or indigenous materials that are well-chosen, fit for purpose, and safe for young children to manipulate. The project must demonstrate how a material object can serve as a "pivot" to allow children to separate meaning from the object during play	Evaluation can be based on: • Developmental Appropriateness • Safety and Utility

Course Learning Outcomes	Summative Assessment Task	Performance Standard
[CLO 3] Design and implement a play-based classroom learning activity. [CLO 4] Demonstrate a positive attitude toward play by valuing its role in children's holistic development and integrating it purposefully in teaching practice.	Group Presentation and Microteaching This task provides a "safe space" for students to practice pedagogical positioning before actual classroom immersion. Students demonstrate a range of verbal and non-verbal communication strategies to support learner engagement, focusing on their ability to act as a play partner rather than a director.	Rubrics can assess: • Accuracy of concepts • Alignment of lesson with developmental stages • Appropriate use of play theories
[CLO 3] Design and implement a play-based classroom learning activity.	Play-based lesson plan Students design a developmentally sequenced teaching plan that aligns with curriculum requirements.	Evaluation can assess: • Clear learning objectives suited to play-based learning • Developmentally appropriateness of activities • Integration of play with learning goals • Logical flow of the lesson
[CLO 3] Design and implement a play-based classroom learning activity.	Classroom teaching demonstration This practical assessment evaluates the student's ability to manage a classroom structure that engages learners in meaningful exploration and discovery.	Rubrics can be based on: • Selection of developmentally appropriate teaching materials • Ability to facilitate, guide, and scaffold play • Responsiveness to children's cues • Evidence of play supporting cognitive, social, emotional, and/or physical development
[CLO 4] Demonstrate a positive attitude toward play by valuing its role in children's holistic development and integrating it purposefully in teaching practice.	Reflection papers Students engage in professional reflection to analyze their teaching experiences and identify moments of "crisis" that lead to developmental growth. These papers allow students to evaluate their own practice, including how they conducted formative assessments <i>through, of, and for</i> play.	Rubrics can assess: • Understanding of play-based concepts • Connection between theory and practice • Depth of Reflection • Personal and Professional Insight

Note: TEIs can add additional matrices to reflect alignment with their institutional outcomes.

Suggested Learning Plan

Week No.	Instructional Learning Outcomes	Course Content	Teaching and Learning Activities	Assessment Tasks	Teaching and Learning Resources
1-2	Discuss the legal foundation and theoretical underpinnings of play Describe different play-related theories and their significance to the teaching and learning process	Orientation of the Course I. Foundations of Learning through Play A. Legal B. Theoretical 1. Value of Play (personal growth, socio-emotional skills, physical and cognitive development, cultural learning)	- Orientation and guided discussion on the legal and theoretical foundations of play and learning - Play activities - Reading assignments	Reflection Paper Suggested prompt: "Reflect on how your perspective on play in education has been affirmed, challenged, or expanded through this lesson." <i>(Prompts for this requirement may vary depending on the outcomes of the discussion, the sharing of insights, or the particular context of the educational setting.)</i>	[8] [3] [6]
3-5	Discuss the concept of play-based learning, its value, forms and pedagogic aspects Compare and contrast the different play-related theories	2. Theories for Play-based Learning (Classical theories including surplus energy theory, practice theory, recapitulation theory, and relaxation theory; Modern theories including psychoanalytic theory, cognitive development theory, sociocultural theory and arousal modulation theory) 3. Orchestration of play (by Van Hoorn shows the continuum of roles the teacher plays)	- Group discussion and workshop - Play Activities	Analytical Paper on the theoretical underpinnings of Play-based learning	[1] [6]

Week No.	Instructional Learning Outcomes	Course Content	Teaching and Learning Activities	Assessment Tasks	Teaching and Learning Resources
6	Create a toy project informed by knowledge on play and developmentally appropriate practice	4. Materials for Creative Expression and Play (Traditional toys and Digital Media)	• Reading Assignment • Discussion and workshop	Toy Project	[11]
6-10	Research and demonstrate different types of play activities across developmental stages and stages of play	C. Play-Based Learning Activities Across Developmental Stages and stages of play 1. Play activities for Physical Development 2. Play Activities for Socio-emotional Development 3. Play Activities for Cognitive Development 4. Play Activities for Creative Expression	• Possible sources of Information: Reading Assignment, Video Viewing, Teacher Interview • Discussion and Workshop	Group Presentation and Microteaching	[2] [5] [9]
11-13	Design a play-based lesson plan	II. From Theory to Practice A. Observation of a Play-based Class B. Planning of a Play-based Lesson	• Reading Assignment • Classroom observation of a Play-based class • Discussion and writing workshop	• Observation Report • Play-Based Lesson Plan	[2] [5] [9] [10]
14-16	Implement a planned play-based lesson	III. Implementing Play-based Lessons A. Class Observation with Immersion B. Actual Teaching of a Play-based Lesson C. Reflecting and Processing of Teaching Experiences	• Preparation of Materials for Teaching • Observation • Immersion and apprenticeship • Preparation for classroom teaching demonstration	• Observation Report • Classroom Teaching demonstration with rubrics • Reflection Paper	

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