I. Professional Teaching
   A. Legal Bases

EDUCATIONAL DECREE OF 1863: The decree provided for the establishment of primary school for boys and girls in each town of the country.

ACT NO. 74 OF 1901: Enacted into law by the Philippine Commission, the Act created the Department of Public Instruction, laid the foundations of the public school system in the Philippines, provided for the establishment of the Philippine Normal School in Manila and made English as the medium of instruction. (In 1949, the Philippine Normal School was made a teachers' college by virtue of RA 416 and, in 1991, it became a full-pledge university by virtue of RA 7168.)

ACT NO. 1870 OF 1908: The law served as the legal basis for the creation of the University of the Philippines.

VOCATIONAL ACT OF 1927: Also known as Act No. 3377, the Vocational Act as amended by other acts laid the foundations of vocational education in public schools and made provisions for its support.

EDUCATION ACT OF 1940: Also known as Commonwealth Act No. 586, the Education Act laid the foundations for the present six-year elementary course and made provisions for its support.

REORGANIZATION ACT OF 1947: The Act placed public and private schools under the supervision and control of the Bureau of Public and Private Schools.

REPUBLIC ACT 5250 OF 1966: The Act provided the legal basis for the implementation of a ten-year teacher education program in special education.

DEPARTMENT OF EDUCATION, CULTURE AND SPORTS (DECS) ORDER NO. 25 OF 1974: Popularly known as the Bilingual Education Program of 1974, the Order required the use of English as medium of instruction for science and mathematics subjects and the use of Filipino as medium of instruction for all other subjects in the elementary and high school levels.

PRESIDENTIAL DECREE NO. 1006 OF 1976: The Decree was a legal and formal recognition of teachers as professionals and teaching as a profession.

REPUBLIC ACT NO. 5698: The Act created the Legal Education Board whose task was to regulate and improve the quality of law schools in the Philippines in order to stop the increasing number of examinees who fail to pass the bar examinations given every year.

REPUBLIC ACT 6655 OF 1988: Popularly known as the Free Public Secondary Education Act of 1988, the Act created a system of free education in public high schools.

DEPARTMENT OF EDUCATION, CULTURE AND SPORTS (DECS) ORDER NO. 49 OF 1992: This Order serves as the guideline for the selection of honor students in all public and private high schools. All these schools were required to choose one (1) "valedictorian" and one (1) "salutatorian," and to set the limit of the number of "honorable mention" to one percent of the graduating students. The "eligibility requirements" for becoming an honor student are the following: 1) No grade below 80 in any subject and no failing grade in any subject in the first two curriculum years; 2) Completed third and fourth year studies in the same secondary school; 3) Completed the high school curriculum within the prescribed year; 4) Active membership in two clubs during the third and fourth years in high school; and 5) Conformed to school rules and policies.

DEPARTMENT OF EDUCATION, CULTURE AND SPORTS (DECS) ORDER NO. 1 OF 1994: This Order increased the number of school days to 200 days (42 calendar weeks) inclusive of examination days for public and private schools. (This department order is similar to RA 7791 which increased the number of school days from 185 to 200 days.

DEPARTMENT OF EDUCATION, CULTURE AND SPORTS (DECS) ORDER NO. 37 OF 1994: The Order required all grade VI elementary students to take the National Elementary Assessment Test (NEAT) that is given on the 13th Tuesday following the opening of the school year. The assessment test consists of a battery of tests of the multiple choice type. There are four subject areas: English, mathematics, science and heograpiya/kasaysayan/sibika (geography/history/civics).
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS (DECS) ORDER NO. 38 OF 1994: The Order required all senior high school students to take the National Secondary Assessment Test (NSAT) that is given on the 13th Friday following the opening of the school year, or three days after the NEAT has been given. The assessment test consists of a battery of tests and there are four subject areas: English and Filipino proficiencies, mathematics, vocational aptitude, and science & technology. (The test is not a requirement for college admission.)

REPUBLIC ACT NO. 7731: The Act abolished the National College Entrance Examinations or NCEE to give the marginalized students a greater chance to gain access to college education.

REPUBLIC ACT NO. 7722: Also known as the Higher Education Act of 1994, the Act created the Commission on Higher Education (CHED) whose main task is to regulate and develop tertiary education in the Philippines.

REPUBLIC ACT NO. 7796: Also known as the Technical Education and Skills Development Act (TESDA) of 1994, the Act's objective was to provide relevant and quality technical education that is accessible to all and to create the agency that will manage technical education and skills development in the Philippines.

REPUBLIC ACT NO. 7836 OF 1994: Known as the Philippine Teachers Professionalization Act of 1994, the Act made it mandatory for people pursuing a career in teaching to take the licensure examinations that are administered and regulated by the Professional Regulatory Commission.

DEPARTMENT OF EDUCATION (DEPED) ORDER NO. 34 OF 2001: The Order required all public elementary and high school students to read at least one book in the vernacular and one book in English per year before they can be promoted to the next higher level.

B. Meaning of Professionalism and Professionalization

Elements of Teaching

The Learner

The Nature of the Learner
The learner is an embodied spirit, a union of a sentient body and a rational soul. His body experiences sensations, and feels pleasure and pain. His soul is the principle of spiritual acts, the source of intellectual abstraction, self-reflection, and free rational volition.

The Teacher

• The Professional Teacher
The professional teacher is the “licensed professional who possesses dignity with high moral values as well as technical and professional competence...he adheres to, observes, and practices a set of ethical and moral principles, standards, and values.” (Code of Ethics of Professional Teachers, 1997). The professional teacher is the one who went through four to five year period of rigorous academic preparation in teaching and one who is given a license to teach by the Board of Professional Teachers of the Professional Regulation Commission after fulfilling requirements prescribed by law such as the Licensure Examination for Teachers (LET).

The Learning Environment

“To heredity, the child owes his possibilities. However, to environment, he owes the realization of these possibilities.”

Introduction
The learning environment is the place where teaching and learning can take place in the most effective and productive manner. It consists of the classroom and all the instructional features and the non-threatening classroom climate needed in planning and implementing all teaching and learning activities.

Arrangement of Furniture
The furniture, like the table for demonstration located in front of the room and the chairs facing it are neatly arranged with sufficient spaces in-between for ease in moving around. Display shelves for safekeeping of projects, collections and outstanding work are located at the sides. Attached to the wall is the bulletin board for hanging posters, announcements and illustrations about the unit being undertaken. During discussions, the board in front is used for clarifying step-by-step procedures and making clearer diagrams, illustrations and figures.

Teaching devices like globes, maps and charts are kept in nearby cabinets, together with simple tools and materials. A temporary table is placed at the right side where supplies, materials and handled instruments are arranged, ready for the day’s lesson.

Physical Condition of the Classroom
As soon as the students enter they are attracted by a clean and orderly set-up. Natural light and flowing fresh air add to their comfort and ease. Free from noise coming from the surroundings, students’ concentration and interest are easily sustained. The doors and windows could be opened and closed with less difficulty and noise. The light fixtures are located where needed.

Interactions
A diverse situation may exist in the classroom at any given time. Students differ in abilities and interests while teachers likely employ different strategies. Teachers must be sensitive to positive or negative interactions and must immediately undertake an instant revision or adjustment in the methodology when necessary. The primary goal is to be able to motivate them to work harmoniously, thereafter, inculcate the values of cooperation and congeniality.

**A Facilitative Learning Environment**

Pine and Horn (1990) described the learning environment that facilitates learning. It is an environment:

- Which encourages people to be active;
- Which promotes and facilitates the individual’s discovery of the personal meaning of idea;
- Which emphasizes the uniquely personal and subjective nature of learning in which difference is good and desirable;
- Which consistently recognizes people’s right to make mistakes;
- Which tolerates ambiguity;
- In which evaluation is a cooperative process with emphasis on self-evaluation;
- Which encourages openness of self rather than concealment of self;
- In which people are encouraged to trust in themselves as well as in external resources;
- In which people feel they are respected;
- In which people feel they are accepted;
- Which permits confrontation.

**C. TEACHING AS A PROFESSION, VOCATION AND MISSION**

**TEACHING AS YOUR VOCATION**

Vocation comes from the latin word “vocare” which means to call. Based on the etymology of the word, vocation, therefore, means a call. If there is a call, there must be a caller and someone who is called. There must also be a response. For Christians, the Caller is God Himself. For our brother and sister Muslims, Allah. Believers in the Supreme being will look at this voiceless call to have a vertical dimension. For non-believers, the call is also experienced but this may viewed solely along a horizontal dimension. It is like man calling another man, never a Superior being calling man.

**TEACHING AS YOUR MISSION**

- Teaching is also a mission. The word mission comes from the latin word “misio” which means “to send”. You are called to be a teacher and you are sent into the world to accomplish a mission, to teach. The Webster’s New Collegiate Dictionary defines mission as “task assigned”. You are sent to accomplish an assigned task.

- Teaching is your mission means it is the task entrusted to you in this world. If it is your assigned task then naturally you’ve got to prepare yourself for it. Your four years of pre-service preparation will equip you with the knowledge, skills and attitude to become an effective teacher.

- What exactly is the mission to teach? Is it merely to teach the child the fundamental skills or basic r’s of reading, ‘riting, ‘rithmetic and right conduct?

**TEACHING AS YOUR PROFESSION**

“The term professional is one of the most exalted in the English Language, denoting as it does, long and arduous years of preparation, a striving for excellence, a dedication to the public interest, and commitment to moral and ethical values.” – Hon. Hermogenes P. Pobre

- Why does a profession require “long and arduous years of preparation” and “a striving for excellence”? Because the end goal of a profession is service and as we have heard many times “we cannot give what we do not have.” We can give more if we have more.

- If you take teaching as your profession, this means that you must be willing to go through a long period of preparation and a continuing professional development. You must strive for excellence, commit yourself to moral, ethical and religious values and dedicate yourself to public service.

**D. Teaching Vs. Learning Education**

**II. PHILOSOPHY OF EDUCATION**

a. What is Philosophy of Education

*Philosophy of education* can mean one of two related things: it is either an approach to or an *theory* of learning, and it usually sets out unified or widely accepted views of how education can be best achieved at pretty much any level. Most schools have formal philosophies that guide the way teachers and administrators interact with students, parents, and regulatory officials, and in many cases these are written out and formalized as a way of streamlining or unifying everyone’s efforts. This is the more theoretical definition. The term also has a more practical side, though. Educators typically have their own individual philosophies that help guide them when drawing up curricula and
structuring classroom discussions. These tend to be more approach-based, and are often much more personal. Teachers are usually able to explain their own philosophies of education, but they are rarely written down and tend to adapt quickly to student needs.

a.1. Great Philosophers of Education

a.2. Philosophies of Education

B. Function of Philosophies of Education

C. My Philosophy of Education

D. Four Pillars of Learning

The four pillars of learning are fundamental principles for reshaping education:

Learning to know: to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.

Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society.

Learning to be: to provide self analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for a all-round 'complete person.

Learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

III. NCBTS

IV. The NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching, where effective teaching means being able to help all types of students learn the different learning goals in the curriculum.

A. Standard of Good Learning

B. Competencies of Good Teacher

V. Roles, Duties, Responsibilities and Accountability of Teachers