PPST: PROFESSIONAL DEVELOPMENT FOR QUALITY TEACHERS
AND QUALITY INSTRUCTION

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The demands of the teaching profession have become more challenging over the past years. Being at the forefront of the Department of Education, teachers have to keep up with the complexities of our fast changing society. Tasks of teachers nowadays are not just confined within their classrooms. Their duties became more taxing, responsibilities became more crucial and scope became broader.

This is may be attributed to the fact that the K to 12 Reform as specified in Republic Act 10533 known as Basic Education Act of 2013 has changed the landscape of teacher quality requirements in our country. The reform process also focuses on the development of high quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teacher (Department of Education- Teacher Education Council, 2017).

Thus, the Department of Education developed the Philippine Professional Standards for Teachers (PPST) which defines the teacher quality in the Philippines and sets of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education (Department of Education- Teacher Education Council, 2017).

The core of the PPST is professional development. For teachers to be able to progress in the different career stages- from being beginning teachers to proficient teachers until they become highly proficient teachers and eventually reach the ultimate phase of being distinguished teachers, they need to continuously improve in the seven domains of teacher practices specified in the PPST. Looking at the 37 strands of these domains may entail difficulties on the part of
teachers. However, this may be possible by means of thorough understanding and careful planning.

Hence, teachers can develop their own professional development goals and plan which are intended to increase their knowledge and enhance their skills through various means like formal education, specialized training and other means like involvement in different activities, reading, watching videos and the like.

Meanwhile, reflective practice is also a great help. Priya Mather and Mather (2017) defined reflective practice as a process that facilitates teaching, learning and understanding, and it plays a central role in teachers’ professional development. Through reflective practice, teachers become more aware of not only of their own actions and experiences but also that of the students leading to better understanding and improved instruction.

Similarly, research is also instrumental to teachers’ professional growth. Action research, in particular, helps teachers not only in employing scientific means of solving their own problem through systematic investigation but also in providing a practical way of looking at their own practices which also results to reflective teaching.

The end goal of standardizing and professionalizing the teaching profession is the development of teachers. Built on the premise that quality teachers equate to quality instruction, such improvement will ultimately benefit the learners who are the primary clientele of the Department of Education.

References: