

MODULE 4

PROFESSIONALISM AND PERSONAL WELFARE

Teacher Induction Program

Teacher Education Council, Department of Education

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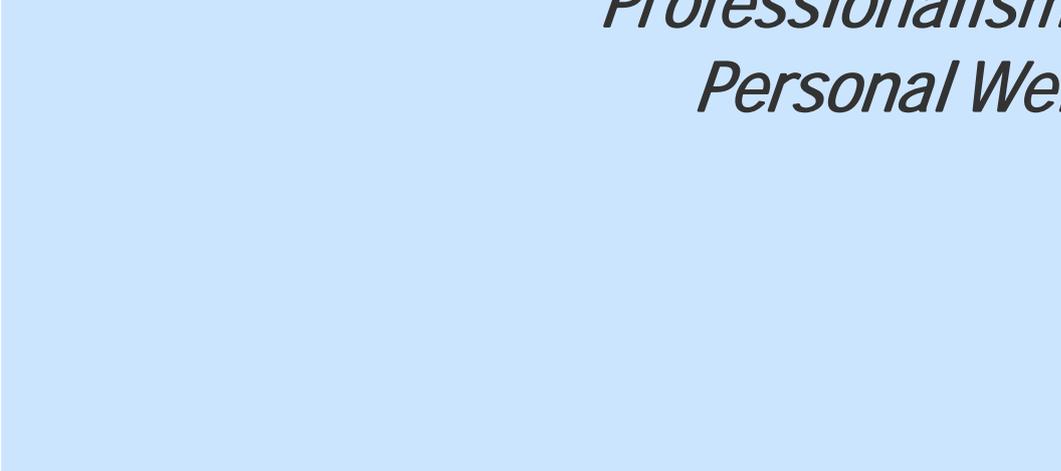
Editor

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TEACHER INDUCTION PROGRAM

MODULE 4

Professionalism and Personal Welfare





**“I touch the future, I teach.”
Christa McAuliffe**

BRIEF INSTRUCTION ABOUT THE MODULE

This module is written in a very user-friendly manner. The instructions are very easy to follow and the activities are related to what you are doing as a teacher.

As you start reading, bear in mind that this module becomes your teacher. Carefully read the instructions and follow them precisely as you should. There are varied activities that you will be doing like making interviews, answering checklists, analyzing cases, and the like. Do not skip any of the pages because you might miss some of the important points. There are activities that you will be required to do in each of the lessons. Accomplish each one as you go along, lesson by lesson. Write your answers in this module.

At the start, you will find a pretest which will simply determine your entry behavior or find out if you are ready to take the module. You will use a portfolio to supplement your overall progress in the module.

There is no specific time frame for you to finish the whole module. However if you are focused in your work, you can do lessons 1 to 4 in only four (4) weeks.

Good Luck and happy engagement!

Portfolio to Accompany Module 4

To the beginning teachers:

As you move along in this module, you are to track your progress through your personal portfolio entries. *A portfolio is a collection of evidences to include artifacts, pictures, diaries, testimonials and other personal evidences that reflect your collective experiences and professional growth. This portfolio together with your module post test will be collected by your mentor.*

Your portfolio for Module 4 may have the following parts:

- I. An Introduction
- II. Objectives of the Portfolio
- III. Collected evidences presented per section. Each section should contain evidences or proofs of your progress kept in an album, box,

clear book and other forms, organized logically with explanations, captions or reflections

- IV. A rubric with numerical and descriptive criteria for rating the different entries of the portfolio.

You should present collected evidences according to the lessons which are included in this module. Some evidences are required while others are optional. Inclusion of the additional entries will add value to your portfolio.

Module 4 Portfolio Contents from Collected Evidences

Section 1- My Qualities: A Teacher as a Person

Suggested Evidences

Required entry:

- Autobiography-The Story of My Life

Additional entries:

- Photo Essay about your personal qualities
- Personal accomplishments which relate to you as a teacher.
- Others

Section 2- A Career Path of a Teacher

Suggested evidences

Required Entry:

- Example of a Teacher in each Category along the Career Path

Additional entries:

- Chronological description of your own career path with pictures.

Section 3- I Am a Professional Teacher

Suggested evidences

Required entries:

- Photocopies of Transcript of Records, PRC LET ratings, first appointment as a teacher, etc.
- Best Lesson Plans Taught

Additional Entries:

- Awards and Citations as a teacher
- Sample of students work
- Narrative of professional life

Section 4- Personal Welfare and Benefits of a Teacher

Suggested evidences

Required entries

- Evidences of personal welfare and benefits earned or enjoyed while in the service of a teacher.
- Sample cases that relate to the personal experiences of a teacher who availed of some benefits and privilege

Section 5- I Am a Member of a Professional Organization

Suggested evidences

Required entries:

- Membership card to professional organization
- Activities sponsored by the organization and participated in

Rubric for Portfolio Assessment of Module 4

| Possible Points | Criteria |
|---|--|
| 91-100 Outstanding Progress | All required materials are included with additional entries. Work demonstrates noticeable progress in the understanding of module concepts. Clear, well organized, and creative entries demonstrate an enthusiasm as a teacher. |
| 80-90 Very Satisfactory Progress | Most of the materials are included with a number of additional entries. Work demonstrates progress in understanding of module concepts. Entries are clear, well organized and increase in number from beginning to end. |
| 71-79 Satisfactory Progress | Minimum of the required materials are included. Work demonstrates a general understanding of the concepts and their application, but has not improved significantly from beginning to the end of the module. Organization and clarity of the portfolio entries are acceptable. |
| 61-70 Barely Satisfactory Progress | Necessary materials barely reached to the minimum. Vague understanding of the concepts and their application. Organization and clarity of the entries are not acceptable and do not show authenticity of performance. |
| 60 and below Unsatisfactory Progress | No entries and evidences of understanding of concepts covered in the module. |

Overview

Welcome to this module on Professionalism and Personal Welfare.

This module is all about YOU as a person and as a professional teacher. It also informs about benefits and privileges which you can enjoy. This module will engage you in a dialogue and conversation about the teacher as a person who possesses qualities which are *makaDiyos*, *makatao* and *makalikasan* (DepED Primer on Basic Educ., 2002).

The need to support beginning teachers is very crucial in the light of the increasing demands of the profession. Who make good teachers? Do you possess the qualities to meet the challenges that beset our educational system today? What makes a professional teacher?

These are some of the basic questions which you may have been asking yourself at the beginning of your career. Answers to these questions are found in this module to assist you as you begin a very exciting journey in your professional life. Knowing answers to these questions will also help you prepare yourself in your new world of work as a professional teacher.

As a beginning teacher, this module will help you reflect and clarify your personal and professional attributes. It will assist you in your journey along your career path as well as broaden your awareness of the personal welfare which you get from the various privileges, benefits and entitlements of the profession. Further, the module will open some doors for your professional development.

This module involves varied thinking and doing skills which are needed by teachers. In order to demonstrate and improve your skills, you must do some reflections, introspections and information-gathering.

OBJECTIVES

After using this module, you will be able to:

- clarify your personal qualities a teacher;
- enumerate the professional characteristics of teachers you need to develop as you move along your career path in the teaching profession;
- identify the various privileges, entitlements and benefits you can avail of as a professional teacher;
- acquire information on the different opportunities offered by the various professional organizations on your personal and professional development.

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PREASSESSMENT

Hello! This pre-test is to find out how aware you are of the provisions of law covering teachers as professionals and personal welfare to which you are entitled. Read and answer each item honestly. Just answer YES or NO before each item.

Start here . . .

- ___ 1. Does compassion for the learners help one to be effective teacher?
- ___ 2. Can one live a decent life on a teacher's salary and benefits?
- ___ 3. Are there scholarships available to a teacher?
- ___ 4. Can a male teacher, take a paternity leave?
- ___ 5. Will your employer pay part of your insurance premium while you are in the service?
- ___ 6. Are all teachers required to render service during Election Day with pay?
- ___ 7. Should conduct of teachers conform with the code of Ethics?
- ___ 8. Can teachers continue studying, while they are teaching?
- ___ 9. Are there national awards that recognize teachers' best efforts?
- ___ 10. Should teachers be free from physical deformities to be effective?
- ___ 11. Is membership in professional organizations obligatory of all teachers?
- ___ 12. Is there a government agency that provides for the teachers' health benefits?
- ___ 13. Are private school teachers also protected by the government?
- ___ 14. Can a teacher avail of housing loans from government and private agencies?
- ___ 15. Can a teacher go on leave with pay?

LESSON 1

THE TEACHER AS A PERSON

INTRODUCTION

The teacher as a person cannot be detached from the teacher as a professional. You are this person. Before you become a professional, you must possess and develop characteristics which are attuned to the teaching profession. In other words, aptitude towards teaching is a significant factor to one's success as teacher.

A good teacher is a humane person looked up to and highly regarded by others. Like you and me, a teacher is a breathing, feeling and loving person with inborn qualities as well as acquired traits. The hereditary traits are nurtured by the environment and the training provided by home, school and community. However, if you wish to become a great teacher, you must possess character traits which are compatible with the teaching profession. Some of these outstanding traits include being caring, compassionate, objective, fair, reflective, and above all intellectually superior.



OBJECTIVES

At the end of the lesson, you should be able to:

- identify and clarify personal qualities that make you a good teacher.



READ

No two persons are the same, but many are alike. Good teachers are alike because they possess personal qualities that really make them better teachers. Compare what you have written in your self description with what educational practitioners have to say about personal qualities of good teachers.

A model of a good teacher varies in many ways. There is no one best picture or model which can represent a teacher. However, educationists, researchers and practitioners have come up with a list of qualities that characterize a good teacher. You probably remember some of your former teachers whom you consider good or even excellent. Exemplars of good teachers have received awards from various civic organizations. In fact even in your school, you might have excellent teachers who deserve an award.

As a result of a review of some 50 years of research on teacher attributes, Barr in 1952 as mentioned by Ornstien, in 1990 listed at least 12 attributes of good teachers. Read through the description and find out which of the attributes on the list you possess. Check the item that nearly best describes you.

Personal Attributes of Good Teachers

1. Intelligence

Of course everybody has intelligence, be it high, average or low. Perhaps, teachers must develop one of Howard Gardner's Multiple Intelligences. Good teachers are those who possess average to high intelligence. The better teachers are those with high intelligence quotient (IQ) and must exhibit one or more of the multiple intelligences identified by Gardner.

Being intelligent means that one has foresight, a high level of understanding and mental capacity and a lot of common sense.

Are YOU this person?

2. Emotional Stability

Aside from having a high intelligence quotient (IQ), a person who will make a good teacher must also have high emotional quotient (EQ).

Are you easily upset by petty things? Do you worry a lot? Do you find difficulty in adjusting to new situations? Do you panic when pressured?

If your answers to the above questions are NO, then, you must be calm and composed, and sure of yourself. You must be cheerful and optimistic, self-controlled, patient and level headed. You will make a good teacher!

3. Resourcefulness

A resourceful person is one who is imaginative, creative and makes original products. He or she can easily find ways to solve a problem by making do with what is at hand, and can stimulate others to make use of available materials, time and resources. The words "inadequate" and "lacking" are never in this person's vocabulary. He or she can always be depended upon in times of difficulty and hardship and can make big things happen using limited resources.

Are you this person? Do you possess these qualities? Find out from the list.

4. **Considerateness and Compassion**

A person who is kind, friendly, courteous, helpful, thoughtful and tolerant is liked by many. This is the person who looks beyond oneself and is aware that no one is an island. This person feels what others feel. He/She is patient, polite, good-natured and tactful in his/her dealings.

Are you also like this kind of person? Do you possess many of these qualities?

5. **Buoyancy**

A buoyant person survives difficulties, knows how to balance life amidst adversities and always looks at the positive side of life. This person has high interpersonal intelligence and a good sense of humor; is cheerful and very popular. Alert, carefree and gregarious, such a person loves the company of other people. Indeed, this person makes a good teacher!

Are you like this person? Do you possess the qualities of a buoyant person?

6. **Objectiveness**

An objective person does not make judgment unless sufficient evidence is presented. This person puts aside personal considerations in the search for truth, constantly looks for explanations and gives equal chance for all to be heard.

When confronted with a critical situation, do you always think that your suggestion is correct? Do you see other suggestions as different and inferior to yours? Do you find yourself giving extra favor to others who are close to you? If your answer to these questions is NO, then you are an objective person. In this module check those qualities which closely describe you as a person.



POINTS TO REMEMBER

Well, we have enumerated at least six personal qualities which you may have. They are personal attributes which are necessary for you to become a better teacher.

- Intelligence
- Emotional Stability
- Resourcefulness
- Considerateness and Compassion
- Buoyancy
- Objectiveness

Do you possess most of the characteristics included in the list? Have you included them in describing yourself? If you have most of these qualities, then you are fit to become a teacher. However if you don't, there is no cause to worry. Many of these characteristics can be developed. There are other characteristics that will be discussed in the next section. You may possess all of the next set of personal qualities.



The next set of personal attributes a teacher should have include the following

- Self-motivation and drive
- Dominance and self-confidence
- Attractiveness and pleasantness
- Refinement
- Cooperativeness
- Reliability and dependability

Read all the descriptions of the next set of attributes and again, check which you possess.

7. Self-Motivation and drive

Individuals who succeed in life and in their chosen career are those who are self-driven and self-motivated. They have the physical vigor to do their job. They never leave any assigned task unfinished and they perform at their best. They do their work without being supervised. They are goal-oriented and they seek various avenues to accomplish their goals.

In contrast, some people are laid-back. They are externally motivated and are easily discouraged. They are slow in action and lack endurance. They lack a sense of urgency and need to be pushed all the time.

What kind of personal qualities do YOU have in terms of drive and motivation? Are you self-motivated or laid-back?

8. Dominance and self confidence

Do you believe in yourself and what you can do? Can you work alone by yourself without asking the help of others? Are you determined to accomplish what

you set out to do? Are you decisive or do you waver in your decisions? Do you believe in the saying “no guts, no glory?”

A “yes” to these questions reveals that you have self-confidence and will make a good teacher. Some of the characteristics of a dominant and self-confident person include courage, decisiveness, determination, assertiveness, and self-reliance. Dominance may connote a negative meaning but some form of control tempered with compassion and consideration are necessary qualities of teachers in order for them to succeed. A self-confident person is intelligent, emotionally stable, resourceful, fair, enthusiastic and tolerant. He/She knows what he/she is doing.

Find out if you are self-confident and dominant. If you are, then, you can be an outstanding teacher.

9. Attractiveness and Pleasantness

Is your physical appearance important to you? Do you attract attention in a crowd or doesn't anybody notice you? Attractiveness is very important because a teacher serves as the most important visual aid in the classroom. The person has to be neat, clean, charming and well-poised. The person has to carry himself/herself well and must be appropriately dressed from head to toe.

Some persons are attractive but not pleasant. When a teacher is attractive and pleasant, he or she gains the respect not only by students, peers, superiors, parents and the whole community.

What kind of person are you in terms of being attractive and pleasant?

10. Refinement

Good taste and social graces bespeak of a refined person. Refinement is not inborn but is cultivated and influenced by the people and the environment where one lives. It is greatly influenced by nurture rather than by nature. Refinement is manifested in your demeanor, actions, body language and words. The choice of clothes, words to use, actions to take are dictated by the upbringing and breeding of a person.

People come from varied home backgrounds yet, there are standard behaviors acceptable in society which are usually learned at home and in school. Good deportment is one example.

What marks of refinement do you possess as a person? Check the list found in the SCQ of this lesson.

11. Cooperativeness

“Unity in diversity” is a paradox. We are different from each other, yet we have to work together for the welfare of the learners. To be a good teacher, one has to be cooperative, friendly, generous, adaptive, flexible, and responsive, trustful and charitable. These are qualities of individuals who possess the innate value of cooperation. Cooperation does not make others dependent but rather empower others to become independent.

Cooperation is democracy in action. If you are cooperative, you are willing to share responsibilities as well as privileges.

Your success is everybody’s success. There is more giving than receiving. There is no “me” nor “you”, but “we”. If you have a sense of cooperation, you are a charitable and generous person, responsive to the needs of others.

12. Reliability and Dependability

Are you a person others can lean on for support? Are you honest and sincere in words and in action? Are you consistent in your actions and your responses? These are also positive characteristics which teachers should have. We need reliable and dependable teachers in our schools.

Do the self-check question (SCQ) that follows to see your profile as a teacher.



SCQ 1.1

My Personal Attributes

Below you will find the twelve clusters of the personal characteristics of a teacher. Each cluster has five qualities that follow. Check those that apply to yourself and mark X those that do not. Do not leave any item blank.

A. *Intelligence*

- _____ 1. I am mentally alert.
- _____ 2. I make correct decision.
- _____ 3. I give attention to details.
- _____ 4. I carefully analyze every situation.
- _____ 5. I use individual intelligence to the maximum.

B. *Emotional Stability*

- _____ 1. I maintain poise all the time.
- _____ 2. I remain steadfast under pressure.
- _____ 3. I temper my extreme emotions.
- _____ 4. I am calm in the midst of chaos.
- _____ 5. I maintain dignity in all circumstances.

C. *Resourcefulness*

- _____ 1. I am very imaginative and innovative.
- _____ 2. I create new things.
- _____ 3. I am adventurous and like to try out new things.
- _____ 4. I accept responsibility and do my job well.
- _____ 5. I utilize any material to the maximum.

D. Considerateness and Compassionate

- _____ 1. I have a happy disposition and am good-natured.
- _____ 2. I appreciate other people.
- _____ 3. I am tolerant of other persons.
- _____ 4. I am kind and sympathetic.
- _____ 5. I extend help without being told.

E. Buoyancy

- _____ 1. I adjust to different situations.
- _____ 2. I look at the brighter side of life.
- _____ 3. I enjoy the company of others.
- _____ 4. I laugh at my own mistakes.
- _____ 5. I feel comfortable as a member of any group.

F. Objectiveness

- _____ 1. I think that my own suggestion is not always the best.
- _____ 2. I do not consider myself as better than others.
- _____ 3. I treat everybody fairly.
- _____ 4. I see other's opinion as different from mine.
- _____ 5. I give everybody equal chance to be heard.

G. Self Motivation and Drive

- _____ 1. I work beyond the objectives set.
- _____ 2. I do things without being told.
- _____ 3. I do not give up easily on a task.
- _____ 4. I set high goals for myself.
- _____ 5. I work with a sense of urgency.

H. Dominance and Self Confidence

- _____ 1. I feel sure of what I am doing.
- _____ 2. I volunteer to do work for others.
- _____ 3. I initiate to do the job for all.
- _____ 4. I assume responsibility with confidence.
- _____ 5. I work to succeed.

I. Attractiveness and Pleasantness

- _____ 1. I am pleasant in action, words and appearance.
- _____ 2. I am clean and neat as a person.
- _____ 3. I dress appropriately.
- _____ 4. I am simple but beautiful or handsome.
- _____ 5. My appearance is appealing to many others.

J. Refinement

- _____ 1. I treat everybody with courtesy.
- _____ 2. I behave appropriately on all occasions.
- _____ 3. I select social functions to attend.
- _____ 4. I use appropriate language in conversations.
- _____ 5. I adjust comfortably in a crowd.

K. Cooperativeness

- _____ 1. I have deep concern for others.
- _____ 2. I am willing to share.
- _____ 3. I volunteer to do tasks for others.
- _____ 4. I give up personal time for the group.
- _____ 5. I work for the group even without expecting any return.

L. *Reliability and Dependability*

- _____ 1. I am accurate in assessment.
- _____ 2. I am consistent in words and actions.
- _____ 3. I am punctual in attendance.
- _____ 4. I am sincere in giving suggestions.
- _____ 5. I extend help to many others.

**READ****Teachers in the Eyes of the Learners**

Now that you have seen yourself from the descriptions given, would you like to know what the learners admire in their teachers?

Ferraris (2004) mentioned that UNESCO (undated) surveyed the opinion of five hundred learners in 50 countries all over the world. The results showed some of the most revealing descriptions of great teachers.



Activity 1.1

Describing Teachers

Read and find out if you too have these qualities. Being a new teacher is an advantage because you have the time to grow and develop in order to become a good teacher. As you read the descriptions, match them with the qualities mentioned by Barr.

1. Great teachers interact with the learners physically, mentally and emotionally. They teach not only with their mind but also with their heart. They are available to all students and communicate with them in an understandable manner. Like loving parents, these teachers are fair, respectful, and flexible and are not deterred by setbacks.

How would you label these teachers? _____

2. Great teachers allow students to ask questions. They have classroom rules and procedures which help students know what is expected of them and how they can help themselves. Good teachers prepare students to become valuable assets in the community.

What label would you give these teachers? _____

3. Great teachers respect all students and encourage good performance by bringing out the best in each one. They prepare for their classes and use varied support materials to make the lesson interesting.

How would you describe these teachers? _____

4. Great teachers are those who discipline themselves before anyone else. They have self-control and regulation. They behave appropriately in every situation. They understand a child's problem and are ready to help anytime. They express different points of view clearly.

How would you describe these teachers? _____

Comments on Activity 1.1

Do you fit any of the descriptions above? How would your pupils describe you if they were asked? Well, your learners can give you their honest feedback. With the checklist found in your worksheet, request a co-teacher to ask your pupils to describe you as a teacher and counter-check it with your own self-description.



ACTIVITY 1.2 Describing Oneself

Spend some time to reflect on your self. Do you feel that you are really a good teacher? What personal characteristics of yours will contribute to your being a good teacher.

In not more than two hundred fifty words, describe yourself as a person. When you are done include it as entry in your portfolio.

“I” “Me” and “Myself”

(Use a separate sheet.. Do not write in this space)

Name:



POINTS TO REMEMBER

There are many kinds of teachers and there is no single mold of a good teacher. Each teacher is unique, but there are universal personal qualities that characterize good teachers. Some are born to be great teachers, but others can be made too. With sheer determination, you can develop the qualities that will help you become one. Compassionate, firm, smart, dedicated are some of the adjectives that describe a great teacher. This lesson has provided you with a short list of qualities.

LESSON 2

THE CAREER PATH OF A TEACHER

INTRODUCTION

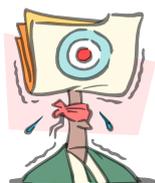
Becoming a good teacher does not happen overnight. It is a continuous process starting from teacher preparation in college.

After earning your degree from college, you take the licensure examination for teachers in order to practice your profession. Other requirements may be needed to enter the profession and as you work for advancement in your career. Entrance and promotion requirements may include personal interview and demonstration teaching, professional development activities, and teaching performance, among others.

Career pathing is a set of professional activities for the development of skills and capabilities of the teacher to enhance and maximize professional growth and promotion in the service (DECS Service Manual, 2000).

There are many ways of describing the different stages along the career path or ladder, but for purposes of this lesson I will use the following labels: cadet for the beginner, rookie, young professional, full-fledged professional, mentor and finally artist for the consummate teacher.

Right now, you are starting your journey in your career. Where will you go from here?



OBJECTIVES

At the end of the lesson, the beginning teacher should be able:

- trace the career path as a professional teacher.
- describe each point in the path in terms of roles, expectations and conditions.
- plan own career path as a professional teacher.



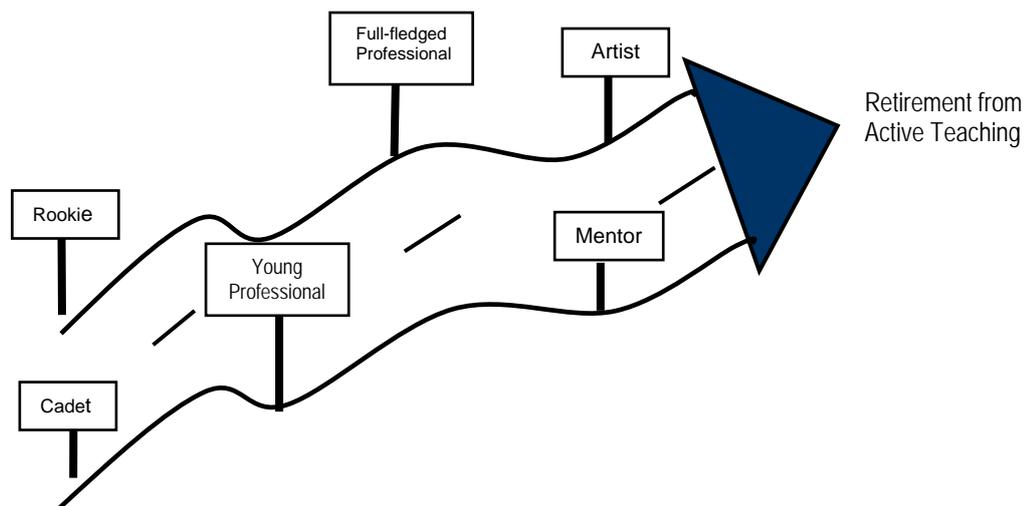
READ

Study the illustration below and imagine yourself, traveling along the path as a teacher. Your path may differ from others. It could be a long winding road for some, while others may go through a straight path. Whatever it is, that destination can only be reached when you are persistent and focused. Everybody starts as a cadet, but not everyone ends up an artist.

Twenty years from now, where and what will you be?

This is your career path. You will have to pass through each stage; however, like walking through life, how fast you can reach the points will depend on you.

Some of you may even get out of this path to seek other paths, but if you are a born and a made teacher, you will forever remain a teacher- **a teacher for life!**



(Based on Torralba, 1998)

Career Path of a Teacher

Look at the illustration again. Remember, it takes time, effort and determination to achieve success at every stage. Remember too, that career development is a continuous process that you have to work on everyday of your life as a teacher.

A *CADET* is a college student, a prospective teacher, or a student teacher. A cadet is almost about to complete the required academic courses including student teaching or practicum for a teacher education degree to become a teacher either for the elementary or secondary level. A student teacher is the best example of a cadet.

A *ROOKIE* is a degree holder who has passed the licensure examination for teachers (LET). Having passed the examination, a rookie is a certified teacher by the Professional Regulation Commission. As a rookie, the new teacher undergoes a lot of adjustment from being a cadet to becoming an independent teacher. This new teacher may make mistakes but these are stepping stones to becoming a better teacher. A rookie experiences a baptism of fire when theories learned in college are challenged by the real situations in the classroom.

A *YOUNG PROFESSIONAL* must have had at least two to three years of teaching experience and has likely enrolled in a graduate program in education.

Initial years have provided a lot of challenging experiences, in the process of becoming a professional. More responsibilities are assumed as one matures in the profession. A young professional keeps connected with other teachers by becoming an active member of professional organizations. A young professional continues to learn in order to master the craft of teaching.

A *FULL-FLEDGED PROFESSIONAL* has achieved competence in the career. A master's degree holder, a professional teacher has found fulfillment in teaching, reflecting inspiration and pride in work. As demonstration teacher, the full-fledged professional tries out innovations in teaching, conducts action research to find solutions to some of the problems encountered by teachers.

A *MENTOR* or *MOLDER* must have taught at least five years in any educational level. As a craftsman, a mentor must have documented some best practices in the teaching career, sharing the results of action research with colleagues in the field. Confident enough to teach a rookie, a mentor offers professional advice to teachers with lesser experience. Active in various professional development activities, a mentor assumes a leadership role in the professional organizations.

An *ARTIST* is a professional teacher who has taught for at least ten years, and has earned the highest degree possible which is a doctorate degree. As an artist, the teacher has mastered the craft of teaching and has raised it to a level of an art. As a skillful teacher, one develops new techniques in teaching and shares them with others in professional fora. An artist participates in different consultative conferences and ideas are solicited for the improvement of teaching. An awardee for exemplary service, an artist possesses wisdom, prudence, profound justice and compassion. A living icon, an artist is a living legend who exemplifies a great master. Words are not enough to describe an artist. Only very few teachers can be called an artist despite their length of service. However, with the combination of innate qualities and the strong desire to be the best in the profession, **YOU** too can be an **artist**.

How long do you think would it take you to reach the point of being called an artist? Is it needed for teachers to continue schooling and earn higher degrees? Can you identify some factors that will motivate you to move along your career path?

In the future you may not be all in the same path, nor at the same point, but you should know where you are going. Some of you will be moving slower or faster than others. Career pathing is not a race. It is putting meaning in your experiences as you move along the way. What is important is how you will live your life as a teacher for other people, especially your learners. Career pathing means that you do not stay forever as a rookie, an inductee, or a professional. You should aim to be an artist.



SCQ 2.1

Career Path of a Teacher

Based on the readings you have done, answer the following questions.

1. Do teachers become mentors overnight?
2. Do rookies commit mistakes?
3. Are cadets under the guidance of the college faculty?
4. Is earning a master's degree needed to advance in ones career path?
5. Are all teachers who earned a doctorate degree considered as sterling?



ACTIVITY 2.1

Identifying Teacher Example in the Career Path

This activity will walk you along the career path of a teacher. You have studied the description of each point in the path. Find an appropriate teacher who represents the description. Observe closely that teacher; make informal conversation and request for an interview to validate your observations.

In order to understand each point in the career path, note down in writing your personal encounters with these teachers.

1. Identify a cadet, a rookie, a young professional, a full fledged professional, a molder or mentor and an artist among your friends, colleagues and superiors. Write your examples in separate sheets and include in your portfolio.

Teacher's Career Path, Who is an Example?

(Use separate sheet for an entry in the Portfolio. Do not write in this space)

A Teacher Example for a:

- (1) Cadet (2) Rookie (3) Young Professional
 (4) Full Fledged Professional (5) Molder/ Mentor (6) Artist

For each category, write the following:

Name: _____ Age: _____

Grade/ year level Taught: _____ No. of Yrs Teaching: _____

School: _____

Description that relate to the category: _____

Note: Six examples are needed. One example for each of the teachers enumerated above should be made for this activity.

Comments on Activity 2.1

Where do you find yourself in the career path at this point in time? Did you find the appropriate person to represent each point? Which of the examples are difficult to find? Why?

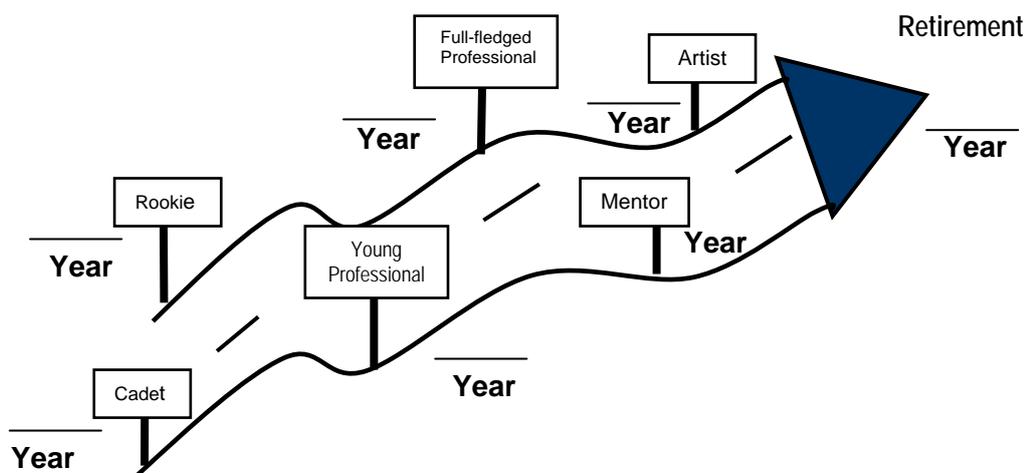
Each teacher can follow a career path as he or she matures in the profession. However, the time of arrival at the different points differs from one teacher to another. Some arrive early, others will take a longer time, so the number of years may not be the same for all. What is important is that the teacher grows in the profession. Not all of you may end up as artists, but you should not remain a rookie forever either.



ACTIVITY 2.2

Plotting Own Career Path

After finding examples of teachers for each point on the career path,, determine your own by writing down the year you were in the point which you have passed and when you will be able to reach the point where you aim to go.





POINTS TO REMEMBER

The career path of the teacher sets a direction to where one is going. But how and when to get there depends on the individual teacher. Some may take a straight path, while others may take some detours. However, what is more important is that as you go along the path, you bring with you, the purpose for what you as teachers are meant for.

LESSON 3

THE TEACHER AS A PROFESSIONAL

INTRODUCTION

A teacher is a person. This is what you learned earlier in Lesson 1. There are personal qualities that are apparently needed to become worthy of the name, teacher. Intelligent, socially stable, caring, compassionate, and refined are some of these qualities. Apart from the personal qualities, the teacher must develop certain professional qualities which will be discussed as first part of this lesson. The second will be about the Code of Ethics of Professional Teachers. This set of guidelines will provide a framework for the professional behavior of teachers. All of these will be presented in this lesson.



OBJECTIVES

At the end of the lesson, the beginning teacher should be able to

- describe the qualities of a professional teacher.
- summarize the expectations of a Filipino teacher as set out in the Code of Ethics for Teachers in the Philippines.



READ

Is teaching an occupation or a profession? Are teachers considered professionals?

The Professional Regulatory Commission (PRC) has listed teaching as a profession hence, teachers are professionals. To be a professional, one has to satisfy the following requisites.

1. Must have passed the licensure examination for the profession. In the case of teachers, it is the Licensure Examination for Teachers (LET).
2. Must be a member of an Accredited Professional Organization (APO). For teachers, this is the National Organization of Professional Teachers (NOPT) or earlier known as the Philippine Association for Teacher Education (PAFTE).
3. Must continuously grow in the profession by attending or participating in professional development activities like seminars, workshops, conferences and other activities that will enhance the skills and knowledge of the professional.
4. Must abide by the code of ethics for the profession.

In order to be included in the list of professional teachers, you should comply with all the requirements stated. To be a professional requires a lot of hard work, dedication and faithfulness to the ethical values of the profession. To be called a professional teacher is a right, a privilege and at the same time a distinction.

To understand fully, what it is to be a professional, read and analyze the materials on professional qualities that are presented in this lesson.

Professional Qualities of a Teacher

1. *A professional teacher must have a deep understanding of the theoretical knowledge about learning and human behavior.*

The best indicator of successful teaching is learning. Learning is a human behavior. Theoretical knowledge about learning and human behavior is a strong foundation which should serve to guide your actions as a teacher.

Beginning teachers like you often find it difficult to internalize, translate and apply theoretical knowledge you learned in college to the solution of practical problems. You should use your knowledge of teaching and learning theories to interpret situations and solve problems that you meet in the classroom events. Your dilemma as a new professional teacher is not that the theories you have learned are not workable but that they are difficult to interpret in order to solve practical problems.

2. *A professional teacher demonstrates attitudes that foster learning and genuine human relationship.*

As a professional teacher, you should display attitudes that foster learning and genuine human relationships. Attitudes have a direct effect on the professional teachers' behavior. The major categories of attitudes that affect teacher behavior are (a) teacher's attitudes towards himself/herself (b) teacher's attitudes towards children; (c) teacher's attitudes towards peers, superiors and parents; and (d) teacher's attitudes towards the subject.

Your attitude towards yourself—If you are to understand and sympathize with your students' feelings, you must recognize and understand your own feelings first. Lessons in psychology tell us that persons who deny or cannot cope with their own emotions are likely to be incapable of respecting and coping with the feelings of others. A positive attitude towards yourself will help you make a good start.

Your attitude towards children—If you have empathy for your students and value them as unique individuals, they will respond to you positively. Research on teachers' expectations (Rosenthal and Jacobson 1992) showed

that when teachers hold low expectations of their students, it becomes a self-fulfilling prophecy. Students tend to conform to the teachers' low expectations. On the other hand, when teachers hold high expectations and communicate these high expectations, students will often act in ways to live up to these expectations. The teachers' attitude towards students is a powerful influence on whether or not students learn.

Your attitude towards peers, superiors and parents-A teacher does not exist in isolated classrooms. The concept of the classroom is no longer confined within the four walls of the building. It is a vast environment where learning can take place. Your co-teachers in the school organization are part of the learning environment. The parents who are the important stakeholders in their children's education are individuals you have to relate to. A harmonious relation with your peers and the parents will make your work more enjoyable and rewarding. Likewise, an appropriate regard of your superior would make you a better professional.

Your attitude towards the subject matter-A teachers' attitude is caught by the students. If you show enthusiasm, interest and excitement in your teaching, then the students will be motivated to learn. But if you show an "I don't care attitude" then the same feeling will be demonstrated by the students. A positive attitude is necessary in teaching. You have to be passionate about what to teach in order to become an efficient and effective teacher.

3. A professional teacher must have a mastery of the subject matter.

A professional teacher must have a good command of subject matter. This means mastery of the subject matter content and the judicious selection of the materials to be used to teach the subject matter. Curricular content must be appropriate to the objectives and the educational level of the learners. It is, therefore, necessary that the professional teacher must have a thorough understanding of the school curriculum, its content, learning experiences and the evaluation of the learning outcomes.

As a professional teacher, you must be able to choose the appropriate teaching methodology or pedagogy for your subject matter. Professional teachers should be able to translate the content knowledge into forms and levels that meet the abilities and needs of the learners. You should be a teacher who gives clear and pertinent examples, makes analogies, demonstrations and explanations that transform the subject matter into bits of knowledge which your students can understand. Jerome Bruner believes that there is no subject matter which is difficult to learn. It is the method that the teacher uses that makes the subject matter easy or difficult to learn.

4. A professional teacher must possess competencies in the use of teaching skills that facilitate student learning.

Aside from the mastery of the subject matter, a professional teacher must possess a repertoire of teaching skills. The different learning styles of students will require the use of appropriate teaching styles. Professional teachers must have developed teaching skills which will foster student learning. The recognition of multiple intelligences by Howard Gardner challenges the creativity and multiple talents of teachers in order to match those of the students. Professional teachers should apply knowledge they have acquired to the practice in the classrooms. They have to consider the particular context or situations in their classrooms and adapt their teaching behavior accordingly.

5. Professional teachers must have personal practical knowledge, too.

Professional teachers have their own beliefs, insights and habits which will enable them to do their job well. In recent years, educational researchers have noted the usefulness of personal practical knowledge in solving problems, resolving tensions and simplifying work in the classroom. Cases have shown that teachers' personal practical knowledge adds an important dimension to the teachers' competence.



SCQ 3.1

The Professional Teacher

Although, teaching dates back to the times of the greatest teacher, Jesus Christ, yet its status as a profession in the Philippines has been recognized only lately. There are still some sectors in our society that do not consider teaching at par with medicine, law or engineering among others. However, everybody would agree that it is the noblest profession in the world. There is still a continuing debate as to whether it is a profession or a vocation. How we as teachers convince others would depend on how we value our own profession.

Below are some statements regarding teachers. Indicate whether you *agree or disagree*. Reflect on your own answer and give your reasons.

1. If I am a regular teacher, I am called a professional.
2. As a professional teacher, I must have depth and breadth in my teaching.
3. Since I am not teaching in college or university, I am not considered a professional teacher.
4. As a professional teacher, I must relate very well with my superiors, colleagues, parents and students.
5. As a professional teacher, I must possess a thorough knowledge of what I am teaching as well as offer practical solutions to everyday life.



ACTIVITY 3.1

Writing a Lesson Plan

One of the characteristics demonstrated by professional teachers is the possession of thorough knowledge of the subject matter and the effective delivery method for students to learn. Perhaps as a teacher you have written and taught a lesson, which you feel you have mastered with confidence, have delivered with ease and made almost all of your students learn.

Would you like to share this lesson with other teachers? Writing this lesson plan which you have mastered and taught will certainly be of value to other teachers. It will also tell that you are becoming a professional teacher.

Just follow the format suggested for you. Write the plan in your worksheet and prepare another copy as evidence in your portfolio.

My Best Lesson Plan and Lesson

Name of the teacher:

Name of the Subject:

Grade/Year level and Section:

Name of the School where taught:

Date Lesson was taught:

Lesson Plan Title:

I. Objectives:

II. Subject Matter

Content:

Materials

III. Procedure

IV. Evaluation

V. Assignment/Agreement

VI. Background Information for Teachers (BIT) Narrative description or discussion of the subject matter for other teachers to understand before they can teach.

Comments on Teaching Task

Thank you for sharing your best effort. Although I have not seen how you taught the lesson, but I am pretty sure you enjoyed doing it and your students enjoyed too while they were learning. How did you feel after the lesson? Will you be willing to teach the same lesson for other teachers to observe?



POINTS TO REMEMBER

To become a professional teacher is never an easy task. It requires determination and passion to be one. Basically, you need to be a licensed teacher, and a member of a professional organization. You continue to grow professionally and conduct yourself according to the code of ethics for the teaching profession. The last requirement will be discussed as the second part of this lesson.



READ

The Code of Ethics for Professional Teachers in the Philippines

One of the hallmarks of a profession is the set of standard behavior based on the code of ethics of the profession. For teachers, this code is embodied in the Magna Carta for Public School Teachers and has been adapted by the teachers' professional organizations, the Philippine Association for Teacher Education (PAFTE), the first accredited professional organization by the Professional Regulatory Commission (PRC), and later the National Organization for Professional Teachers (NOPTI)

The Code of Ethics of the Teaching Profession sets the guides for teachers' conduct in relation to the state, students, peers, parents, school officials, non teaching personnel, community and the profession. Service in education calls for the highest standard of integrity and morality. All teachers should conduct themselves accordingly and behave properly. Propriety and good taste in language should be observed at all times. A professional teacher should uphold the highest standard that will earn him social recognition for the service rendered.

A. Professional Teachers Relationship with the State

1. All teachers are obliged to accomplish the national objectives of education in the school where they serve.
2. All teachers should consider themselves as trustees of the cultural and educational heritage of the nation by upholding moral principles, promoting a sense of nationhood, deepening love of country, instilling respect for duly constituted authority and fostering obedience of the law of the land.
3. All teachers should earnestly endeavor to help carry out the declared policies of the State in accordance with the Philippine Constitution.



SCQ 3.2.1

Professional Teacher and the State

Study the situation and choose the best option. Defend your answer.

Situation 1: *Our country celebrates Independence Day on June 12 of each year. Traditionally, a civic parade is held with schools participating. All your students are excited to join the parade but you thought of not joining them because of a personal reason. How would you as a professional teacher respond to this call?*

- a. Assign only a leader in your class for the parade.
- b. Ask a co-teacher to watch over your pupils during the parade.
- c. Request all parents to accompany their children during the parade.
- d. Set aside your personal concern to join the parade.

Let us read some more . . .

B. Professional Teachers' Relationship with the Students

1. The foremost concern of all teachers is to guide and develop the potential and capability of the students.
2. All teachers must make the learning experiences of the students enjoyable, fruitful and meaningful.
3. Teachers must be firm but gentle in matters of discipline.
4. Teachers must never allow themselves to be influenced by any consideration other than merit in the evaluation of the students' work.
5. Teachers should maintain their dignity and self-respect when dealing with the students and should refrain from receiving favors directly or indirectly from students or their parents.



SCQ 3.2.2

Professional Teacher and the Students

Situation 2: Towards the end of the school year, the mother of one of the candidates for honors visits you to ask about her child's chance of graduating with honors. She brings a basket of fruits in season for you.

What should you do? Why?

- a. Reject the basket of fruits and tell her you have enough at home.
- b. Accept the fruits and assure the mother that the daughter will be an honor student.
- c. Reject the offer and explain that you might be accused of bribery.
- d. Explain the chance of the daughter objectively and graciously accept the offer.

Let's Continue Reading

C. Professional Relationship with Associates and Co-Teachers

1. Teachers must maintain cordial and wholesome relationship based on the principles of cooperation and mutual respect.
2. Teachers should be discrete in matters concerning confidential information about their peers.
3. Teachers should acknowledge assistance from peers and should be willing to share professional knowledge and experience with fellow members in the profession.



SCQ 3.2.3

Professional Teacher and Co-Teachers

Situation 3: *Miss Reyes is a new teacher like you. During her first few weeks in school, she felt like quitting teaching. At the end of the day she is totally burnt out. If you were in her place from whom will you ask assistance? Why?*

- | | |
|------------------------|---------------------|
| a. From the principal. | c. From co-teachers |
| b. From the parents. | d. From pupils |

Let's Continue Reading...

D. Professional Relationship with Parents

1. Teachers should maintain a harmonious, cooperative, prudent and tactful relationship with parents.
2. Teachers should keep continuous contact with parents to inform them of their children's progress and problems in school. Any information gathered during visits and interviews should be kept in confidence when necessary.



SCQ 3.2.4

Professional Teacher and Parents

Situation 4: *Mary Ann is a very timid child. She is withdrawn and does not mingle with her classmates. She doesn't have a friend among her classmates. One day, a couple who stood as her guardian came to a homeroom meeting. The woman was pretty and had a striking personality, while the man was rather old but personable. After the meeting, the couple remained for a while to ask about Ann's performance in school. From the conversation, you found out that Ann was not their biological child and the couple were just live-in partners.*

As a professional teacher, what will you do with the information you got?
Why?

- a. Tell other parents about it.
- b. Keep in confidence the information gathered.
- c. Treat Mary Ann as an unwanted child.
- d. Explain to the whole class the condition of Mary Ann.

E. Professional Relationships with School Officials

1. Teachers and administrators should maintain relationships characterized by mutual cooperation and sharing, imbued with frankness, honesty, loyalty and professionalism.
2. Teachers should abide by the policies, standards, rules and regulations set by the school.
3. Teachers should spend official time fully, faithfully and honestly in the accomplishment of official functions and responsibilities.



SCQ 3.2.5

Professional Teachers and School Officials

Situation 5: After six months as a substitute teacher, you were appointed as a permanent teacher in another school. In your new assignment, you noticed that all teachers eat lunch in the school canteen. You hesitated to join the other teachers because you felt comfortable eating in your classroom. Later you learned that it is a school policy for teachers to eat at the school canteen.

What will you do then? Why?

- a. Continue eating in your classroom. Anyway the principal has not informed you of the policy.
- b. Join the other teachers and abide by the school policies.
- c. Decide to eat lunch outside the school campus.
- d. Eat under the trees with your students.

F. Professional Relationship with Non-Teaching Personnel

1. Teachers should consider non-teaching personnel in school as co-workers in achieving the goals of education. They have to be treated with courtesy, consideration and mutual respect.
2. Teachers should be punctual in the submission of office reports and other tasks so as to facilitate the completion of the work by the support personnel.



SCQ 3.2.6

Professional Teacher and Non-Teaching Personnel

Situation 6: *One morning, when you passed by the office to sign your daily time record, you observed that the clerk was upset and grumbling. You felt offended because you thought; you were the object of her anger. Later on, you learned that her behavior was due to the delay in the submission of urgent reports by several teachers.*

What should a professional teacher like you do in connection with submission of reports? Why?

- a. Be punctual in submission of reports.
- b. Ignore deadlines of submission.
- c. Submit your report when you wish.
- d. Wait for the last call for submission.

Let's Continue Reading....

G. Professional Relationship with the Community

1. Teachers are models in the community. They have to conduct themselves respectably inside and outside the school campus.
2. As intellectual leaders, teachers should be willing to share knowledge and provide assistance to the community by participating in activities that would develop moral, social, educational, economic improvement.



SCQ 3.2.7

Professional Teacher and the Community

Situation 7: *Anna Liza is one of the youngest teachers in the central school. She is gregarious and has lots of friends or barkada. After school, she is frequently seen with her friends in the billiard halls or beer gardens. She frequents disco-houses during weekends.*

Is Liza acting as a good model to her students? Why? Why not? Defend your answer.

In summary, the Code of Ethics guides all teachers to establish good and harmonious relationships with the state, and all the persons they are working with, which include the students, associates and co-teachers, parents, non-teaching personnel and the entire community as well.



ACTIVITY 3.2

Making Ten Rules for Professional Teachers

Now that you are familiar with the Code of Ethics for Teachers, make a short version of it by making TEN RULES for PROFESSIONAL TEACHERS. Confer with your mentor to refine your work. You may include this as additional evidence in your portfolio.

Comment on the Activity 3.2

To be a professional teacher, you must possess the highest standards of conduct in your relationship with various sectors of the community. By making your own Ten Commandments for Professional Teachers you were able to translate in simple terms the code of ethics. You did it well!



POINTS TO REMEMBER

The Code of Ethics for Professional Teachers is like a Bible. To be considered a professional, you should follow all the provisions in it and you have to internalize the provisions for as long as you are a TEACHER and a professional at the same time.

LESSON 4

PERSONAL AND PROFESSIONAL WELFARE OF A TEACHER

INTRODUCTION

This Lesson is made up of three sections which are (a) Incentives, (b) Privileges and (c) Entitlements/Benefits.

Do you enjoy being a teacher? Would you like some perks in your career? Of course you do! Teaching may not be a lucrative profession, but there are also some incentives, privileges and entitlements for teachers.



OBJECTIVES

- Identify the different incentives, privileges and benefits for teachers.
- Explain how teachers can avail of them.
- Look out for opportunities to enjoy them.

Incentives for Teachers

Incentives in the form of trainings, scholarships, fellowships and study grants will allow you to grow in your profession, mingle with other teachers in a different milieu and advance your knowledge of your profession and the world. It is advancement in your career path. In this section, you will learn more of these perks.



READ

What excites you into action? Are you motivated to do something more if you are given a prize? Will you improve your teaching if you are given some incentives? Teaching is not really a dismal profession. You can enjoy incentives that are provided by the government and other institutions. Some of these incentives are presented in this section.

1. Trainings

Teachers like you when employed by the government are provided incentives to develop and harness your personal assets and potentials in order to enhance your skills, talents and values for better public service. Examples of these incentives are trainings to which you may be sent. These trainings can be either local or even abroad. The agency shall ensure that each teacher shall undergo at least one planned training per year. Those in the private schools are also encouraged to send teachers to similar trainings. These trainings include the following:

- *Induction program* – Training for new entrants in teaching for them to develop a sense of pride, belonging and commitment to public service.
- *Orientation program* - Activities and courses to inform new teachers like you about the government programs, thrusts, and operations as well as your duties and responsibilities, benefits and privileges.
- *Reorientation program* - Training to introduce new duties and responsibilities, new policies and programs to employees including teachers who have been in the service for quite some time.
- *Professional/Technical/Scientific Program* - Trainings in specific areas for enhancement of teacher's skills and knowledge.
- *Career pathing program* - A set of professional activities on the skills and capabilities conducted to enhance and maximize the professional growth and promotion in the service of teachers like you. Enrolment in a graduate program is a career path which you can pursue.

2. Study Grants/Scholarships/Fellowships

Also available are scholarship grants which are either competitive or non-competitive and study-leave without pay, both local or foreign.

Some of the guidelines for scholarships both local and foreign are given below. Other scholarships or grants have additional criteria or guidelines for the selection of the candidates. If you are interested in availing of this incentive, here are the scholarship guidelines.

- For local scholarships you must be less than 50 years old; there is no age limit for foreign scholarship unless otherwise specified by the donor country or institutions.
- You must have taught for at least two (2) years and must hold a regular appointment.
- You must hold a college degree related to the field of study or has sufficiently demonstrated ability and experience in the scholarship field.
- You must have no pending application for scholarship or study grant under another program.
- Your immediate superior must ensure that the normal work is not hampered should you get the scholarship or grant.
- A scholarship program with service contract will oblige you to render return service for the privilege you earned before you can apply for another scholarship.
- Your selection as a scholar includes criteria on knowledge, potential training needs, a *very satisfactory* work performance in previous training courses, relevance of the course to the work, and number of local and foreign training programs attended.

Some of the scholarships you can apply for include the following:

1. Local Scholarship Program of the Civil Service Commission

This scholarship program is open to all government employees including teachers who want to pursue a one year master's degree and who pass the selection criteria for the purpose. In order to qualify for the scholarship you should:

- pass the written and oral examinations of the admitting school.
- be authorized by the agency where you are employed.

As an LSP scholar you may be allowed to study and at the same time report to your school provided your degree or course is finished within the prescribed period of time. However, in case you, as a scholar will not be allowed to study on official time, you may go on official vacation leave with pay, or leave without pay. This leave should not be more than one year in case you have no more leave credits.

2. DOST-SEI Scholarship Program

This scholarship is given to elementary and high school teachers in science and mathematics in selected colleges and universities. Short term training programs are also provided by the DOST-SEI in different Regional Science Teaching Centers all over the country in coordination with the different DepED School Divisions. The guidelines and procedures are provided specifically by the DOST-SEI through their regional offices.

3. Scholarship as Provided in the Magna Carta for Public School Teachers.

This scholarship privilege is made available by the government through the DepED to all teachers who have served the public school for at least seven years and need time to complete a master's degree. The guidelines are provided by the Civil Service Commission and it can be enjoyed in any recognized schools.

Other scholarships have specific guidelines from sponsoring agencies as stipulated in the Memorandum of Agreement or Scholarship Contract of the student.



SCQ 4.1

Teachers' Incentives

Let us check if you can recall the incentive that goes with your career as a teacher. Supply the answer in the blanks provided.

This section introduced two kinds of incentives, Training and Study Grants/Scholarships and Fellowships. Column A contains the different descriptions of the incentives and scholarship grants, while column B contain answers to the descriptions. Match Column A with B.

Column A

- ___ 1. Activities/courses to inform new teachers about government thrusts programs, duties, benefits, others.
- ___ 2. Activities to enhance professional growth and promotion.
- ___ 3. Training of new entrants to develop sense of pride, belonging, and commitment to public program service.
- ___ 4. Scholarship for a one year Masters' Program.
- ___ 5. Scholarship for teachers who have rendered seven years in teaching.

Column B

- a. Induction Program
- b. Orientation Program
- c. Career Pathing
- d. Magna Carta for Public School Teachers
- e. CSC Local Scholarship



ACTIVITY 4.1

Interviewing a Teacher on Incentives

1. This learning task will enable you to converse with teachers who have availed of the incentives provided for teachers. They will share with you their experiences. Look for a teacher who has enjoyed any incentive (trainings, scholarships, grants, fellowships, etc.) of the profession. Follow the procedure suggested for this activity.

Good luck to you!

You need the following materials:

Tape recorder, interview questionnaire or
Protocol

You need to do the following tasks:

1. Identify the teacher who has availed of an incentive in teaching.
2. Request for an interview-place, date, time.
3. Bring your interview questionnaire/ protocol.
4. Transcribe your tape recorded answers or make a report of your interview.

Suggested interview schedule/protocol

1. As a teacher, what incentives have you enjoyed?
2. Tell me how you were able to avail of this personal incentive?
3. What personal and professional benefits have you gained from the incentive?

Comment on Activity 4.1

What information have you gathered from the interviewee? Was it difficult or easy for him/her to avail of such incentives? Did he/she find satisfaction in the incentives he/she has received?

What positive lesson did you learn from your interview?



POINTS TO REMEMBER

Incentives are perks that enliven our lives as teachers and elevate our status through professional development. The incentives are extras that can be availed of, if one is qualified. It is a reward enjoyed for being a good professional.

Leave Privileges for Teachers

Teaching is a full-time job. A teacher like you spends eight hours a day in school. Oftentimes you still take home some of your school work. If you cannot budget your time well, you may get burnt out early in your career. To give space and time for teachers to do important activities for themselves and family members, leave privileges are provided in addition to a two-month grand vacation in summer.



READ

This section is made up of a series of questions and answers. The answers are based on the provisions of the DepED 2002 Service Manual for Public School Teachers.

Question 1-What leave privileges can the teachers enjoy?

Answer 1: Leave privileges available for public school teachers are leave of absence, maternity leave, paternity leave, teacher's leave, and special leave privileges. These are found in the Service Manual for Public School Teachers. For those teaching in the private schools, these privileges are stipulated in their incentives and collective bargaining agreements (CBA) as provided by the Department of Labor.

Question 2-Who can enjoy the leave of absence privileges?

Answer 2: Teachers who render work during the prescribed office hours and do not enjoy the two months summer vacation shall be entitled to 15 days vacation and 15 days sick leave every year. However, for teachers who enjoy two months vacation, this privilege does not apply.

Question 3-Can all pregnant women teachers avail of maternity leave?

Answer 3: No, only married pregnant women who are teaching and have rendered at least an aggregate of two (2) years of service are entitled to maternity leave of sixty (60) calendar days with full pay. You can avail of this maternity leave even if the delivery or miscarriage happens to fall during the two months long vacation. You can claim for both the maternity benefits and the proportional vacation pay. However, the enjoyment of maternity leave cannot be deferred. You should avail of it either before or after the actual period of delivery in a continuous and uninterrupted manner, not exceeding sixty (60) calendar days. You can avail of maternity leave in every instance of pregnancy regardless of the frequency. If you are a qualified female teacher who has rendered service for over a year but less than two years, you may avail of the privilege but the payment shall be computed in proportion to the length of service. You can be entitled to 60 days leave but you will be paid only for the number of days based on the ratio of 60 days to two years of service.

Question 4- Are fathers entitled to paternity leave?

Answer 4: Yes, if you are a married male teacher, you are entitled to paternity leave of seven (7) days for the first four (4) children regardless of whichever legal wife you have, gives birth. You cannot accumulate nor convert to cash any paternity leave. Like the wife, it can be enjoyed by the husband, before, during or after the childbirth or miscarriage of his legitimate wife.

Question 5- What are other kinds of teacher's leave?

Answer 5: There are two kinds of teacher's leave: study leave and sick leave. If you have rendered at least seven (7) years of continuous service, you are entitled to a study leave with pay not exceeding one school year subject to the approval of the head of the office. Sick leave with pay can be availed of by the teacher if such leave will be charged against your accrued service credits. You earn service credits if you render services during summer, Christmas vacation or holidays as authorized by proper authorities.

Question 6- Are there other leave privileges for teachers other than those mentioned earlier?

Answer 6: There are special leave privileges which can be enjoyed. These are funeral/mourning leave for a nearest relative to include spouse, children, sibling and parents; graduation leave for spouse and children; enrolment leave, wedding anniversary leave, birthday, hospitalization leave, accident leave, relocation leave, government transaction leave and calamity leave. However, you are not entitled to these leaves if you are enjoying the two months long vacation.

The two months vacation of teachers is something that other employees are envious about. Being paid while on vacation is a privilege that teachers enjoy in addition to the opportunities to grow in the profession through the scholarships available to them. In fact, considering the privileges teachers enjoy, don't you think it is a stable profession?



SCQ 4.2

Leave Privileges

Here is a list of several leave privileges that are available to teachers. Answer the pertinent questions after each of them. Put your answers in the answer booklet.

| Leave Privileges | Can you avail of this now? (yes or No) | Why? Give reason. | If not when can you avail of it? |
|--------------------|--|-------------------|----------------------------------|
| 1. Maternity Leave | | | |
| 2. Paternity Leave | | | |
| 3. Study Leave | | | |
| 4. Sick leave | | | |
| 5. Vacation leave | | | |



ACTIVITY 4.2

Determining Leave Benefits

Here is a caselet, I wrote for you. Use what you have learned about the leave privileges for teachers in answering the questions that follow.

Case No. 1

Mr. Macario Legarda, a teacher has been married to Mrs. Josie Reyes Legarda for about twelve years. Both have been working in the same public school for fifteen years, the husband as the school principal, and the wife as a Grade Six teacher. As a school principal, Mr. Legarda holds office the whole year round, while Mrs. Legarda enjoys the two months long vacation in addition to the Christmas break. The couple is blessed with four children and the fifth is forthcoming. To be promoted to a higher rank, Mr. Legarda needs to complete a master's degree; thus, by the opening of classes, he plans to enroll in one of the universities nearest his place.

Based on the case, answer the following.

1. If Mrs. Legarda delivers her fifth baby in April, will she be entitled to a maternity leave? What about her vacation leave?
2. Can Mr. Legarda enjoy a paternity leave during his wife's delivery? Why? Or why not?
3. What other leave benefits can Mr. Legarda apply for in order to provide support and assistance to his wife?
4. Can Mr. Legarda apply for a scholarship to finish his master's degree? What scholarship can he apply for?

Comment on Activity 4.2

You have analyzed the case of Mr. and Mrs. Macario Legarda. You have discovered that aside from the salary both of them are receiving as teachers, they still can avail of the incentives provided for teachers.



POINTS TO REMEMBER

As a good teacher, if you have dedicated yourself to your work, you will be rewarded with several privileges such as: maternity leave, paternity leave, leave of absence, summer vacation leave, study leave and many more!

Entitlements/Benefits for Teachers

We always hear teachers complain about the low pay they receive. Although there is some truth in it; however, there has been a significant increase in salary of teachers. In fact, aside from the basic salary there are a number of benefits to which they are entitled.



READ

Aside from the regular salary that you receive, as teacher you are still given other benefits and entitlements such as monetary benefits, retirement benefits, disability benefits, medical and health care and others.

Benefits and Entitlements for Teachers

1. **Monetary Benefits** are cash rewards or benefits given in order to improve teachers' welfare. Some of these include hazard pay, productivity incentive benefit, cash allowance, year-end bonus and cash gifts.

- **The Special Hardship Allowance**-Do you teach in dangerous places like war-torn areas, conflict stricken communities, calamity prone areas, or remote and hard-to-reach communities? If you do, then you are entitled to the Special Hardship Allowance. You shall be compensated a hardship allowance equivalent to at least 25% of your monthly salary if travel to your place of work is dangerous or difficult. Also if you are assigned to places declared by the President of the Philippines as calamity areas you shall be granted the equivalent of five (5) days additional salary per month but this is only payable for the duration of the calamity period. If you are a multi-grade teacher exposed to hardship or extreme difficulty as determined by the Secretary of Education you shall be compensated special hardship allowance equivalent to at least 25% of your basic pay.
- **The Productivity incentive benefits** is another monetary benefit given to teachers at the end of every year. Every teacher is entitled to the productivity incentive benefit as per Civil Service Commission policies and standards. The payment is based on the productivity and performance for the year as evaluated and determined by the heads of the agency through the Performance Evaluation System (PES). If you have an outstanding and very satisfactory performance you are given an incentive allowance.
- **Cash allowance to teachers**-You are provided cash allowance for the purchase of classroom supplies and materials which you directly use in the classroom such as chalk, crayons, and erasers.

Sometimes this benefit is provided in kind or equivalent cash by the local government unit through the local school board.

- **Year-end bonus and cash gift**-If you are in active service as of October 31 each year, you are granted the year-end bonus equivalent to one month salary and a cash gift of five thousand pesos. The year-end bonus is also referred to as the thirteenth month pay.

Aside from direct monetary benefits, teaching assures you retirement benefits. After spending the best part of your life in teaching, you will enjoy retirement benefits.

2. **Retirement Benefits** As a teacher, you will be more secure than the other professionals because of your retirement benefits. Although this benefit becomes due after long years of service, it is worth knowing that there is a retirement package awaiting you. You have a choice to either retire young or wait until you reach the compulsory retirement age of 65. Your retirement pay is computed in terms of the number of years of service and your age at retirement. If you are teaching in the public school your retirement benefits are provided by the government agency and the Government Service Insurance System (GSIS). However, if you are teaching in the private sector, your employer and the Social Security System (SSS) will take care of your retirement benefits.

If you are teaching in the government, you can retire with benefits under RA 1616, RA 660, or RA 8291. These modes of retirement have varied requirements and benefits as shown below. Study the different modes and find out what would benefit you most when you retire in the future.

Retirement Plans for Public School Teachers

| R.A. 1616 | |
|---|---|
| Requirements | Benefits: |
| 1. Teacher must have been employed in the government prior to May 31, 1977 regardless of age and employment status. | <ul style="list-style-type: none"> ▪ Gratuity benefits equivalent to one month salary for each year of service for the first 20 years; one and one half months (1.5) salary for each year of service over 20 up to 30 years; and two (2) months for each year over 30 years based on the highest salary rate received. ▪ Refund of retirees personal contributions with interest and the corresponding government contributions without interest. |
| 2. Teacher must have rendered at least 20 years of service and the last three years must be continuous. | |
| 3. Teacher's leave of absence without pay if any during the last three years immediately preceding retirement do not exceed one (1) year. | |

| R.A. 8291 | |
|---|--|
| Requirements | Benefits |
| 1. Has rendered at least 15 years of service. | <ul style="list-style-type: none"> ▪ The five year lump sum (60x basic monthly pension) plus the basic monthly pension for life starting at the end of 5 years guaranteed period. ▪ The cash payment (18x basic monthly pension) plus the basic monthly pension for life starting immediately upon retirement. |
| 2. At least 60 years of age at the time of retirement. | |
| 3. Is not receiving a monthly pension benefit for permanent total disability. | |

| R. A. 660 | |
|--|---|
| Requirements | Benefits: |
| 1. A member of the GSIS Retirement Insurance fund and employed prior to May 31, 1977. | <p>Any of the three schemes can be enjoyed by the retiree.</p> <ul style="list-style-type: none"> ▪ Automatic annuity- monthly pension is paid guaranteed for five years from the date of the retirement. After the five year period, payment of the monthly annuity continues if retiree is still living. ▪ Five –Year Lump Sum- available only for those who are at least 63 year or over on the date of retirement. After 5 years, if still living, retiree is paid monthly annuity for life. ▪ Initial Three Year Lump-Sum- Available only for those who are at least 60 years of age on the date of retirement. The subsequent two-year lump sum is paid to the retiree on his 63rd birthday. After five years, if still living, the retiree is paid monthly annuity for life. |
| <p>2. Attained and /or completed the required age and length of service as indicated below:</p> <p>Age: 52 53 54 55 56 Service: 35 34 33 32 31</p> <p>Age: 57 58 59 60 61 Service: 30 28 26 24 22</p> <p>Age: 62 63 64 65 up Service: 20 18 16 15 up</p> | |

For those teaching in private schools, specific policies and guidelines are provided by the institution as mandated by the Department of Labor and Employment. The Social Security System provides insurance coverage.

3. **Disability Benefits**-In cases, of disability; there are three types of benefits for public school teachers: permanent total disability, permanent partial disability, and temporary total disability. Similar benefits are also provided for the private school teachers.

- **Permanent Total Disability**-If you are in active service at the time of disability or has been separated from service but have paid 36 monthly contributions to GSIS within the last five (5) years immediately following the disability or you have paid a total of at least 180 monthly contributions, you are entitled to disability benefits. Your benefit is in the form of a monthly income for life. This is equivalent to the basic monthly pension plus a cash payment equivalent to eighteen (18) times your basic monthly pension effective the date of your disability.
- **Permanent Partial Disability**-If you are in service at the time of disability or is separated from service but have paid 36 monthly contributions within the last five years immediately preceding the disability or have paid a total of at least 180 monthly contributions, you are eligible for permanent partial disability benefits in the form of cash payment.
- **Temporary Total Disability**-If you are in active service at the time of your disability and you have exhausted your sick leave credits or if you are separated but have rendered at least three (3) years of service and have paid at least six (6) monthly contributions in the twelve-month period immediately following the disability, you may be entitled to benefits. The temporary disability however, must not be due to your grave misconduct, notorious negligence, habitual intoxication or willful intention to kill yourself or another.

4. **Medical Care**-As a teacher, whether in the public or private school you are entitled to medical care benefits from the Philippine Health Insurance (Phil Health). These benefits include hospitalization and other medical services as stipulated by the Medicare law. As a member, you must have paid at least three (3) monthly contributions during the six month period prior to the month of

availability. You will find further explanations later about the Phil Health. You can easily get a brochure from the Phil. Health Office through your school Personnel in the Division.

5. **Other Benefits for the Teachers**-Aside from the many benefits mentioned earlier, there are other benefits which are provided by specific laws and circulars of appropriate governmental agencies. The same may have been provided by the private sector. These other benefits include the following:

- **One salary grade increase** on retirement as provided by R.A. 4670. When you retire, you will be given the corresponding step of the next higher range, which shall be the basis of the computation of both the lump sum and the monthly benefits you will receive.
- You will have **salary adjustments** based on approved record form of Teachers Appropriation provided annually in GAA (Circular Letter No. 84-4, May 30, 1984)
- **Step increment**- If you are a deserving teacher based on merits and length of service you will be given step increment. An appropriation is provided annually in the GAA. Sec. 13 of R.A. 6758 and joint CSC and DBM Cir. No. 1, s. 1990 provides the guideline for such benefit.
- **Provident fund** for DepED personnel including teachers. A provident fund provides loans for emergency needs like tuition fees of your children, expenses of your immediate dependent and for similar purposes.
- **Shelter Program for Teachers**-Teachers need a decent and affordable housing. Housing loans are available from GSIS, the PAG-IBIG Fund and Home Mortgage Finance Corporation.
- **Automatic Upgrading of Positions** for Eligible Public School Teachers through Equivalent Records Form (ERFs) Scheme. Automatic position upgrading is granted to Teachers I who have rendered 20 years or more of satisfactory teaching service without the need for filling an application for ERF upgrading.

As a teacher, your personal and professional welfare are taken care of up to your retirement. You will learn about the important agencies that provide the benefits and privileges to teachers and protect their personal and professional welfare.



SCQ 4.3

On Privileges of Teachers

Choose the correct answer from the options given after each item.

1. A monetary incentive given to teachers who are assigned in calamity areas is
 - (a) productivity incentive
 - (b) year end bonus
 - (c) cash allowance
 - (d) special hardship allowance.
2. Only those with O or VS performance are given
 - (a) cash allowance
 - (b) year end bonus
 - (c) productivity incentive
 - (d) hardship allowance
3. An assurance for old age benefit refers to
 - (a) disability
 - (b) retirement
 - (c) provident fund
 - (d) medical care
4. A hardship allowance in conflict torn areas is equivalent to
 - (a) 50%
 - (b) 25%
 - (c) 60%
 - (d) 100% of your salary.
5. Cash allowance for teachers are provided to purchase all except one. Which one is NOT included?
 - (a) chalk
 - (b) classroom supplies
 - (c) teachers' uniform
 - (d) snacks
6. Retirement benefits can be computed based on
 - (a) age alone
 - (b) experience alone
 - (c) age and experience combined
 - (d) health.

7. In case you are disabled in service, you shall be compensated if
 - (a) your disability is in line with your duty.
 - (b) you are in active service at the time of your disability
 - (c) you have paid your monthly contribution to GSIS or SSS
 - (d) your disability was not due to habitual intoxication.
8. Upon retirement, a teacher has an additional benefit of salary grade increase of
 - (a) one
 - (b) two
 - (c) three
 - (d) four.
9. If you have rendered twenty or more years of teaching, you will be entitled to
 - (a) provident fund (b) automatic upgrading thru ERF
 - (c) step increment (d) shelter program
10. Which of the following is NOT a retirement plan?
 - (a) RA 1616
 - (b) RA 8292
 - (c) RA 660
 - (d) RA 8291
11. Which of the following is NOT a mode of retirement?
 - (a) RA 1616
 - (b) RA 8292
 - (c) RA 660
 - (d) RA 8291



ACTIVITY 4.3

Determining Leave Benefits

Read and reflect on the case presented and answer the questions that follow.

Case No 2- Teacher on a Horseback

Miss Ana Villaruel is a newly appointed teacher assigned to a multigrade class situated ten kilometers from the nearest road network. It takes her half a day to reach her school, if she can go on horseback. One Wednesday morning, while riding a horse to submit an urgent school report to the District office, she fell off the horse and broke her right leg. This prevented her from working for almost six months to wait for her fracture to mend. Luckily, she was able to walk again and happily went back to school.

Questions:

1. Is Miss Villaruel entitled to a special hardship allowance even before she met the accident? Why?
2. What kind of disability incentive can she claim? Why?
3. Will she be paid while she is out of the service for hospitalization and medication? Why? What kind of leave will she apply for?
4. As a teacher, would you be willing to be assigned in the school similar to that of Miss Villaruel? Why or Why not?

Comment on the Activity 4.3

How many of the teachers are of the same status as that of Miss Villaruel? You are very lucky if you are right now assigned in a location different from her. You see how teachers dedicate their lives to the profession. Despite the difficulties, yet there are still many teachers who are willing to make the sacrifice. And for these reasons don't you think that they should be given special privileges?



ACTIVITY 4.4

Determining Retirement Plan

Case No. 3- "I'm Tired, I want to Retire"

This is the story of Mr. Uldarico Rivera, a Teacher. Read his story, reflect on it and answer the questions that follow.

"I've spent the best years of my life in teaching. I started to teach when I was 24 and now I am sixty years old. I have taught in at least three schools, the first was the farthest, a school in a depressed, and disadvantaged, underserved school. I was the only teacher when I started but the school became a complete elementary school before I left. It was in that school where I came to realize how noble it is to be a teacher. It was difficult to leave the school, but my promotion pulled me nearer to my family, the very reason why I had to work hard as a teacher.

In my second assignment, I encountered challenging experiences and was loaded with more work. I was asking myself if it was really a promotion. I realized that when one does good work, he is given more work to do. There, I was able to bring the school closer to the community. I stayed there for more than five years and that time, the school was awarded as an Effective School of the District.

Perhaps because of the contribution I made, I was rewarded with another transfer to where I am now. Year after year, during my teaching career, I triumphed over challenges because there are always benefits and entitlements that I receive for my family's needs. As a teacher, my family was secure. I could not find a better and fulfilling career than being a teacher. Now, I am ready to retire. . I am excited! What is in store for me? Can I have the pleasure of taking a vacation abroad with my grand children? Or just the pleasure of going back to the simple days of tending my orchard or flower garden?

Questions:

1. Why did Mr. Rivera say that as a teacher his family was secure?
2. What kind of retirement plan would you suggest for Mr. Rivera, so he can have the best of life after teaching?

Comment on the Activity 4.4

You saw how the career of Mr. Rivera made him a better person. A man of service and dedication. Security is something that all of us look forward to, be it economic, social or political. Despite the challenges, he went through; he found meaning in his life. He was going to retire happy.

You too can be like Mr. Uldarico Rivera. You can be a great public servant. You too can be a hero!



POINTS TO REMEMBER

Indeed, teaching is a noble profession that transcends service. Despite the fact that the income derived from teaching may not be much, yet many stay to teach. It is because it is a profession that guarantees modest benefits and entitlements which give a teacher a feeling of satisfaction and security!

Benefit Provider Agencies and Institutions

Teachers are special people. Because teaching is a service profession, several government and private institutions make sure that teachers receive the benefits and privileges they are entitled to. Many of us may not know how to avail of these entitlements which are due us.

This section will inform you of some of the major provider agencies which include the Government Service Insurance System (GSIS), Social Security System (SSS), Philippine Health Insurance Corporation (PhilHealth) and Home Development Mutual Fund (PAGIBIG).



READ

Let us know more about the different agencies and find answers to common questions that teachers ask.

Question 1: What agencies take care of the social security protection of teachers?

Answer 1: *The Government Service Insurance System (GSIS) administers the social security for public school teachers, while the Social Security System (SSS) takes care of the private school teachers.*

Question 2: What benefit does the GSIS provide?

Answer 2: *If you are a regular member of the GSIS, you can avail of the different loans it provides: salary loan, policy loan, emergency loan, Bahay Ko Housing Program and Socialized/Special Housing Loans among others. A pension plan program is also available for old age or disability under RA 660, PD 1146 or RA 8291.*

Other benefits include the life insurance maturity benefit; cash surrender value, dividends, death benefit, accidental death benefit, free accidental death insurance, and funeral or burial benefits.

*Let me explain briefly each of these benefits. If you are a holder of a GSIS insurance policy, when it matures you are entitled to the total face value of the policy including the supplementaries but your indebtedness will be deducted from it. This is what is referred to as **life insurance maturity benefit**. **The cash surrender value** on the other hand is the total cash value earned by your policy including supplementaries, but less your debts. You are entitled to this amount upon retirement or resignation or separation from service.*

*Further, you receive **dividends** after paying your policy for at least one year. The amount you receive is in accordance with the formula of the GSIS. For **death***

benefit, your beneficiary or legal heir upon your death, shall receive an amount equivalent to the face amount of your policy in case of natural death, while a computed amount as determined by GSIS shall be given for accidental death benefit. In addition, a policy holder shall be given free accidental death insurance amounting to ten thousand pesos (P10, 000.00) to be paid any designated beneficiary or legal heir. The system will also provide a **funeral benefit** in the amount of twenty thousand pesos (P20, 000.00) to the surviving spouse or legitimate child who spent for the funeral services.

Question 3: What are the benefits provided by the Social Security System (SSS) for private school teachers?

Answer 3: The Social Security System (SSS) covers all private school teachers whether permanent, temporary or provisional who are not over years sixty* old. As an SSS member, you should secure an SSS number, pay your monthly dues and ensure that your monthly share and that of your employer are submitted regularly to the SSS. The SSS provide a package of benefits under the Social Security and Employees' Compensation (EC) Programs. The benefits under the social security program include **sickness benefit, maternity benefit, disability benefit, retirement benefit, sickness benefit, and death benefit**. The Social Security System also provides salary loan to its members. If you are a self-employed teacher, you will also get the same benefits as covered employees, except those benefits under the EC program.

Let us discuss in detail every benefit that you can avail of.

When you get sick or get injured, a daily cash allowance will be paid for the number of days you are unable to work.

For married women, your maternity benefit is a daily cash allowance, given if you are unable to work due to childbirth or miscarriage.

In any instance when you become disabled or incapacitated to perform a teaching activity, you may be given a monthly pension or a lump sum.

When you retire from active service as a teacher, you may either get a monthly pension or a lump sum. The monthly pension is a lifetime cash benefit given

to a retiree who has paid at least 120 monthly contributions to the SSS prior to the semester of retirement. These conditions are provided even if you are separated from employment and will not continue payment of contribution to the SSS.

In case of death, a cash benefit in monthly pension or lump sum is paid to the beneficiaries of a deceased member. Your primary beneficiaries are the legitimate dependent, spouse, legitimated or legally adopted and illegitimate children of the member. If there are no primary beneficiaries, the dependent parents shall be the secondary beneficiaries. The monthly pension is granted only if the member has paid 36 monthly contributions before the semester of death. On the other hand, the lump sum is the amount granted to the primary beneficiaries of a deceased member who had paid less than the 36 monthly contributions before the semester of death. The secondary beneficiaries shall be entitled to a lump sum benefit.

As an employee, you are covered by the Employees Compensation Benefits or ECB. Only your employers are required to remit monthly ECB contribution in your behalf equivalent to one per cent of your monthly salary credit. Benefits under the ECB program include medical services, rehabilitation services, income cash benefit for temporary total disability or sickness, permanent total disability, permanent partial disability and death.

The Social Security System also provides short term loans for special needs. A one-month loan is equivalent to the higher of the last two salary credits posted within the one year period prior to the filing date. A two- month loan is equivalent to twice the average of the member's last 12 monthly salary credits posted, but not to exceed P24, 000. 00.

Question 4: What are the benefits that the Philippine Health Insurance Corporation (PhilHealth) provides for teachers?

Answer 4: *The Philippine Health Insurance Corporation (PhilHealth) is a government- owned and controlled corporation. It aims to provide citizens including teachers' health insurance. The benefits which you can derive from PhilHealth are subsidy for hospital room and board, operating room subsidy, drugs and medicine allowances, X-ray, laboratory and supplies and doctor's professional fees, surgeons*

and anesthesiologists, outpatient services, minor surgical procedure, family planning procedures, special benefit packages and outpatient consultations.

Question 5: What benefits does the Home Development Mutual Fund or PAG-IBIG provide its member teachers?

Answer 5: *The Home Development Mutual Fund (PAGIBIG)-or Pagibig is an acronym which stands for Pagtutulungan sa Kinabukasan, Ikaw, Bangko, Industriya, Gobyerno. It has the mission to uplift the quality of life of members through savings. The benefits derived from being a member of PAGIBIG are the following:*

Short Term Loan benefit (Multi-purpose Loan –As an active member, with at least 24 monthly contributions you may borrow up to 60% of your Total Accumulated Value (TAV) which you can use for minor home improvement, livelihood, medical, educational, purchase of appliance and furniture and other immediate needs.

You may also avail of a housing loan as an active member who has made at least 24 monthly contributions at the time of the loan application. The amount of the loan is up to two million for a purchase of a lot, purchase of a house and lot, construction or completion of a residential unit, home improvement or refinancing of an existing mortgage loan.

Question 6-Can rank and file employees like teachers in either public or private schools organize into unions?

Answer 6-*Yes, all employees both in the public and private sector are eligible to organize teachers' union.*

This is guaranteed by the Philippine constitution in Article III, sec. 8 which states that “ the right of the people including those in the public and private sectors to form unions, associations or societies for purposes not contrary to law shall not be abridged. Further, Article XIII, Sec. 3 guarantees the rights of all workers to self-organization, collective bargaining and negotiations and peaceful concerted activities including the right to strike in accordance with the law. Rank and file employees including teachers shall be entitled to security of tenure, humane working conditions and living wage. They shall also participate in policy and decision making process affecting their rights and benefits that may be provided by law.

Question 7-What benefits will the teachers get from being a union member?

Answer 7-*As member of a union, the rights of teachers as rank and file employees will be protected. These rights include collective negotiation agreement (CNA) for government teachers and the collective bargaining agreement (CBA) for the private teachers.*

The CNA and the CBA will guarantee the promotion of harmonious relationships between management and employees, enhance employees' welfare, productivity and maintenance of employees benefits as provided by law.

**SCQ 4.4****All about Teachers' Privileges**

Let us pause for a while and check if the text provided earlier was clear enough to be remembered. Write **True** if the statement is correct and **False** if otherwise before each number.

- ____ 1. Teachers in both public and private schools can be members of PhilHealth.
- ____ 2. Membership to GSIS or SSS is automatic to all teachers.
- ____ 3. An SSS member who dies without completing 120 payments does not get any death benefits..
- ____ 4. All GSIS members receive dividends from the insurance company immediately one year after teaching.
- ____ 5. Pagibig loans are limited only to purchase or repair of a house.
- ____ 6. Organizing unions are only allowed for private employees.



ACTIVITY 4.5

Becoming an Official Member

Teachers all agree that we learn better by doing. This is an old maxim. So in this lesson, you are going to any of the agencies mentioned where you are qualified to be a member and secure an application for membership. After you have secured your membership card, duplicate it and place a copy in your portfolio.

Name: _____

ID No: _____

Address: _____

Exp. Date _____

Comment on the Activity 4.5

Now that you have the membership card, you have to be regular in the payments that you are obliged to remit as a member. Otherwise your privileges will be forfeited. Good luck!



POINTS TO REMEMBER

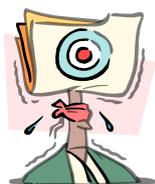
Membership in the different agencies is a prerequisite to the availing of the benefits. Remember, even if you are employed as a teacher, if you have not paid your dues, you will not enjoy the benefits being offered. Also, your employer has a counterpart to pay. Check whether the employer's counterpart is being remitted for your protection. Keep your IDs and renew them if needed.

LESSON 5

EMPOWERING TEACHERS THROUGH ACTIVE MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

INTRODUCTION

Earlier I mentioned that to be a professional, one has to be an active member of a professional organization. Professional teachers therefore need to register and be counted. There are many professional organizations in our country and abroad which welcome qualified members. There are lots of benefits which you can derive from being a member specially opportunities for your professional growth.



OBJECTIVES

This lesson will enable a beginning teacher to

- identify a professional organization which opens membership to teachers.
- become aware of the benefits that these organizations provide to their members.



READ

I will mention only four professional organizations in this section. There are other discipline- related teacher's organizations such as International Reading Association (IRA) and the Philippine Association for Language Teachers (PALT).As you grow in your profession you will get to learn of many others. I have singled out the National Organization of Professional Teachers (NOPTI), the Philippine

Association for Teacher Education (PAFTE), the State Universities and Colleges Teacher Education Association (SUCTEA) and the Association of Elementary Science Teachers and Educators of the Philippines (AESTEP). However in the Philippines there is at least one professional organization for every subject area or cluster of educational interest.

- **National Organization of Professional Teachers, Inc. (NOPTI)**

The biggest in terms of membership is the NOPTI. All teachers who pass the Licensure Examination for teachers are required to become members. Section 22 of Republic Act no.7836 known as the Philippines Teachers Professionalization Act of 1994, provides that the teaching profession shall be integrated into one national organization which shall be recognized by the Board of Professional Teachers and the Professional Regulation Commission as the one and only integrated and accredited association of professional teachers and that, upon registration with the Board, every professional teacher shall be encouraged to become a member. Each school division in the country has a chapter of the organization.

- **Philippine Association for Teacher Education (PAFTE)**

This is an established teacher education organization which looks after the welfare and professional development of teachers in teacher training institutions. PAFTE is the biggest teacher education organization which was recognized by the PRC as the first Accredited Professional Organization (APO) to sit in the Board for Professional Teachers. It sponsors an annual convention which is a forum for issues and concerns that affect teacher education and the teaching profession.

The association interfaces with the CHED, DepED, PRC and other institutions which are stakeholders in education. The membership of the organization is open to both the private and the public teacher training institutions. Its official home address is at the Centro Escolar University, Manila.

- **State Universities and Colleges Teacher Education Association (SUCTEA)**

The SUCTEA is an organization of teacher education faculty of government schools, which aims to develop professionalism among its members and to work for its members' welfare. It also aims to upgrade the status and condition of the teacher

education program in the country. The SUCTEA is based at the Philippine Normal University, Manila.

- ***Association for Elementary Teachers and Educators of the Philippines (AESTEP)***

It is a professional organization of teachers which aims to enhance science teaching and research skills of teachers, maintain standards of science teacher educators along instruction, research, extension and production, and foster unity, cooperation, collaboration and linkages among elementary science teachers and science educators. This organization is based at West Visayas State University in Iloilo City.

There are other professional organizations established by different groups of professional teachers for biology, chemistry, physics, reading, English and other disciplines here and abroad.

Benefits and Incentives for Professional Growth

Membership in the different professional organizations allows individual teachers to grow professionally. It also provides opportunities to observe other schools and have site visits through travel to other parts of the country and even the world.

The opportunity to listen and engage in intellectual exchanges with noteworthy speakers serves as inspiration to the younger members. State of the art practices and new information are shared during the conferences and annual gatherings in various activities where teachers could participate. Access to professional publications like research journals, compendiums, newsletters is another benefit of membership.



SCQ 5.1

Professional Organizations

Let us find out if you have become familiar with the different organizations mentioned and their purposes. Identify the organization being described.

1. National organization of teachers who are teaching future teachers. 1. _____
2. Organization of teachers accredited by PRC and the National Board for Teachers. 2. _____
3. Teacher organization for the upgrading of the quality of science teachers. 3. _____
4. Organization of teachers in state colleges and universities. 4. _____
5. Teacher organization that protects and defends the rights of Filipino teachers. 5. _____



ACTIVITY 5.1

Looking Closely on Professional Organizations

Are you a member of any of these organizations? Perhaps you are a member of other teacher organizations? Good! Then, for your task, you are going to write a narrative of the activities sponsored by your organization in which you have participated. Write a one paragraph reflection at the end of your narrative. Prepare another copy for inclusion in your portfolio.

If you are not a member yet, don't worry. You will look for a teacher who is a member. Interview the person and write down in narrative form the information that you have gathered. Focus your questions on the different activities of the organization. Also write a reflection after the narrative report. Make another copy to be included in your portfolio. Good luck!

Comment on ACTIVITY 5.1

Well, I suppose that you will agree with me that to be a member of a professional organization is exciting and educational. Your direct experience is entirely different from those who merely interviewed other teachers. Somehow, you also learned something from your interviewee. I would encourage you to get involved actively. Register now with any professional organization for teachers.



POINTS TO REMEMBER

As teachers we need a support group. We need to share too the exciting practices we have in the classroom. We need an avenue to connect to others. We need a professional family. This is your professional organization. Becoming a member has lots to offer to hone your potentials, to develop leadership, to contribute to the welfare of the learners, to contribute to the betterment of our education. Be a member and grow in your profession. You are a professional teacher!

ACRONYMS

| | |
|-------------|--|
| AESTEP | - Association of Elementary Science Teacher Education in the Philippines |
| APO | - Accredited Professional Organization |
| CBA | - Collective Bargaining Agreement |
| CHED | - Commission on Higher Education |
| CNA | - Collective Negotiation Agreement |
| DECS | - Department of Education Culture and Sports |
| DepED | - Department of Education |
| DOST – SEI | - Department of Science and Technology - Science Education Institute |
| ECB | - Employees Compensation Benefits |
| EQ | - Emotional Quotient |
| ERF | - Equivalent Records Form |
| GSIS | - Government Service Insurance System |
| IQ | - Intelligence Quotient |
| IRA | - International Reading Association |
| LET | - Licensure Examination for Teachers |
| NOPTI | - National Organization of Professional Teachers, Inc. |
| PAFTE | - Philippine Association for Teacher Education |
| PAGIBIG | - Pagtutulungan sa Kinabukasan: Ikaw, Bangko, Industriya, Gobyerno |
| PALT | - Philippine Associations for Language Teachers |
| PES | - Performance Evaluation System |
| Phil-Health | - Philippine Health Insurance Corporation |
| PRC | - Philippine Regulatory Commission |
| SSS | - Social Security System |
| SUCTEA | - State Universities and Colleges Teacher Education Association |

ANSWER KEY TO PREASSESSMENT

Note: Your answers should be:

Yes for

1, 2, 3, 4, 5, 8, 9, and 12,13,14,15

No for

6, 7, and 10. 11.

The fifteen questions are simply representative of the many questions you will ask. Let's find out how you performed in this exercise.

If your score is 13 or better, Congratulations! You are personally aware of the teachers' welfare and professionalism but you need to learn the details.

But if your score is below 13, you need to learn more about professionalism and teachers' welfare by working through this module. Good luck and enjoy it!

ANSWER KEY TO SCQ'S AND ACTIVITIES

Lesson 1-The Teacher as a Person

Checkpoint to SCQ 1.1-My Personal Qualities

Now that you are done with the learning task, and you have completed checking those which relate to your personal qualities, count the number of checks that you have made in the worksheets. The number of checked items indicate what kind of person you are, based on your qualities.

How does one describe the rating?

1. For example if your total checks in the list is 50-60, how would you describe yourself? Perhaps, you will use words like **OUTSTANDING**, **THE BEST**, or **SUPERB**, then what word descriptions will you use for the other intervals?

| Score Interval | Best description of the Person |
|----------------|--------------------------------|
| 50 – 60 | _____ |
| 39 – 49 | _____ |
| 28 – 38 | _____ |
| 17 – 27 | _____ |
| 10 – 16 | _____ |
| 0 – 10 | _____ |

Think of the best description of your self.

Scores I earned

What kind of person am I?

Note: The highest possible score is 60 and the lowest possible score is 0.

Example:

How does one describe the rating?

1. For example if your total check in the list is 50-60, how would you describe yourself? Perhaps, you will use words like **OUTSTANDING**, **THE BEST**, or **SUPERB**, then, what word descriptions will you use for the other intervals?

Feedback on the Activity

Congratulations! You know yourself quite well. Which of the first six qualities do you possess based on your descriptions? Can you identify them?

Lesson 2-The Career Path of a Teacher

Checkpoint to SCQ 2.1-Career Path of a Teacher

You have reflected on the five questions posed before you. Here are the answers.

1. No, mentors are made through long years of dedicated teaching to hone his or her skills.
2. Yes, as a rookie, one has yet to learn a lot, so mistakes are inevitable.
3. Yes, cadets are under the tutelage of a college faculty, or cooperating teacher and the student teacher supervisor.
4. Yes, a master's degree is a very good form of professional development. It is needed to advance in one's career path.
5. No, to earn a doctorate degree does not automatically make one a sterling teacher. But as the person earns a degree one can improve his or her personal and professional characteristics to become a sterling teacher.

Lesson 3-The Teacher as a Professional

Checkpoint to SCQ 3.1-The Professional Teacher

6. If I am a regular teacher, am I a professional? Why?

No, if I do not comply with all the requisites of a professional teacher. In addition to having passed the LET, one has to be a member of a professional organization, grow professionally and abide by the code of ethics for the profession.

7. As a professional teacher, I must have depth in my teaching. Why?

Yes, because a professional teacher must have a mastery of the subject matter one is teaching and must possess competencies in the use of teaching skills that facilitate student learning.

8. Since I am not teaching in college or university, I am not considered a professional teacher. Why?

No, you can be a professional teacher regardless of what level you are teaching. To teach in college is not a requirement to be a professional teacher.

9. As a professional teacher, I must relate very well with my superiors, colleagues, parents, and students. Why?

Yes, it is so provided in the code of professional ethics that teachers must relate professionally with parents, school officials and even parents. He or she must demonstrate attitudes that foster genuine human relationship.

10. As a professional teacher, I must possess a thorough knowledge of what I am teaching as well as offer practical solutions to everyday life. Why?

Yes, to profess teaching, one must have a mastery of the subject matter and deep understanding of the theoretical knowledge about learning.

Checkpoint to SCQ 3.2.1-Professional Teacher and the State

Situation 1: D-Joining the parade awakens our sense of nationhood. You will be a model to your students. It is a moment to teach history.

Checkpoint to SCQ 3.2.2-Professional Teacher and the Students

Situation 2: D-You have to explain objectively the criteria for the selection of honor pupils. If the mother is still offering the fruits, accept it graciously with no strings attached.

Checkpoint to SCQ 3.2.3-Professional Teacher and Co-Teachers

Situation 3: C-Your peers or co-teachers would be the appropriate persons to ask help from because you may be sharing similar experiences.

Checkpoint to SCQ 3.2.4-Professional Teacher and Parents

Situation 4: B-Keep in confidence information gathered from the parents during the interviews.

Checkpoint to SCQ 3.2.5-Professional Teachers and School Officials

Situation 5: B-Join the other teachers in the school canteen. Aside from abiding by the policy of your school, you will be able to improve your relationships with your co-teachers.

Checkpoint to SCQ 3.2.6-Professional Teacher and Non-teaching Personnel

Situation 6: A-Be punctual in submission of reports. Treat the non-teaching personnel with respect and consideration.

Checkpoint to SCQ 3.2.7-Professional Teacher and the Community

Situation 7: No-Ana Liza does not demonstrate a good behavior befitting a respectable teacher.

Lesson 4-Personal and Professional Welfare of a Teacher**Checkpoint to SCQ 4.1-Teachers Incentives**

1. B
2. C
3. A
4. E
5. E

Checkpoint to SCQ 4.2-Leave Privileges

1. Maternity Leave –Yes, if you are married, pregnant and to deliver your baby.
No, if you are single and not pregnant.
2. Paternity Leave –Yes, if you are the legal father of the baby to be born. This privilege is only up to the fourth delivery of your wife. No, if you are not the legal father of the baby to be born.

3. Study Leave – Yes, if you have rendered at least seven years of continuous service, you are entitled to study leave with pay.
4. Sick Leave – Yes, if you have accrued service credits
5. Vacation Leave – Yes, if you rendered at least one year of teaching service, you will be entitled to two months long vacation.

Checkpoint to Activity 4.2-Determining Leave Benefits

1. If Mrs. Legarda delivers her fifth baby in April, will she be entitled to a maternity leave? What about her vacation leave?

Yes, because a married female teacher is entitled to a maternity leave regardless of how many child births she will have. The enjoyment of a maternity leave cannot be deferred, but she can avail of it either before or after the actual delivery. However, she can claim for both the maternity benefits and the proportional vacation salary.

2. Can Mr. Legarda enjoy a paternity leave during his wife's delivery? Why? Or Why not?

No, because married male teachers are entitled to paternity leave to the first four (4) children only.

3. What other leave benefits can Mr. Legarda apply for in order to provide support and assistance to his wife?

Since Mr. Legarda as a school principal does not enjoy the two months long vacation, he can apply for vacation leave with pay for fifteen days.

4. Can Mr. Legarda apply for scholarship to finish his Master's degree? What scholarship will he apply for?

Yes, since he has rendered fifteen years service, he is entitled to one school year of study leave.

Checkpoint to SCQ 4.3-On Privileges of Teachers

Answer key

- | | |
|------|-------|
| 1. D | 6. C |
| 2. C | 7. D |
| 3. B | 8. A |
| 4. B | 9. A |
| 5. D | 10. B |

Checkpoint to Activity 4.3-Determining Entitlements

1. Is Mrs. Villaruel entitled to a special hardship allowance even before she met an accident? Why?

Yes, because the school is very far and inaccessible to transportation.

2. What kind of disability incentive can she claim? Why?

Temporary total disability in form of cash payment because for six months she must have used up her sick leave credits.

3. Will she be paid while she is out of the service for hospitalization and medication? Why? What kind of leave will she apply?

Yes, because she met an accident during an official travel. Sick Leave at the beginning if she has service credits or vacation leave without pay but she can claim temporary disability benefits.

4. As a teacher, would you be willing to be assigned in the school similar to that of Miss Villaruel? Why or Why not?

(Answer to this item will depend on the teacher)

Checkpoint to Activity 4.4-Determining Retirement Plan

1. Why did Mr. Rivera say that as a teacher, his family is secure?

Mr. Rivera's answer that his family is secure because of the many benefits and entitlements he received as a teacher.

2. What kind of retirement plan would you suggest to Mr. Rivera, so he can have the best of life after teaching?

Mr. Rivera's age and service should be known first.

Checkpoint to SCQ 4.4-All About Teachers Privileges

Answer key

- | | |
|----------|----------|
| 1. True | 4. True |
| 2. False | 5. False |
| 3. False | 6. False |

Lesson 5–Empowering Teachers through Active Membership in Professional Organization**Checkpoint to SCQ 5.1-Professional Organization**

I'm sure you all got a perfect score of 5 points.

The answer key is (1) PAFTE (2) NOPTI (3) AESTEP (4) SUCTEA (5) NOPTI

Congratulations! Now, we shall proceed with our learning task.

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GSIS *Retirement, loan privileges, life insurance, social security benefits.*
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APPENDICES

PROFESSIONAL REGULATION COMMISSION Manila

Board for Professional Teachers

Code of Ethics For Professional Teachers

Resolution No. 435, Series of 1997

Pursuant to the provisions of Paragraph (e) Article II, of RA No. 7836, otherwise known as the “Philippine Teachers Professionalization Act of 1994” and Paragraph (a) Section 6, PD. No. 223, as amended, the Board for Professional Teachers hereby adopts and promulgates the following “Code of Ethics for Professional Teachers.”

CODE OF ETHICS FOR PROFESSIONAL TEACHERS

PREAMBLE

Teachers are duly licensed professional who possess dignity and reputation with high moral values as well as technical and professional competence. In the practice of their noble profession, they strictly adhere to observe and practice this set of ethical and moral principles, standards and values.

ARTICLE I SCOPE AND LIMITATIONS

Section 1. The Philippine Constitution provides that all educational institutions at the preschool, primary, elementary and secondary levels whether academic, vocational, special, technical or non-formal. The term “teacher” shall include industrial arts or vocational teachers and all other persons performing supervisory and or administrative functions in all schools at the aforesaid levels whether full time or part-time basis.

ARTICLE II THE TEACHER AND THE STATE

Section 2. Every teacher or school official shall actively help carry out the declared policies of the state and shall take an oath to this effect.

Section 3. In the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally and morally fit.

Section 4. Every teacher shall possess and actualize full commitment and devotion to duty.

Section 5. A teacher shall not engage in the promotion of any political, religious, or other partisan interest and shall not directly or indirectly, solicit, require, collect or receive any money, service other valuable materials from any person or entity for such purposes.

Section 6. Every teacher shall vote and shall exercise all other constitutional rights and responsibilities.

Section 7. A teacher shall not use his position or official authority or influence to coerce any other person to follow any political course of action.

Section 8. Every teacher shall enjoy academic freedom and shall have the privilege of sharing the product of his researches and investigations, provided that, if the results are inimical to the declared policies of the State, they shall be drawn to the proper authorities for appropriate remedial action.

ARTICLE III THE TEACHER AND THE COMMUNITY

Section 1. A teacher is a facilitator of learning and of the development of the youth, he shall, therefore render the best service by providing an environment conducive to such learning and growth.

Section 2. Every teacher shall provide leadership and initiative to actively participate in community movements for moral, social educational, economic and civic betterment.

Section 3. Every teacher shall merit reasonable social recognition for which purpose he shall behave with honor and dignity at all times and refrain from such

activities as gambling, smoking, drunkenness and other excesses, much less illicit relations.

Section 4. Every teacher shall live for and with the community and shall, therefore study understand local customs and tradition in order to have a sympathetic attitude, therefore, refrain from disparaging the community.

Section 5. Every teacher shall help the school keep the people in the community informed about the school's work and accomplishment as well as its needs and problems.

Section 6. Every teacher is an intellectual leader in the community, especially in the barangay and shall welcome the opportunity to provide such leadership when needed, to extend counseling services, as appropriate, and to actively be involved in matters affecting the welfare of the people.

Section 7. Every teacher shall maintain harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively.

Section 8. A teacher possesses freedom to attend church and worship, as appropriate, but shall not use his position and influence to proselyte others.

ARTICLE IV

THE TEACHER AND THE PROFESSION

Section 1. Every teacher shall actively help insure that teaching is the noblest profession, and shall manifest genuine enthusiasm and pride in teaching as a noble calling.

Section 2. Every teacher shall uphold the highest possible standards of quality education, shall make the best preparation for the career of teaching and shall be at his best at all times in the practice of his profession.

Section 3. Every teacher shall participate in the continuing professional education, (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.

Section 4. Every teacher shall help, if duly authorized, to seek support for the school, but shall not make improper misrepresentations through personal advertisements and other questionable means.

Section 5. Every teacher shall use the teaching profession in a manner that makes it a dignified means for earning a decent living.

ARTICLE V THE TEACHER AND THE TEACHING COMMUNITY

Section 1. A teacher shall, at all times, be imbued with the spirit of professional loyalty, mutual confidence, and faith in one another, self-sacrifice for the coming good, and full cooperation with colleagues. When the best interest of the learners, the school or the profession is at stake in any controversy, teachers shall support one another.

Section 2. A teacher shall not be entitled to claim for work not his own, and shall give due credit for the work of others which he/she may use.

Section 3. Before leaving his position, a teacher shall organize and leave to his successor such records and others data as are necessary to carry on the work.

Section 4. A teacher shall hold all confidential information concerning associates and the school, and shall not divulge to anyone documents which have not yet been officially released, or remove records from the files without official permission.

Section 5. It shall be the responsibility of every teacher to seek correctives for what may appear to be an unprofessional and unethical conduct of any associate. This may be done only if there is incontrovertible evidence for such conduct.

Section 6. A teacher may submit to the proper authorities any justifiable criticism against an associate, preferably in writing, without violating any right of the individual concerned.

Section 7. A teacher may apply, for a vacant position for which he is qualified, provided that he respects the system of selection on the basis of merit and competence, provided, further, that all qualified candidates are given the opportunity to be considered.

ARTICLE VI
THE TEACHER AND HIGHER AUTHORITIES
IN THE PHILIPPINES

Section 1. A teacher shall make it his duty to make an honest effort to understand and support the legitimate policies of the school and the administration regardless of personal feeling or private opinion and shall faithfully carry them out.

Section 2. A teacher shall not make any false accusation or charges against superiors, especially under anonymity, However, if there are valid charges, he should present such under oath to competent authority.

Section 3. A teacher shall transact all official business through channels except when special conditions warrant a different procedure, such as when reforms are advocated but are opposed by the immediate superior, in which case the teachers shall appeal directly to the appropriate higher authority.

Section 4. A teacher, individually or as part of a group, has a right to seek redress against injustice and discrimination and to the extent possible, shall raise his grievances within democratic processes. In doing so, he shall avoid jeopardizing the interest and welfare of learners whose right to learn must be respected.

Section 5. A teacher has a right to invoke the principle that appointments, promotions and transfers of teachers are made only on the basis of merit and need in the interest of the service.

Section 6. A teacher who accepts the position assumes a contractual obligation to live up to his contract, assuming full knowledge of the employment terms and conditions.

ARTICLE VII

SCHOOL OFFICIALS, TEACHERS AND OTHER PERSONNEL

Section 1. School officials shall at all times show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened direction.

Section 2. School officials, teachers and other school personnel shall consider it their cooperative responsibility to formulate policies or introduce important changes in the system at all levels.

Section 3. School officials shall encourage and attend to the professional growth of all teachers under them such as in recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conferences and programs.

Section 4. No school official shall dismiss or recommend for dismissal a teacher or other subordinates except for cause.

Section 5. School authorities concerned shall insure that public school teachers are employed in accordance with pertinent civil service rules, and private school teachers are issued contracts specifying the terms and conditions of their work, provided that they are given, if qualified, subsequent permanent tenure, in accordance with existing laws and provided, further, that they are duly registered and licensed professional teachers.

ARTICLE VIII

THE TEACHER AND LEARNERS

Section 1. A teacher has the right and duty to determine the academic marks and the promotion of learners in the subjects they handle, such determination shall be in accordance with generally accepted procedures of evaluation and measurement. In case of any complaint, teachers concerned shall immediately take appropriate action, observing due process.

Section 2. A teacher shall recognize that the interest and welfare of learners are his first and foremost concern, and shall handle each learner justly and impartially.

Section 3. Under no circumstances shall a teacher be prejudiced or discriminatory against any learner.

Section 4. A teacher shall not accept favors or gifts from learner's work on merit and quality of academic performance.

Section 5. A teacher shall not accept, directly or indirectly, any remuneration from tutorials other than what is authorized for such service.

Section 6. A teacher shall base the evaluation of the learner's work on merit and quality of academic performance.

Section 7. In a situation where mutual attraction and subsequent love develop between teacher and learner, the teacher shall exercise utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner.

Section 8. A teacher shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are clearly not manifestations of poor scholarship.

Section 9. A teacher shall insure that conditions contributive to the maximum development of learners are adequate and shall extend needed assistance in preventing or solving learner's problems and difficulties.

ARTICLE IX
THE TEACHER AND PARENTS

Section 1. A teacher shall establish and maintain cordial relations with parents, and shall conduct himself to merit their confidence and respect.

Section 2. A teacher shall inform parents, through proper authorities of the progress or deficiencies and in seeking parent's cooperation for the proper guidance and improvement of learners.

Section 3. A teacher shall hear parent's complaints with sympathy and understanding and shall discourage unfair criticism.

ARTICLE X
THE TEACHER AND BUSINESS

Section 1. A teacher has a right to engage, directly or indirectly in legitimate income generation, provided that it does not relate to or adversely affect his work.

Section 2. A teacher shall maintain a good reputation with respect to financial matters such as in the settlement of his just debts, loans and other financial affairs.

Section 3. No teacher shall act, directly or indirectly, as agent of, or be financially interested in any commercial venture which he can exercise official influence, except only when his assignment is inherently related to such purchase and disposal, provided that such shall be in accordance with existing regulations.

ARTICLE XI
THE TEACHER AS A PERSON

Section 1. A teacher shall live with dignity in all places and at all times.

Section 2. A teacher shall place premium upon self-respect and self-discipline as the principles of personal behavior in all relationships with others and in all situations.

Section 3. A teacher shall maintain at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and others.

Section 4. A teacher shall always recognize the Almighty God or Supreme Being as guide of his, own destiny and of the destinies of men and nations.

ARTICLE XII DISCIPLINARY ACTION

Section 1. Any violation of any provision of this Code shall be sufficient ground for the imposition against the erring teacher of disciplinary action consisting of revocation of his Certificate of Registration and license as Professional Teacher, suspension from the practice of the teaching profession, reprimand or cancellation of his temporary/special permit under causes specified in Sec. 23, Article III or R.A. No. 7836, and under Rule 31, Article VIII of the Rules and Regulations Implementing R.A. No. 7836.

ARTICLE XIII EFFECTIVITY

Section 1. This Code shall be approved by the Professional Regulation Commission and shall take effect sixty (60) days following its publication in the official Gazette/ or any newspaper of general circulation, whichever is earlier.

Done in the City of Manila this 11th day of November 1997.

SGD. NILO L. ROSAS, Ed. D.
Chairman

SGD. AURELIO O. ELEVAZO, Ed. D.
Vice-Chairman

SGD. LUCILA F. TIBIGAR, Ed. D.
Member

SGD. FE A. HIDALGO, Ph. D.
Member

SGD. MARTHA A. MOGOL, Ph. D.
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Secretary, Professional Regulatory Boards

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SGD. HERMOGENES P. POBRE
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SGD. ALFONSO G. ABAD
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SGD. AVELINA DELA REA-TAN
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