

Teacher Induction Program (TIP)

CORE COURSE 6

Teachers' Professional and Personal Development

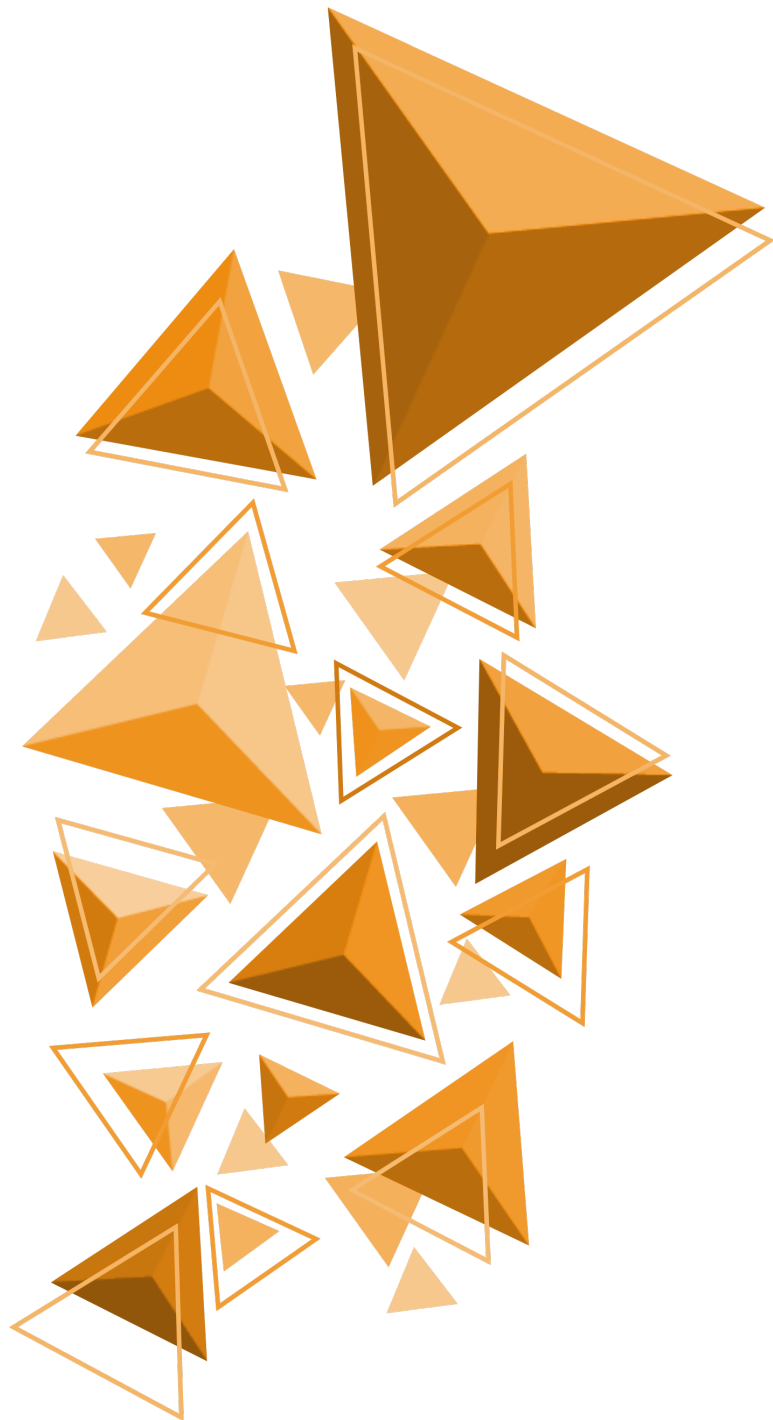


in collaboration with



Philippine National Research Center for Teacher Quality





Course 6: Teachers' Professional and Personal Development

Introduction

THIS COURSE EMPHASIZES the value of teachers' professional and personal development. It will help you better understand the importance of continuing professional development and participating in professional networks to share and enhance your knowledge and practices. It presents the policies on promotion and opportunities for progression available for teachers in the department. You will also know about how to maintain your personal development and well-being. As the last course in the TIP, it will help you adopt practices that will sustain your professional and personal development.

Intended Course Learning Outcomes

At the end of this course, you should be able to:

1. be familiar, and eventually comply with the guidelines on continuing professional development, career progression, and promotion,
2. participate in professional networks to share knowledge and to enhance practice towards continuing professional development (7.3.2), and
3. adopt practices that uphold the dignity of teaching as a profession through professional and personal development (7.2.2).

Course Outline:

Module 1: Salaries, Wages, and Benefits of Teachers

Module 2: Continuing Professional Development

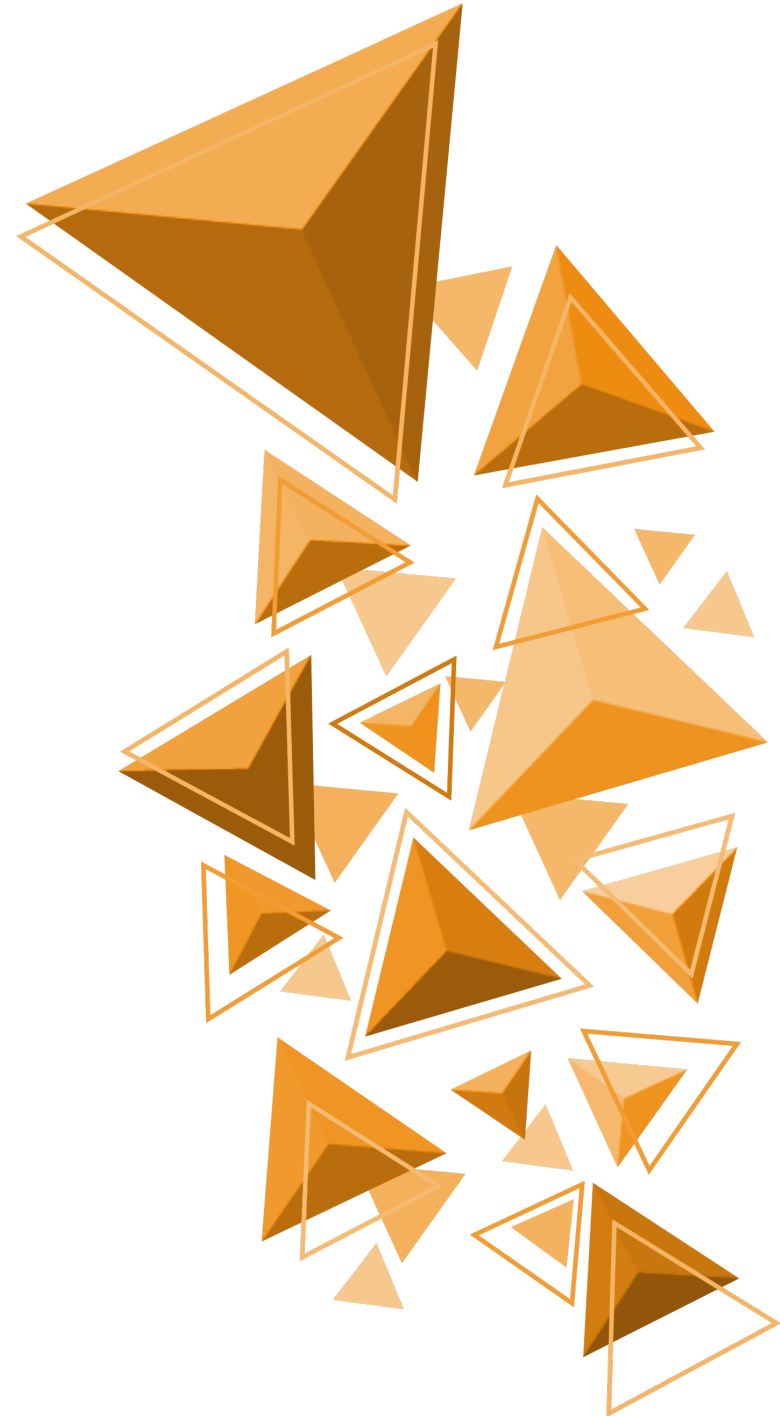
Module 3: Policies on Promotion and Opportunities for Progression

Module 4: Personal Development and Well-being

Module 5: Developing a Personal Professional Improvement Plan

Estimated time required: 5 hours

Portfolio Output: Professional Development Plan





Module 1 – Salaries, Wages, and Benefits of Teachers

Intended Module Learning Outcomes

At the end of this module, you should be able to:

1. become aware of existing laws and regulations that apply to the teaching profession;
2. become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers, (6.3.1); and
3. regularly review personal teaching practices using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. (6.3.2)

Module Outline

Session 1: Salary and Allowances of Teachers

Session 2: Incentives and Benefits of Teachers

Session 3: Leave of Absence of Teachers

Session 4: Other Benefits

Estimated Time Required: 1 hour

Required Tasks

- Developmental activities: Learning assessments and testing prior knowledge
- Scenario and case analysis
- Document reading

Required Resources

Government of the Philippines, Department of Education. Statement on the Appeal to Provide Leave Benefits for Teachers during the School Year.

Accessed August 25, 2020. <https://www.deped.gov.ph/2018/10/03/statement-on-the-appeal-to-provide-leave-benefits-for-teachers-during-the-school-year/>

Government of the Philippines, DepEd Order No. 64, s. 1996 on Implementing Rules and Regulations of Republic Act no. 8187 (The Paternity Leave Act of 1996).

Government of the Philippines, Department of Budget and Management, NBC No. 514, s. 2007, Guidelines on Grant of Hardship Allowance. Manila, 2007.

Government of the Philippines, Official Gazette of the Republic of the Philippines. Performance-Based Incentive System: Frequently Asked Questions: GOVPH. Accessed August 25, 2020. <https://www.officialgazette.gov.ph/pbb/faqs/>

Government of the Philippines, Official Gazette of the Republic of the Philippines. CSC Memorandum Circular No. 2, 2012: GOVPH. February 16, 2012. <https://www.officialgazette.gov.ph/2012/02/16/csc-memorandum-circular-no-2-2012/>

Government of the Philippines, Civil Service Commission, MC No. 41, s. 1998. Amendments to Rules I and XVI of the Omnibus Rules Implementing

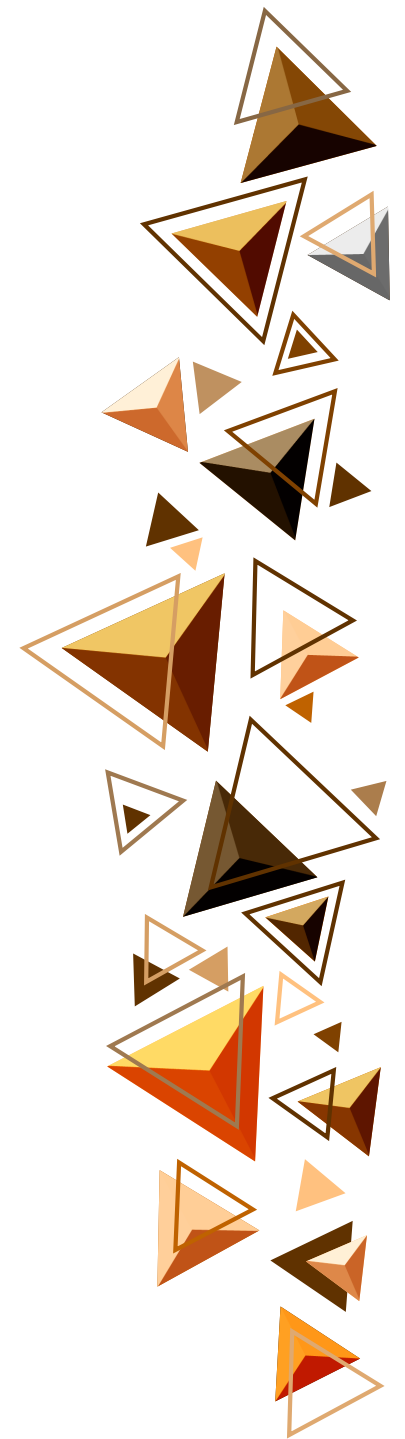
Book V of the Administrative Code of 1987 (Executive Order 292); Manila City, 1998.

Optional Task: Survey

Please complete this short survey. This is an optional task but it will help you reflect on your current understanding of the different remunerations you will receive relative to the performance of your duties and responsibilities as a teacher.

How familiar are you with the following? Check the appropriate box that corresponds to your answer.

Key Topics	Very familiar	Familiar	Slightly familiar	Not familiar	Key Topics	Very familiar	Familiar	Slightly familiar	Not familiar
Basic Salary					Scholarship Grant				
PERA					Maternity Leave				
Mid-Year Bonus					Paternity Leave				
Year-End Bonus					Parental Leave				
Cash Gift					Sick Leave				
Anniversary Bonus					Indefinite Sick Leave				
Loyalty Pay					Vacation Leave				
PEI					Special Leave Privileges				
PBB					Study Leave				
Clothing Allowance					Rehabilitation Leave				
Cash Allowance					Ten (10) days Leave				
Special Hardship Allowance					Special Emergency Leave				
Step Increment					Terminal Leave				
Proportional Vacation Pay					Special Leave Benefits				



Session 1 – Salary and Incentives of Teachers

Key Topic 1: Salary and Allowances of Teachers

What are the salary and allowances of the teacher? How can a teacher avail these? The tables below illustrate in detail the salary and allowances of teachers. They describe the amount, frequency, qualification, and the legal bases for further (optional) readings.

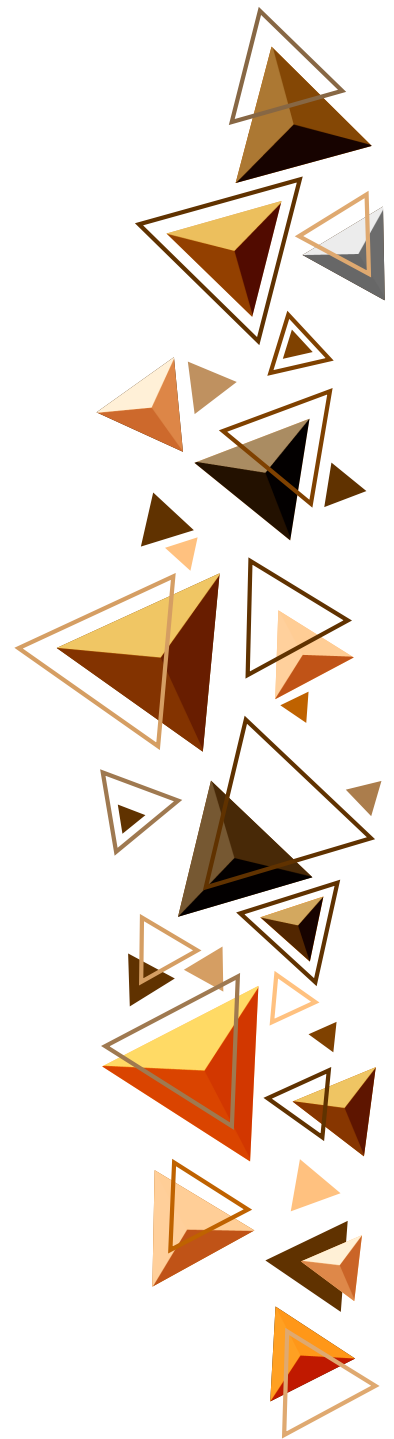
Teachers in the public school are provided with just compensation as follows:

Benefit	Monthly Basic Pay
Description:	Monthly basic pay shall refer to the monthly salary for regular and contractual civilian personnel; the total daily wages for the twenty-two (22) working days a month for casual personnel (equal to the monthly salary of a regular personnel).
Amount	Please refer to National Budget Circular (NBC) No. 579 dated January 24, 2020 Annex “A”
Frequency	Monthly
Qualification	This Circular covers all positions for civilian personnel, whether regular, casual, or contractual in nature, appointive or elective, full-time or part-time, now existing or hereafter created in the Executive, Legislative, and Judicial Branches, the Constitutional Commissions and other Constitutional Offices, SUCs, and GOCCs not covered by RA No. 10149 which are under the jurisdiction of the Department of Budget and Management (DBM).
Legal Bases	National Budget Circular No. 579 dated January 24, 2020 Annex “A”

Benefit	Personnel Economic Relief Allowance (PERA)
Description:	The Personnel Economic Relief Allowance (PERA) is a subsidy granted to all government workers as a form of assistance to help make ends meet in the face of economic crisis as well as higher prices.
Amount	PhP 2,000.00 (Subject to Tax)
Frequency	Monthly
Qualification	The PERA shall be paid only when basic pay (salary, wage, or base pay) is also paid.
Legal Bases	DBM NBC No. 2009-3 dated August 18, 2009

Benefit	Special Hardship Allowance
Description:	Special Hardship Allowance refers to the allowance granted to qualified teachers under any of the following situations: (1) being assigned to hardship post; (2) performing multi-grade teaching; (3) carrying out mobile teaching functions; or (4) performing functions of non-formal education (now Alternative Learning System) coordinators. The qualified teachers may either be resident or transient having regular or temporary appointments.
Amount	At least twenty-five per cent of a teacher's monthly salary. (Subject to Tax)
Qualification	<p>Guidelines on the Grant of Special Hardship Allowance shall apply to the following personnel of the Department of Education: (National Budget Circular No. 514 dated December 5, 2007)</p> <ul style="list-style-type: none"> • Classroom teachers in elementary and secondary schools and school heads/administrators assigned to a hardship post; • Multi-grade teachers; • Mobile teachers; and • Non-formal Education or Alternative Learning System (ALS) Coordinators.
Legal Bases	<p>Republic Act No. 4670 June 18, 1966</p> <p>National Budget Circular No. 514 dated December 5, 2007</p>

Benefit	Uniform/Clothing Allowance
Description:	The uniform/clothing Allowance (UCA) authorized under the pertinent general provision of the annual General Appropriations Act (GAA) is granted to cover the cost of uniform/clothing of government employees to identify them with their mother agency/office.
Amount	PhP 6,000.00 (Subject to Tax)
Frequency	Annually
Qualification	Covers civilian government personnel occupying regular, contractual, or casual positions; appointive or elective; rendering services on full-time or part-time basis. A newly hired employee may qualify for the grant of Clothing Allowance only after rendering six (6) months of service, and if expected to render service for at least 6 months for the rest of the year.
Legal Bases	DBM Budget Circular (BC) No. 2012-1 dated February 23, 2012



Benefit	Cash/Chalk Allowance
Description:	This allowance is intended to augment the expenses incurred/spent by teachers in the actual performance of their teaching responsibilities.
Amount	PhP 3,500.00
Frequency	Annually
Qualification	The Cash Allowance shall be granted to all permanent and provisional teachers, including Alternative Learning System (ALS) Mobile Teachers and District ALS Coordinators (DALSCs), in all public elementary, junior, and senior high schools, and community learning centers, who are in service in DepEd for the current school year, and assigned with at least one teaching load.
Legal Bases	DepEd Order No. 010, s. 2020 dated June 8, 2020

Required Task 1: Learning Assessment

Respond to the situation-based questions below. Write down your answer/s on the space provided and discuss it with your mentor.

Scenario 1: Teacher Belgira is a newly hired teacher at St. Francis National High School. According to the principal, he will receive his first monthly salary soon. Aside from his monthly salary, what other monetary compensation is he entitled to as a teacher in a public school?

Scenario 2: Teacher Annie, a newly hired teacher, was assigned as a multi-grade Teacher at Sitio Pag-asa Elementary School. What monetary compensation is she entitled to as a teacher in a public school?



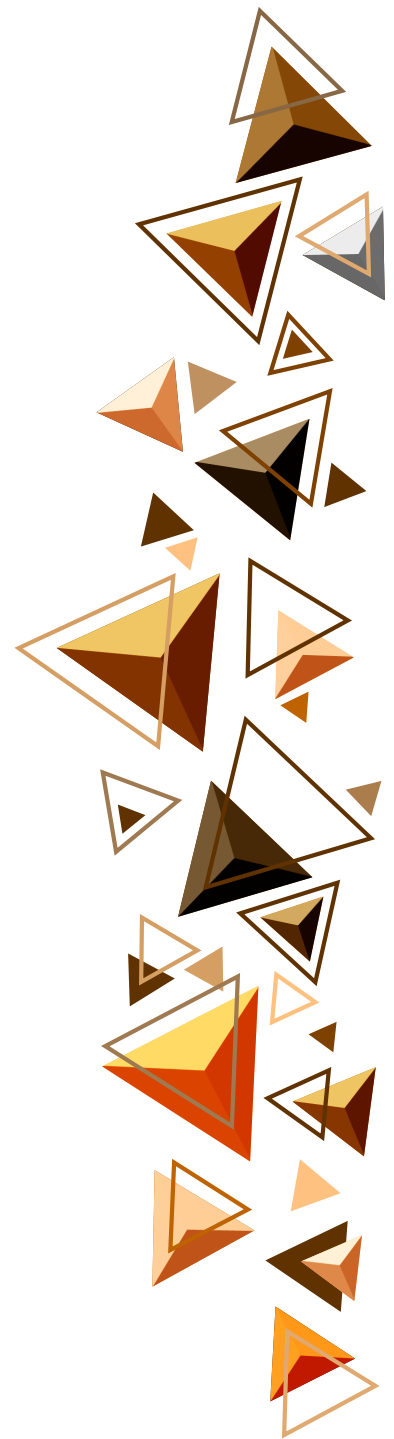
Session 2 – Incentives and Benefits of Teachers

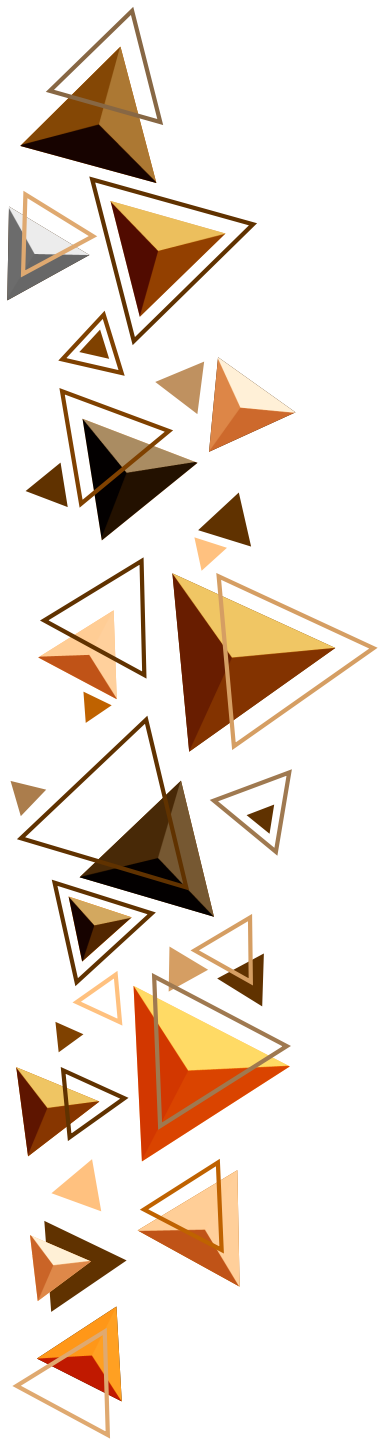
Key Topic 1: Incentives and Benefits of Teachers

The table below illustrates in detail the incentives and benefits of teachers. It provides a short description of the benefit to be received or availed by the teacher, the amount, frequency, qualifications, and the legal bases for further (optional) readings. Teachers in the public schools are rewarded with incentives as follow:

Benefit	Mid-Year Bonus
Description	This is equivalent to one (1) month basic pay as of May 15 and shall be given to entitled personnel not earlier than May 15 of the current year.
Amount	One (1) month basic salary
Frequency	Annually
Qualification	The Mid-Year Bonus, equivalent to one (1) month basic salary as of May 15 of a given year, shall be granted to those who have rendered at least four (4) months of satisfactory service and are still in the service as of same date, to be given not earlier than May 15 of every year, subject to the rules and regulations provided under Budget Circular (BC) No. 2017-2 dated May 8, 2017.
Legal Bases	Budget Circular No. 2017-2 dated May 8, 2017 National Budget Circular No. 579 dated January 24, 2020

Benefit	Year-End Bonus and Cash Gift
Description:	The existing Year-End Bonus, equivalent to one (1) month basic salary and Cash Gift of PhP 5,000.00 which are categorized under the Standard Allowances and Benefits component of the Total Compensation Framework (TCF), shall be given in November of every year.
Amount	One (1) month basic salary + PhP 5,000.00
Frequency	Annually
Qualification	The Year-End Bonus, equivalent to one (1) month basic pay as of October 31 of the year and the Cash Gift at PhP 5,000.00, shall be granted to each personnel who has rendered at least a total or an aggregate of four (4) months of service from January 1 to October 31 of the year, including leaves of absence with pay, and who is still in the service as of October 31 of the same year.
Legal Bases	Republic Act No. 6686, as amended by Republic Act No. 8441 National Budget Circular No. 579 dated January 24, 2020





Benefit	Productivity Enhancement Incentive (PEI)
Description	Productivity Enhancement Incentive is the across-the-board bonus equivalent to either Php 5,000.00 or one (1) month basic salary, which shall be granted to government personnel of the agencies which meet the conditions stipulated in EO No. 181, s. 2015.
Amount	Php 5,000.00 which shall continually be granted across-the-board.
Frequency	Annually
Qualification	<ul style="list-style-type: none"> • Civilian government employees occupying regular, contractual, or casual positions; appointive or elective; rendering services on a full-time or part time basis. • The employees are still in the service as of October 31 of the year. • The employees have rendered at least a total or an aggregate of four (4) months of at least satisfactory service for the year, including leaves of absence with pay, to be entitled to the full amount of the PEI. • Those who have rendered less than the total or aggregate of four (4) months of service shall be entitled to prorated PEI.
Legal Bases	DBM Budget Circular No. 2013-3 dated November 21, 2013 DBM Budget Circular No. 2014-3 dated December 02, 2014 DepEd Memorandum No. 65, s. 2015 dated June 23, 2015

Benefit	Performance-Based Bonus (PBB)								
Description	The PBB is a bonus introduced via the Performance-Based Incentive System (PBIS), shall be given to employees based on their contribution to the accomplishment of their Department's overall targets and commitments. Each agency must satisfy conditions e.g. good governance conditions, procurement requirements, among others, to be eligible for the grant of PBB.								
Amount	<table border="0"> <tr> <td>Performance Category</td> <td>PBB as % of Monthly Basic Salary</td> </tr> <tr> <td>Best Delivery Unit</td> <td>– 65%</td> </tr> <tr> <td>Better Delivery Unit</td> <td>– 57.5%</td> </tr> <tr> <td>Good Delivery Unit</td> <td>– 50%</td> </tr> </table> (Subject to Tax)	Performance Category	PBB as % of Monthly Basic Salary	Best Delivery Unit	– 65%	Better Delivery Unit	– 57.5%	Good Delivery Unit	– 50%
Performance Category	PBB as % of Monthly Basic Salary								
Best Delivery Unit	– 65%								
Better Delivery Unit	– 57.5%								
Good Delivery Unit	– 50%								
Frequency	Annually (reliant to the performance of a government agency)								
Qualification	<ul style="list-style-type: none"> • An official or employee who has rendered a minimum of nine (9) months of actual service during the current rating period, and with at least "Satisfactory" performance rating may be eligible for the full grant. • An official or employee who rendered less than nine (9) months but a minimum of three (3) months of actual service during the current rating period, and with at least "Satisfactory" performance rating may be eligible for the grant of PBB on a pro-rata basis corresponding to the actual length of service rendered. 								
Legal Bases	Executive Order No. 80, s. 2012 DepEd Order No. 028 s. 2019 dated October 17, 2019								

Benefits	Anniversary Bonus
Description	Anniversary Bonus is a financial incentive authorized under Administrative Order No. 263 dated March 28, 1996, to be granted to government employees on the occasion of their agencies' milestone years.
Amount	PhP 3,000.00
Frequency	The Anniversary Bonus shall be granted only during milestone years and shall be received by the employee only once every 5 years, regardless of transfer from one government entity to another. A milestone year refers to the 15th anniversary and to every 5th year thereafter.
Qualification	All government personnel whether employed on full time or part time bases, under permanent, temporary or casual status, elective or appointive, including contractual personnel whose employments are in the nature of regular employees who have rendered at least 1 year of service in the same agencies as of the date of milestone years and continue to be employed in the same government entities as of the occasion of their milestone anniversaries.
Legal Bases	Administrative Order No. 263 dated March 28, 1996 National Budget Circular No. 452 dated May 20, 1996

Benefits	Loyalty Award
Description	The Loyalty Award is granted to all officials and employees, in the national and local government who rendered ten (10) continuous and satisfactory service in the government, and 5 years thereafter.
Amount	10th year: PhP 10,000.00 20th year: PhP 5,000.00 30th year: PhP 5,000.00
Frequency	15th year: PhP 5,000.00 25th year: PhP 5,000.00 35th year: PhP 5,000.00 40th year: PhP 5,000.00
Qualification	The Loyalty Award is granted to all officials and employees, in the national and local governments, including those in the state universities and colleges (SUCs) and government owned and controlled corporations (GOCCs) with original charter, who rendered ten (10) continuous and satisfactory service in the government.
Legal Bases	CSC MC No. 06, s. 2002 Commission on Audit Circular No. 2013-003 dated January 30, 2013





Required Task 1: Check your understanding

Respond to the scenarios below. Write down your answer/s on the space provided and discuss it with your mentor.

Scenario	Explanation
<p>Scenario 1. There are three (3) newly hired teachers in San Vicente Elementary School. Teacher Valdez started on June 5, 2020; Teacher De Guzman started on August 7, 2020; and Teacher Camat started on October 8, 2020. Who among the three teachers is/are qualified to receive a 2020 Year-End Bonus? Explain your answer.</p>	
<p>Scenario 2. Teacher Elegado is a teacher in San Antonio Senior High School. Based on the assessment, her school ranked as “Better Delivery Unit.” How much Performance-Based Bonus (PBB) will she receive? (please refer to National Budget Circular No. 579 dated January 24, 2020 Annex “A”)</p>	
<p>Scenario 3: Teacher Corpuz, a public school teacher, heard that his co-teacher Teacher Alferez just received PhP 10,000.00 Loyalty Pay. He is expecting the same; but according to the principal, he is not qualified. If you were the principal, how would you explain it to Teacher Corpuz?</p>	
<p>Scenario 4: Teacher Tagayon is a newly hired teacher in Timbao Elementary School. Her first day of service was November 12, 2019. Is she entitled to receive Cash Allowance for the school year 2020? Explain your answer.</p>	

Session 2 – Leave of Absence of Teachers

Key Topic 1: Leave of Absence of Teachers

Teachers are given leave of absence benefits to promote work-life balance. They need to restore productivity when they return to work. Listed below are the different leaves of absence that a teacher in a public school can avail. The legal bases are also provided for further (optional) readings.

Proportional Vacation Pay (PVP)

For SY 2019-2020, each teacher who has rendered continuous service from June 3, 2019 to April 3, 2020 shall be entitled to 80 days total of PVP from Summer and Christmas vacation days. (DepEd Memorandum No. 049, s. 2020 dated April 30, 2020)

Maternity Leave

One hundred five (105) days for female workers with an option to extend for an additional thirty (30) days without pay, and granting an additional fifteen (15) days for solo mothers, and for other purposes. You can avail of maternity leave in every instance of pregnancy regardless of the frequency. You can avail yourself of this maternity leave even if the delivery or miscarriage happens to fall during the 2-month long vacation. You can claim for both the maternity benefits and the proportional vacation pay. (Republic Act No. 11210 dated May 1, 2019)

Paternity Leave

It refers to the privilege granted to a married male employee allowing him not to report for work for seven (7) days while continuing to earn the compensation. Seven (7) days with full pay for the first four (4) deliveries of the legitimate spouse with whom he is cohabiting and for other purposes. The same may be enjoyed either in a continuous or in an intermittent manner by the employee on the days immediately before, during, and after the child birth or miscarriage of his legitimate spouse. Said leave shall be availed of not later than sixty (60) days

after the date of the child's delivery. (Republic Act No. 8187 or Paternity Leave Act of 1996, DO 65, S. 1996, MC No. 01, s. 2016)

Parental Leave

This refers to leave benefits granted to a solo parent to perform parental duties and responsibilities where physical presence is required. The solo parent must have rendered government service for at least one (1) year, whether continuous or broken, reckoned at the time of the effectiveness of RA No. 8972 on September 22, 2002 and regardless of employment status. (Civil Service Commission Memorandum Circular No. 08, s. 2004)


Special Privilege Leave

It is a leave of absence which may be available for a maximum of three (3) days annually to mark special milestones and/or attend to filial and domestic emergencies such as birthday, anniversary, mourning, PTA meetings, etc. Special leave privilege may be availed of by the official/employee when the occasion is personal to him and that of his immediate family. You are **not** entitled to these types of leave of absence because as a teacher, you are enjoying a 2-month long vacation. (MC No. 06, s. 1999 dated March 9, 1999)

Sick Leave

A type of leave of absence which is granted on account of sickness or disability of the employees or any member of their family (parents, brothers, sisters, children, spouse and even house help who are living with the employees). Teachers who render work during the prescribed office hours and do not enjoy the 2 months' summer vacation shall be entitled to a 15-day vacation and 15-day sick leave every year. As a teacher, you can avail of the sick leave with pay 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. The number of days of service credits granted to a teacher shall not exceed 15 work days in one year except in cases authorized by the





Secretary upon the recommendation of the Regional Director. (Republic Act No. 4670 dated June 18, 1966)

Indefinite Sick Leave

It is a leave of absence that shall be granted to teachers when the nature of the illness demands a long treatment that will exceed one year at the least. Application for sick leave in excess of five (5) successive days shall be accompanied by a proper medical certificate. (Republic Act No. 4670 dated June 18, 1966)

Vacation Leave

Teachers who render work during the prescribed office hours and do not enjoy the 2-months summer vacation shall be entitled to 15-day vacation leave every year. (Republic Act No. 4670 dated June 18, 1966)

Study Leave

Teachers in the public schools shall be entitled to study leave not exceeding one school year after seven years of service. Such leave shall be granted in accordance with a schedule set by the Department of Education. A teacher shall be entitled to at least 65% of his monthly salary provided he or she takes regular study load and passes at least 75% of the courses. Study leave of more than one year shall be permitted by the DepEd Secretary but without compensation. (Republic Act No. 4670 dated June 18, 1966)

Rehabilitation Leave

This is granted to employees for disability on account of injuries sustained while in the performance of duty. The duration, frequency, and terms of availing this leave shall be based on the recommendation of the medical authority i.e. maybe half day basis, intermittent schedule or less than six (6) months, but not to exceed six (6) months and their absences shall not be deducted from the sick and vacation leave credits. (CSC DBM Joint Circular No. 01, s. 2006 dated April 27, 2006)

Special Emergency Leave

It is a 5-day leave granted to those employees directly affected by natural calamities and disasters. (CSC Resolution No. 1200289 dated February 8, 2012)

Special Leave Benefits for Women

Special Leave Benefits are for qualified female public sector employees who have undergone surgery caused by gynaecological disorders' pursuant to the provision and implementing rules and regulations of the Magna Carta of Women. A woman-employee who has rendered continuous aggregate employment service of at least six (6) months for the last twelve (12) months shall be entitled to a special leave benefit of two (2) months with full pay based on her gross monthly compensation following surgery caused by gynaecological disorders. **Gynecological disorders** refer to disorders that would require surgical procedures such as, but not limited to dilatation and curettage and those involving female reproductive organs such as the vagina, cervix, uterus, fallopian tubes, ovaries, breast, adnexa and pelvic floor, as certified by a competent physician. For purposes of the Act and these Rules and Regulations, gynaecological surgeries shall also include hysterectomy, ovariectomy, and mastectomy. (Section 18, Republic Act 9710)

Violence Against Women and their Children 10-day Leave (RA No. 9262)

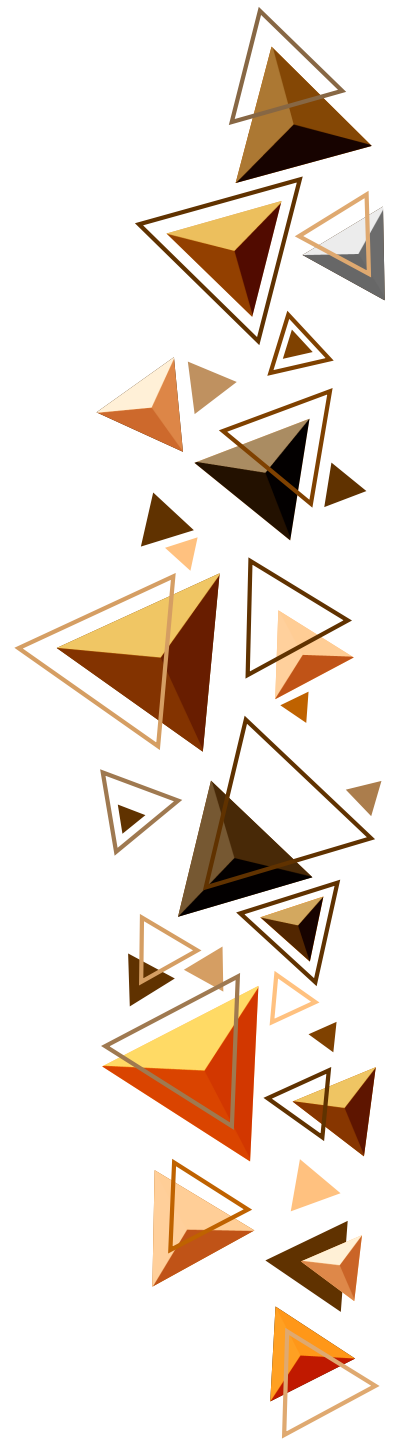
Any woman-employee in the government service, regardless of employment status and/or whose child is a victim of violence and whose age is below eighteen (18) or above eighteen (18), but unable to care of oneself, is entitled to avail of the ten (10) days leave. It may be in a continuous or intermittent manner to cover the days they have to attend to medical and legal concerns. (Section 43, Republic Act 9262, MC No. 15, s. 2006)

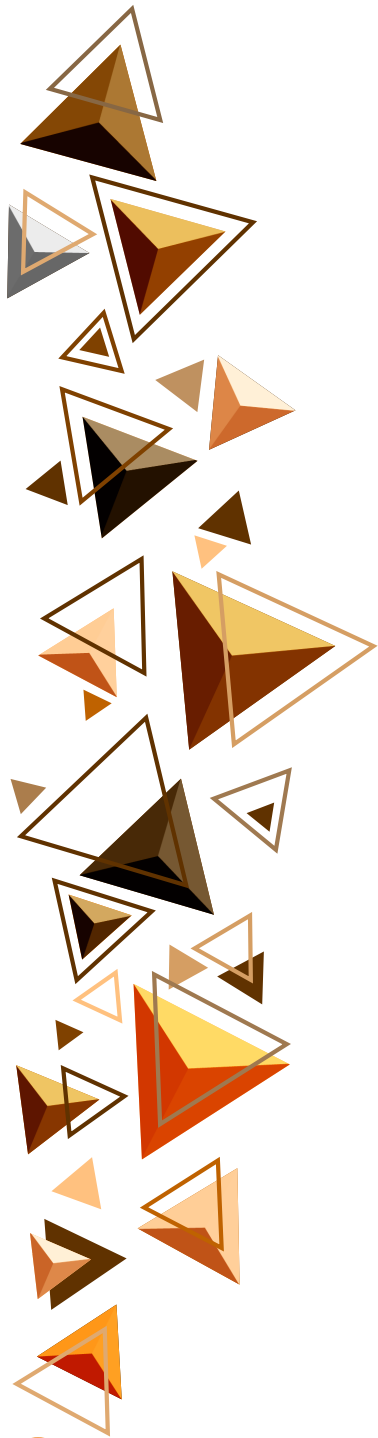
Required Task 1: Check your Understanding

Respond to the scenario below. Write down your answers on the space provided below and discuss them with your mentor. Limit your responses to 100 words per scenario.

Scenario 1: Teacher Lani, a Senior High School Teacher, gave birth to her fifth child. Can she avail of maternity leave? If yes, how long? Will she still receive a salary even if she is on leave for a reason already mentioned? Explain your answer.

Scenario 2: One of the teachers in Dela Paz Elementary School was suffering from domestic violence. Allegedly, her husband was having an affair with other women, resulting in the withdrawal of financial support for their three (3) children. The teacher wants to take some time off to file a case against her husband, but she is worried that she has already incurred too many absences, leaving her with no more service credits. What will you advise the teacher?



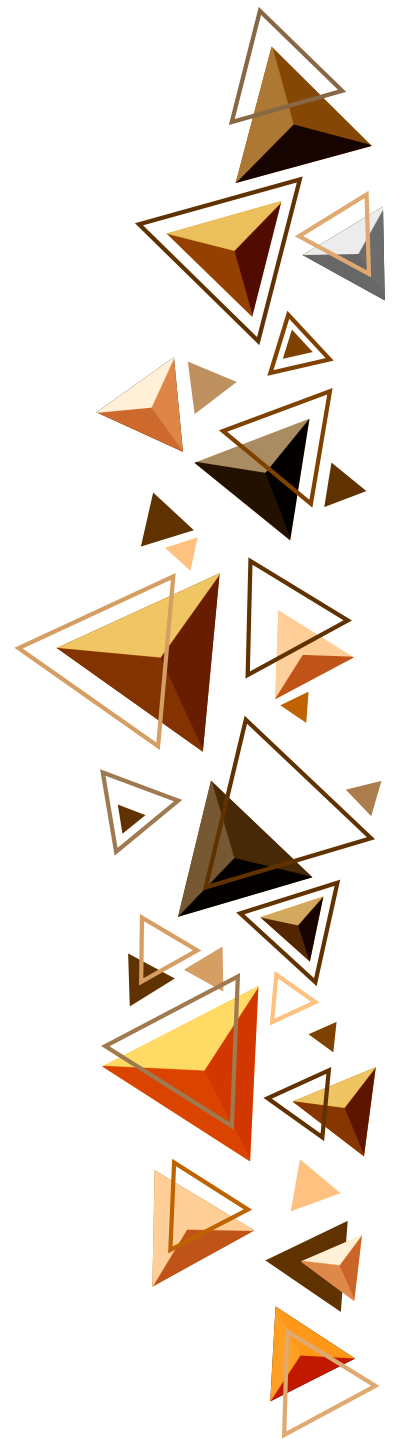


Scenario 3: Teacher Anthony is a Technical-Vocational-Livelihood (TVL) teacher in Sto. Tomas Senior High School. During his demonstration teaching, an accident happened due to a short circuit. He was rushed to the hospital. The doctor advised him to leave work for 2 weeks. What benefits is he entitled to?

Required Task 2:

Match the leave benefits of teachers to their approved days of leave of absence. Write the letter that corresponds to your answer on the line provided for before each item. Some answers can be used twice.

- | | |
|--|-----------------------|
| _____ 1. Maternity Leave | A. 7 days |
| _____ 2. Paternity Leave | B. 5 days |
| _____ 3. Parental Leave | C. 3 days |
| _____ 4. Sick Leave | D. 10 days |
| _____ 5. Special Leave Benefits for Women | E. 15 days |
| _____ 6. Leave (Violence Against Women and their Children Act of 2004) | F. 6 months to 1 year |
| _____ 7. Special Leave Privileges | G. Less than 6 months |
| _____ 8. Study Leave | H. 2 months |
| _____ 9. Rehabilitation Leave | I. 105 days |
| _____ 10. Special Emergency Leave | |





Session 3: Other Benefits

Key Topic 1: Other Benefits

Aside from salaries, allowances, incentives, and leaves of absence, here are other benefits that a teacher in a public school can avail. The legal bases are also included for further (optional) readings.

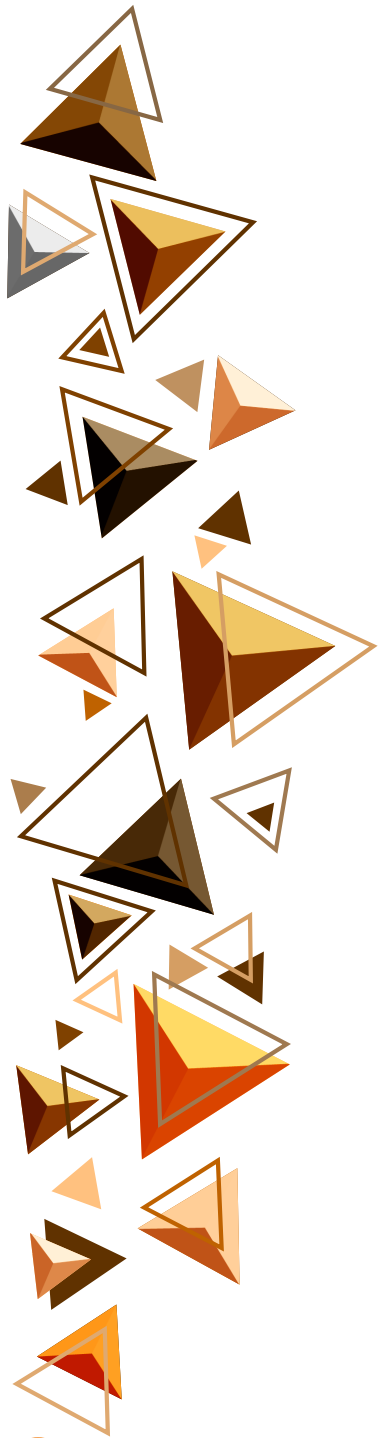
1. **Step Increment-** An employee may progress from Step 1 to Step 8 of the salary grade allocation of his/her position in recognition of meritorious performance based on a Performance Management System approved by the CSC and/or through length of service, in accordance with the rules and regulations to be promulgated jointly by the DBM and the CSC.
 - A one (1) step increment shall be granted to officials and employees for every 3 years of continuous satisfactory service in their present positions.
 - Two (2) Step Increments due to Meritorious Performance may be granted to a qualified official or employee who has attained two (2) ratings of “Outstanding” during two (2) rating periods within a calendar year.
 - One (1) Step Increment due to Meritorious Performance may be granted to a qualified official or employee who has attained one (1) rating of “Outstanding” and one (1) rating of “Very Satisfactory,” or two (2) ratings of “Very Satisfactory” during the two (2) rating periods within a calendar year.
 - (CSC DBM Joint Circular No. 1, s. 2012 dated September 3, 2012)
2. **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. (DO 52, s. 1999 dated May 12, 1999)
3. **Scholarship Grant.** The Department of Education (DepEd) fully supports the continuous development of its manpower to improve performance through scholarship/ fellowship and training grants local and overseas among others. The guidelines shall be observed in identifying nominees stipulated in DepEd Order No. 68, s. 2009.
4. **Medical Examination and Treatment.** Compulsory medical examination shall be provided free of charge for all teachers before they take up teaching, and shall be repeated not less than once a year during the teacher’s professional life. Where medical examinations show that medical treatment and/or hospitalization is necessary, the same shall be provided free by the government entity paying the salary of the teachers. (Republic Act No. 4670 dated June 18, 1966)
5. **Compensation for Injuries.** Teachers shall be protected against the consequences of employment injuries in accordance with existing laws. The effects of the physical and nervous strain on the teacher’s health shall be recognized as a compensable occupational disease in accordance with existing laws. (Republic Act No. 4670 dated June 18, 1966)
6. **Salary Increase upon Retirement.** Public school teachers having fulfilled the age and service requirements of the applicable retirement laws shall be given one range salary raise upon retirement, which shall be the basis of the computation of the lump sum of the retirement pay and the monthly benefits thereafter. (Republic Act 4670 dated June 18, 1966)
7. **Terminal Leave.** It refers to the money value of the total accumulated leave credits of an employee based on the highest salary rate received prior to or upon retirement date/voluntary separation. (MC No. 41, s. 1998 dated December 24, 1998)

Summary

The focus of this module is on the salaries, incentives, leaves of absence, and benefits of teachers in public schools. Among the privileges are as follow:

- Basic Salary
- Personnel Economic Relief Allowance (PERA)
- Mid-Year Bonus
- Year-End Bonus
- Cash Gift
- Anniversary Bonus
- Loyalty Pay
- Productivity Enhancement Incentive (PEI)
- Performance-Based Bonus (PBB)
- Clothing Allowance
- Cash Allowance
- Special Hardship Allowance
- Step Increment
- Proportional Vacation Pay (PVP)
- Salary Increase Upon Retirement
- Automatic upgrading of Positions through ERF's scheme
- Maternity Leave
- Paternity Leave
- Parental Leave
- Sick Leave
- Indefinite Sick Leave
- Vacation Leave
- Special Leave Privileges
- Study Leave
- Rehabilitation Leave
- Ten (10) days Leave
- Special Emergency Leave
- Special Leave Benefits for Women
- Terminal Leave
- Scholarship Grant
- Medical Examination and Treatment
- Compensation for Injuries





Required Task: Reflection Question (Portfolio Output)

The Department of Education values the vital role of teachers in nurturing the holistic being of the learners to become productive citizens of the nation. It ensures teachers just compensation, incentives, benefits, and rewards for them to live a decent life. As a new member of the DepEd family, how can you show appreciation to this effort of the government?

Module 2 – Continuing Professional Development

Intended Module Learning Outcomes

At the end of this module you should be able to:

1. understand the guidelines on continuing professional development (CPD), career progression and promotion;
2. assess one's credential and practice in view of the CPD requirements; and
3. craft a Professional Development Plan based on learning needs.

Module Outline

Session 1 – Republic Act 10912: Continuing Professional Development (CPD) Act of 2016

Session 2 – Resolution No. 11, s. 2017: Operational Guidelines in the Implementation of RA 10912 for Professional Teachers

Estimated Time Required: 1 hour

Required Tasks

The following are the tasks in this module:

1. Reflection
2. Enumeration Activity
3. Reading
4. Preparing a Professional Development Plan

Required Resources

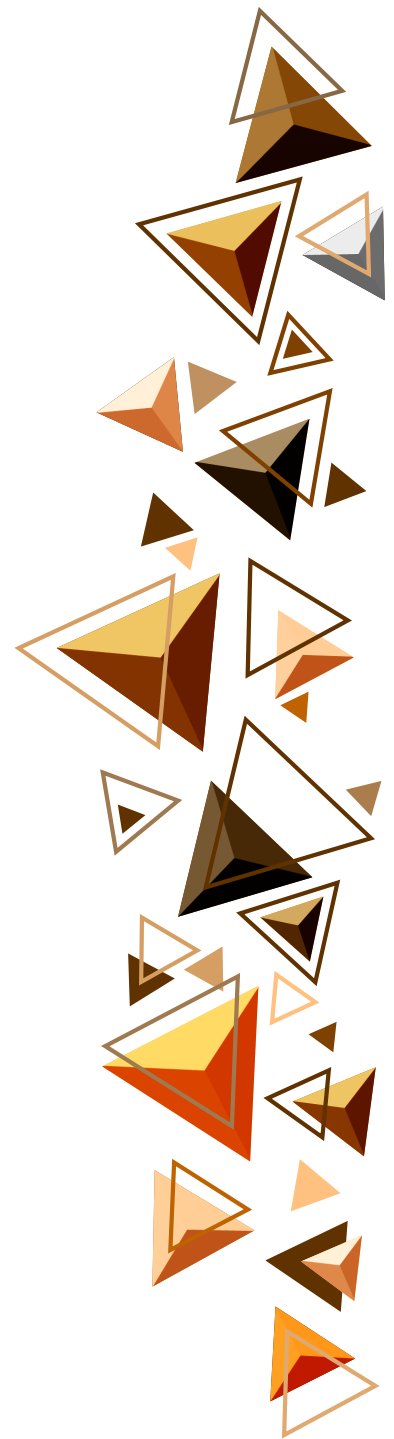
DepEd Order No. 001, s. 2020 on *Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders*. (https://www.deped.gov.ph/wp-content/uploads/2020/01/DO_s2020_001.pdf)

Implementing Rules and Regulations of Republic Act No. 10968 on *An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF-National Coordinating Council (NCC) and Appropriating Funds Therefor*. (<https://www.officialgazette.gov.ph/2019/01/15/implementing-rules-and-regulations-of-republic-act-no-10968/>)

Resolution No. 11, s. 2017 on *Operational Guidelines in the Implementation of RA 10912, Otherwise Known as “Continuing Professional Development (CPD) Act of 2016” for Professional Teachers*. (https://www.prc.gov.ph/sites/default/files/resoProfTeachers_2017-11.pdf)

Republic Act No. 7836 on *An Act to Strengthen the Regulation and Supervision of the Practice of Teaching in the Philippines and Prescribing a Licensure Examination for Teachers and for Other Purposes*. (<https://www.pcw.gov.ph/law/republic-act-7836>)

Republic Act No. 10912 on *Act Mandating the Continuing Professional Development Program for All Regulated Professions, creating the Continuing Professional Development Council*. (<https://www.officialgazette.gov.ph/2016/07/21/republic-act-no-10912/>)





Session 1 – Republic Act No. 10912 on *Continuing Professional Development (CPD) Act of 2016.*

Preliminary Activity

1. As a teacher, what good qualities and assets do you have? How is it helpful in your professional practice? Input your answer here.

2. Reflecting on your current practices, what domains of teaching practice do you want to further improve? You may refer to specific domains or strands from the PPST. Input your answer here.

Key Topic 1: Teacher Professional Growth

The professional development of teachers takes place in a continuum. In order to help you keep track of your professional growth, you are guided by 'sign posts' which are represented by the Philippine Professional Standards for Teachers (PPST)'s career stages:

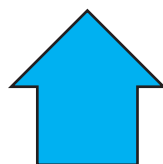
Beginning Training



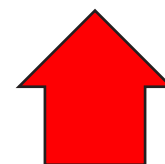
BEGINNING
(Career Stage 1)



PROFICIENT
(Career Stage 2)



HIGHLY PROFICIENT
(Career Stage 3)



DISTINGUISHED
(Career Stage 4)

Exemplary Practice

The Teacher Induction Program (TIP) helps newly-hired teachers meet the expectations of Career Stage 2 – Proficient, which is the minimum requirement for all teachers in the department. Moving across the professional development continuum towards exemplary practice takes time and experience. However, it also depends on one's personal motivation and determination to improve. Number of years in the service does not solely guarantee professional growth. Therefore, teachers are expected to engage in professional development programs or take courses which will support them towards achieving exemplary practice.

Drawing from research on teacher effectiveness, Omrod (2008) suggested the following strategies for teachers to learn and develop:

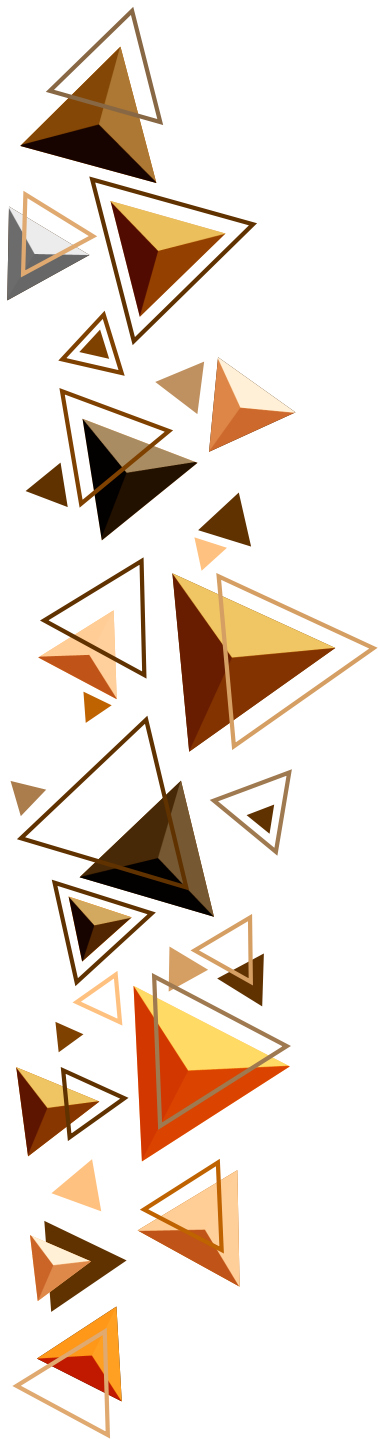
- Continue to take courses in teacher education.
- Learn as much as you can about the subject matter you teach.
- Learn as much as you can about specific strategies for teaching your particular subject matter.

- Believe that you can make a difference in learners' lives.
- Continually reflect on and critically examine your assumptions, inferences, and teaching practices.
- Conduct your own research.
- Learn as much as you can about the culture(s) of the community in which you are working.

You can always improve your teaching. The amount of improvement is connected to how much improvement you believe you need and how persistently you work at it. As a beginning teacher, you should expect to encounter some challenges in the teaching career, but you should also learn from your experience and improve your professional skills over time.

In most schools in the country, professional development for new and seasoned teachers has similar characteristics. New and seasoned teachers attend In-Service training before the beginning of the school year and during semestral break.





Key Topic 2: Continuing Professional Development (CPD)

Professional development is actually prescribed by law through Republic Act No. 10912, also known as Act Mandating the Continuing Professional Development Program for All Regulated Professions, creating the Continuing Professional Development Council. This Act mandates and strengthens the continuing professional development program for all regulated professions, including the teaching profession, (Republic Act 10912). The

measure will ensure the continuous improvement of the competence of the professionals in accordance with the international standards of practice, thereby, ensuring their contribution in uplifting the general welfare, economic growth and development of the nation.

RA 10912 presents some important terms that you need to know (Figure 1).

Continuing Professional Development or CPD

refers to the inculcation of advanced knowledge, skills and ethical values in a post-licensure specialization or in an inter- or multidisciplinary field of study, for assimilation into professional practice, self-directed research and/or lifelong learning.

CPD credit unit

refers to the value of an amount of learning that can be transferred to a qualification achieved from formal, informal or nonformal learning setting, wherein credits can be accumulated to predetermined levels for the award of a qualification.

CPD Program

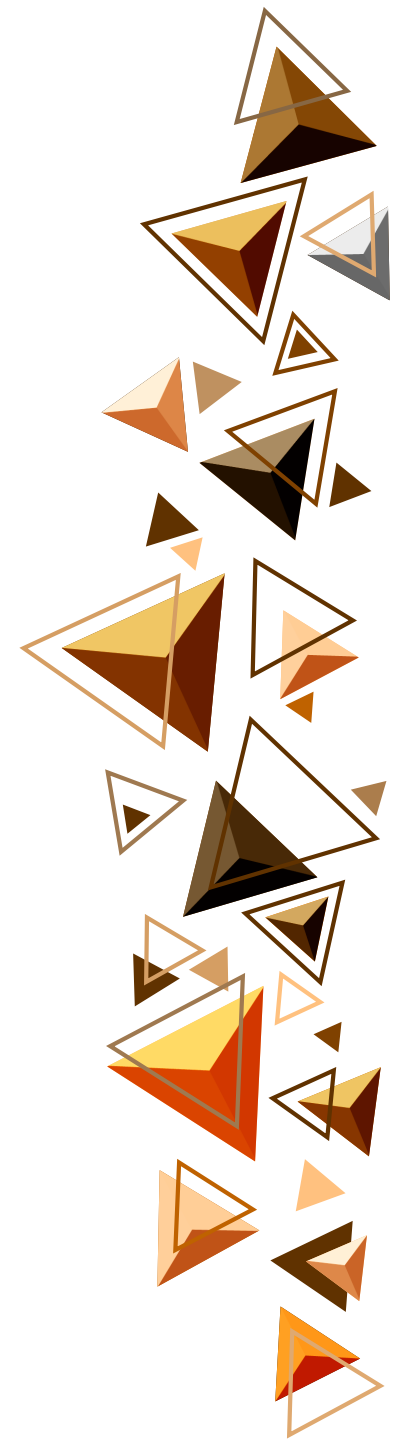
refers to a set of learning activities accredited by the CPD Council such as seminars, workshops, technical lectures or subject matter meetings, nondegree training lectures and scientific meetings, modules, tours and visits, which equip the professionals with advanced knowledge, skills and values in specialized or in an inter- or multidisciplinary field of study, self-directed research and/or lifelong learning

Figure 1. Definitions of Important Terms

RA 10912 Section 4 specifies that CPD Programs in each of the regulated professions are formulated and implemented to:

- a. enhance and upgrade the competencies and qualifications of professionals for the practice of their professions pursuant to the Philippine Qualifications Framework (PQF), the ASEAN Qualifications Reference Framework (AQRf) and the ASEAN Mutual Recognition Arrangements (MRAs);
- b. ensure international alignment of competencies and qualifications of professionals through career progression mechanisms leading to specialization/sub-specialization;
- c. ensure the development of quality assured mechanisms for the validation, accreditation and recognition of formal, non-formal and informal learning outcomes, including professional work experiences and prior learning;
- d. ensure maintenance of core competencies and development of advanced and new competencies, in order to respond to national, regional and international labor market needs; and
- e. recognize and ensure the contributions of professionals in uplifting the general welfare, economic growth and development of the nation.

Meanwhile, CPD Programs consist of activities that range from structured to unstructured activities, which have learning processes and outcomes. These include, but are not limited to, the following: formal learning, non-formal learning, informal learning, self-directed learning, online learning activities, and professional work experience.





Required Task 1: Enumeration Activity

Read RA 10912 and give examples for each type of activity that can be considered as a CPD program.

Activity	Example
1. formal learning	
2. non-formal learning	
3. informal learning	
4. self-directed learning	
5. online learning activities	
6. professional work experience	

Summary

- Becoming an outstanding public school teacher takes time and experience. Continuing professional development can help teachers progress.
- Continuing professional development is prescribed by law through Republic Act No. 10912, also known as Act Mandating the Continuing Professional Development Program for All Regulated Professions, creating the Continuing Professional Development Council.





Session 2 – Resolution No. 11, s. 2017 on Operational Guidelines in the Implementation of RA 10912 for Professional Teachers.

The professional growth and lifelong learning of teachers are essential in ensuring the quality of basic education. Teachers nurture a responsible and literate citizenry. The State recognizes the vital role of teachers in nation-building and development as stipulated in Section 2 of Article I of Republic Act (RA) No. 7836 on *Philippine Teachers Professionalization Act of 1994*.

In order to continuously improve the competence of professional teachers, DepEd implements various professional development initiatives. These learning experiences are intended to address teachers' identified competency-based gaps or development needs. The quality of CPD interventions shall be assured through an institutionalized Recognition System. The prescribed CPD

requirements and procedure are indicated under Resolution No. 11, s. 2017 issued by the Professional Regulatory Board for Professional Teachers. This contains the operational guidelines in the implementation of RA No. 10912 on *CPD Act of 2016*.

Required Task 1: Reading

Read the CPD Operational Guidelines. Use the provided template in noting down your issues, concerns, and new learning. Share your notes with your mentor and co-newly hired teachers during your learning discussion.

CPD Operational Guidelines

Issues or Concerns	New Learning

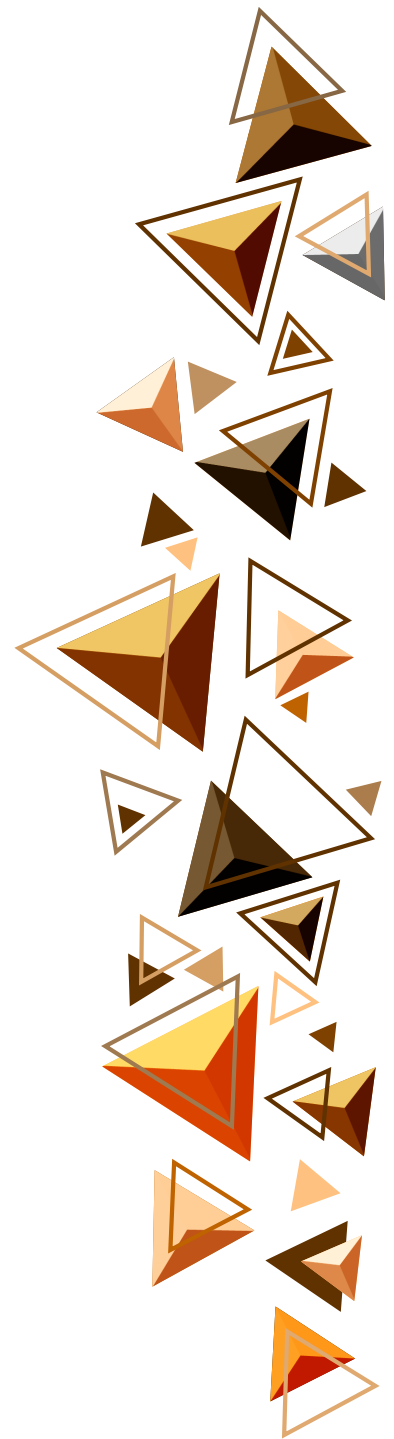
Analyze each given scenario. Apply your learning on CPD Operational Guidelines and identify whether the statements are True or False.

1. Teacher Gilda has served in her school for six years. Her Professional Identification Card (PIC) expired two months ago. She actually thought of skipping the errand for renewal because of her workloads. She changed her mind after knowing the new system of the Professional Regulation Commission (PRC) on renewal. Whenever there

is an available professional program offered by a certified provider online, Teacher Gilda prioritizes participation in it. This helps her a lot in writing articles to a monthly teacher magazine. Her contribution in teaching innovations has been recognized not just in her school but in the Schools Division as well.

STATEMENTS	ANSWERS	FEEDBACK
Teacher Gilda needs to present a certificate of attendance (even without the corresponding number of hours) for approval of credit units to a program.		
The published articles of Teacher Gilda in the teacher magazine may also provide her credit units for renewal of professional license.		
Teacher Gilda shall present a duly notarized copy of certification from the awarding body if she intends to include her recognition points as part of accumulated credit units.		

All professional development programs and courses offered to teachers shall be aligned to the Philippine Professional Standards for Teachers (PPST) and Three-year Professional Development Priorities of DepEd. The validated and recognized CPD credit units earned by a professional shall be accumulated and transferred in accordance with the pathways and equivalencies of the Philippine Qualifications Framework (PQF).





Optional Task: Reading

Read the Implementing Rules and Regulations of RA No. 10968 on *Philippine Qualifications Framework (PQF) Act*. Share your new learning with your mentor and co-newly-hired teachers during your discussion meeting. The template below can help

you in organizing your insights. Provisions of the law that are related with the duties and responsibilities of DepEd may also be discussed in your Learning Action Cell (LAC).

Salient Points of the PQF Act	Issues or Concerns	New Learning

Optional task: Reflection

Cite your personal experience in applying for renewal of your Professional Identification Card (PIC). Identify the hindering and

facilitating factors in the process that you encountered. Be open with your mentor and co-newly-hired teachers in sharing your experience for reflective learning.

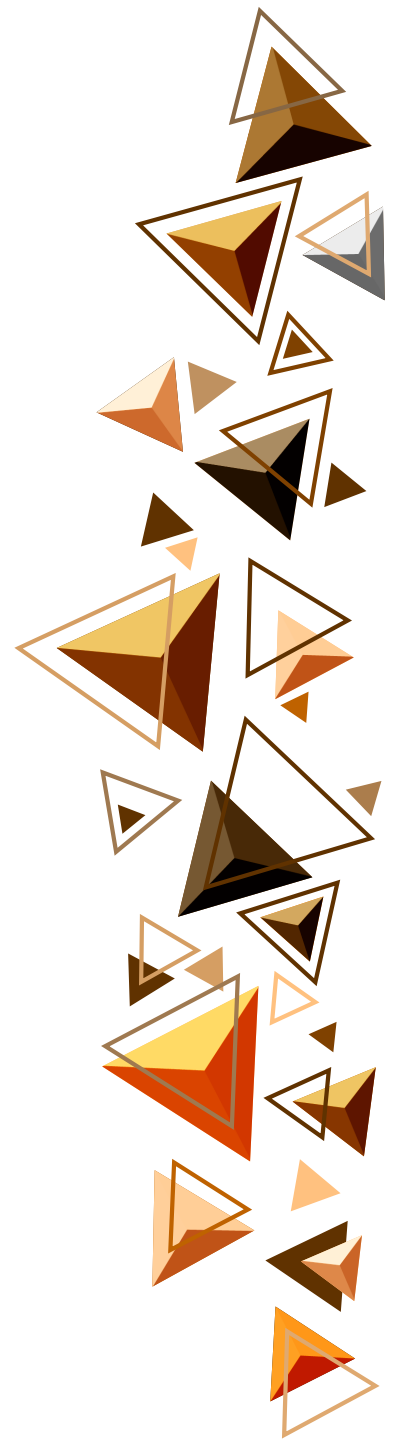
Your Personal Experience	Hindering Factors	Facilitating Factors

Required Task 2: Preparing a Professional Development Plan

Identify and prioritize your professional development needs with the help of your mentor. Fill in the necessary details in the template below. This will guide you on the activities to be undertaken in order to meet the requirements prescribed in CPD policies.

MY PROFESSIONAL DEVELOPMENT PLAN for (School Year _____)

Professional Development Needs	Proposed CPD Activities	Timeline	Credit Units that I may Earn	Supporting Documents to Secure	Support Needed





Summary

With the government's commitment to advocate far-reaching reforms in Human Resource Development, RA No. 10912 on *Continuing Professional Development (CPD) Act of 2016* has been implemented. This provided the purpose for the issuance of Resolution No. 11 s. 2017, which contains the Operational Guidelines for Teachers in the Implementation of RA 10912 otherwise known as "Continuing Professional Act of 2016" for teachers. The conduct of relevant professional development interventions for teachers has been made to address existing learning needs. These interventions have to be delivered by accredited learning service providers for quality assurance.

The State shall ensure the promotion of quality education by proper supervision and professionalization of the teaching practice. Thus, it is mandated for DepEd to institute measures that will continuously improve the competence of teachers in accordance with the international standards of practice. The CPD for Licensed Professional Teachers (LPTs) has become a mandatory requirement by the Professional Regulation Commission (PRC) in the renewal of the professional license. Currently, all professional teachers are required to complete the required number of credit units every three (3) years.

Module 3 – Policies on Promotion and Opportunities for Progression

Intended Module Learning Outcomes

At the end of this module you should be able to:

1. be familiar, and eventually comply with the guidelines on continuing professional development, career progression and promotion;
2. participate in professional networks to share knowledge and to enhance practice towards continuing professional development (7.3.2); and
3. adopt practices that uphold the dignity of teaching as a profession through professional and personal development (7.2.2).

Module Outline

Session 1: Appointment and Promotion of other Teaching, Related Teaching and Non-teaching Positions

Session 2: Scholarships

Session 3: Professional Associations for Teachers

Estimated Time Required: 1 hour

Required Tasks

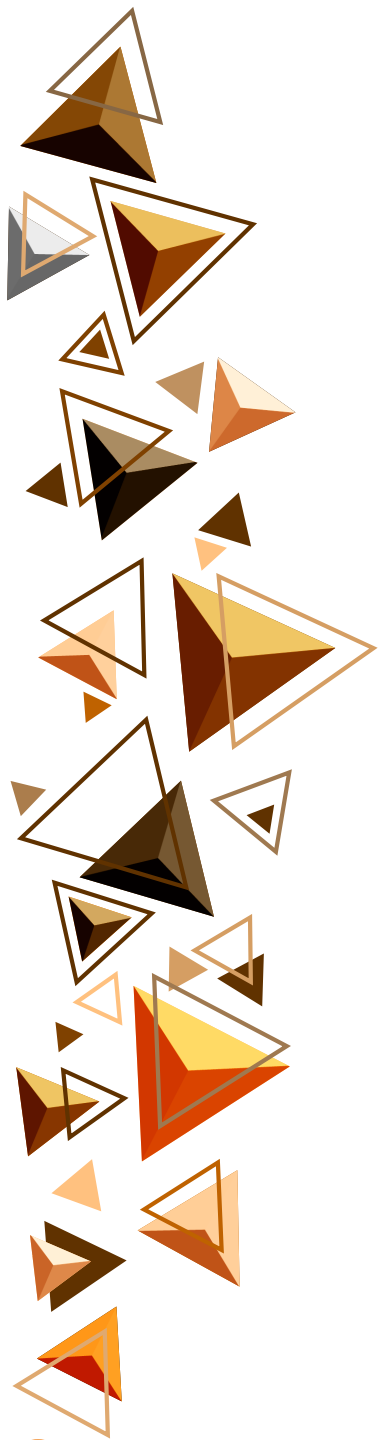
1. Viewing
2. Formative Quizzes
3. Reflection Activity

Required Resources

Printed/Online Copy of:

- DepEd Order No. 66, s. 2007 on *Revised Guidelines on the Appointment and Promotion of other Teaching, Related Teaching and Non-teaching Positions*
- CSC Resolution No. 1100824 Title? (<http://www.csc.gov.ph/phocadownload/PolicyReso/polresR1100824LSP.pdf>)
- Republic Act No. 4670 on *The Magna Carta For Public School Teachers*. (<http://docshare01.docshare.tips/files/6716/67163834.pdf>)





Session 1 – Appointment and Promotion of other Teaching, Related Teaching and Non-teaching Positions

Key Topic 1: The Need for Professional Growth

The videos in the introductory activity aim to encourage you to consider your career direction in the Department of Education. Now that you are in the final course of the TIP, consider how you will grow your career in the Department of Education.

PAUSE AND REFLECT: Why should you start now to consider ways for improving your skills as a teacher?

Input your answer here.

Qualify Yourself.

“Compounding is the most powerful force in the universe,” says Albert Einstein. To be able to reach career promotion, you have to qualify yourself. **QUALIFY YOURSELF.** That is the common encouragement of school heads to their teachers who aim for promotion. Probably, you are already thinking how you will grow professionally in the Department of Education. This module will guide you on this particular track. But why do you need to know about promotion and why is it important to be promoted?

In her book *Never Work Harder Than Your Students & Other Principles of Great Teaching*, Robyn Jackson stressed, “You don’t become a master teacher by simply doing what a master teacher does. You become a master teacher by thinking like a master teacher thinks. Any teacher can become a master teacher.” After several years in service, you will yield a lot of experiences as a teacher. All you have to do is to nourish a productive mindset, and work in a way that will make you one.

Since this is the last module of TIP, probably you have somewhat grasped the culture in your public school. How are you thriving so far? Hence, this TIP hopes that you are adjusting and working well in your respective workstation. Kottler, E., Kottler, A., & Kottler, C. (1998) encouraged new teachers to succeed in their first year:

If you hope to have a long, distinguished career as a teacher, not as someone who does a credible job but rather as one who strives for excellence, then the seeds for this passion must be planted now. Much depends on who you choose as your mentors, who you surround yourself with as a support system, and how hard you are willing to work on your growth and development. Just like an athlete who works out every day, practices skills religiously, studies new innovations, and keeps himself or herself in peak physical shape, you too, must devote yourself to superb conditioning—not only of your body but your mind and your spirit as well (105).

Maintain your enthusiasm to learn.

For the past several months, you have engaged yourself in a teacher induction program by the Department of Education that orients you on what it takes not only to do well in your first year in the Department of Education, but to actually flourish, so what happens after that? Kottler et al (1998) also advised teachers to be the kind of teacher they wish to be:

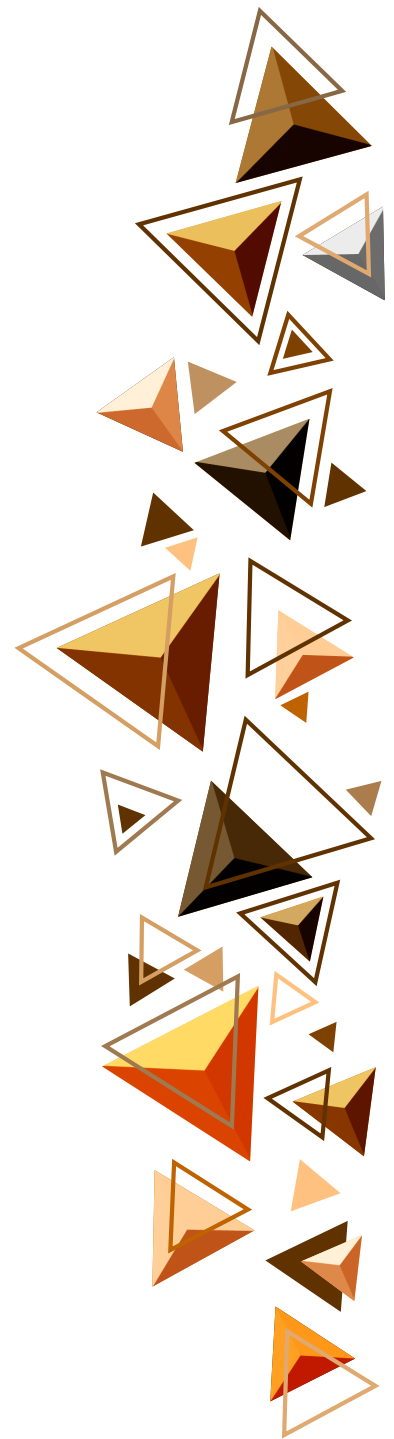
Ironically, in some ways, your first year is the easiest one in the sense that you have no worries about keeping your excitement and enthusiasm at peak levels. Unfortunately, as some teachers gain experience, they also lose some of the spark they once had, the innocence that led them to believe anything was possible, that they really could make a difference.


Right now, you have something very, very precious: your own strong belief that you will be different. You will be the kind of teacher who keeps the momentum going, who continues to commit yourself to future growth, who is always learning, always reinventing yourself. You will be the kind of teacher who learners revere and admire, not just for what you know but for who you are as a human being. Your love and compassion and empathy are transparent, for anyone to see. The kids know how much you care. (106)

Strive to be better.

Indeed, you need to have a promotion because you also need to improve your earning ability for your personal and professional growth. In his book *Master Your Time, Master Your Life*, international best-selling author and inspirational speaker Brian Tracy (2016) defines earning ability as “the total accumulation of all your knowledge, skills, experience, study, hard work, and results you have acquired over the course of your life and your career. It has taken you your whole life to develop (66).”

Tracy (2016) also pointed out that since earning ability is an asset, it can either be appreciating or depreciating over time. Earning ability can be an asset “when you are continually upgrading yourself, making yourself become more and more valuable, doing more of those tasks that people value highly and are willing to pay for (66).” On the other hand, your earning ability can be depreciating if you are not continually upgrading your skills and abilities that can be done through study and hard work. He cited Anders Ericson who stated that “most people work for the first year to learn their jobs well enough so as not to get fired. After that, they never get any better. They never improve. Ten years after they started their job, they’re no more productive than they were after one year (67).” Hence, as a teacher in the Department of Education you are inspired to have an appreciating asset.





Key Topic 2: DepEd Order on the Appointment and Promotion of Teaching, Related Teaching, and Non-Teaching Positions

In the previous module, you were oriented about your continuing professional development. In this module, you will know different options for career progression. DepEd issues orders to facilitate the appointment and promotion of teaching, related teaching and non-teaching positions in the department.

As of 2020, *DepEd Order No. 66, s. 2007 on *Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching, and Non-Teaching Positions* is still in effect. These guidelines shall apply to the appointment and promotion of Teaching and Related Teaching Group such as:

- Teacher II and III;
- Education Supervisor I, II, and III;
- Chief Education Supervisor;
- Education Program Specialist I and II;
- Senior Education Program Specialist;
- Chief Education Program Specialist;
- Guidance Counselors;
- Guidance Coordinators; and
- other teaching and related positions indicated in the Magna Carta for Public School Teachers, except School Heads – Principals and Head Teachers and all Non-Teaching Groups.

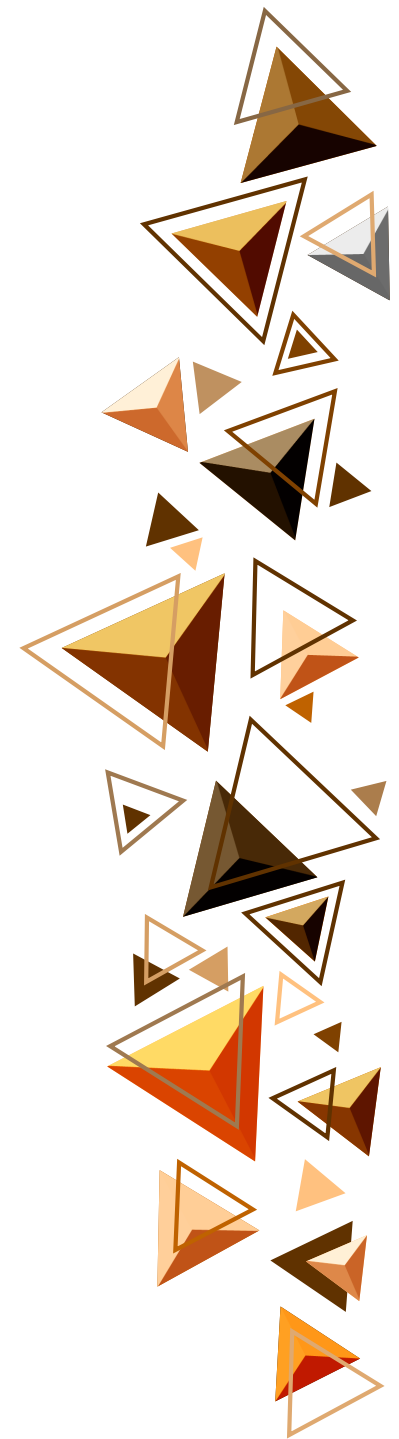
**This DepEd Order may be updated to address the needs of the system. Check with your mentor if there are more recent DepEd Orders.*

The guidelines in the DepEd order aim to achieve the principles of merit and fitness, objectivity and uniformity in evaluation; and strengthening of the selection process. Moreover, these should guide teachers in planning for their career progression in the department.

Required Task: Policy Reading

The most important thing for teachers to know about promotions are the criteria and the requirements or means to verify achievement of those criteria. These are goals tied up with your everyday teaching practice. Read the latest policy on teacher promotions and see how you could align your teaching practices and professional development aims with the criteria and requirements. Fill in the table on the next page with your answers.

Criteria for Promotion	Requirements or means to verify achievement of the criteria	Teaching practices or professional development aims aligned with the promotion criteria
<i>Example: Performance Rating</i>	<i>Performance rating for the last 3 rating periods should be at least Very Satisfactory</i>	<ul style="list-style-type: none"> Focus on improving my teaching practice to meet expectations in the RPMS-PPST and get Very Satisfactory rating
<i>Example: Education</i>	<i>Master's Degree</i>	<ul style="list-style-type: none"> I intend to enroll in a Master's Degree to further my knowledge and skills in content and pedagogy





Summary

- The teaching profession demands continual professional growth. The classroom offers experience for teachers to improve their practices with the help of mentors, but it also needs to be coupled with continuous enthusiasm to learn through conscious planning of professional development goals.
- DepEd acknowledges the need to align the guidelines on promotion with what the teachers need in order to improve their teaching. It is important for teachers be mindful of the criteria and means to verify achievement not only for career progression but also towards professional development.

Session 2 – Scholarship Programs

Key Topic 1: Lifelong Learning

You can continue your education to discover your potential. Most successful people in any discipline are lifelong learners. They are continually adding to their range of knowledge and skills. The most competitive teachers spend much more time practicing and upgrading their skills. In her book *What Keeps Teachers Going*, Sonia Nietto (2003) shared her observations about newly-hired teachers:

Excellent teachers don't develop full-blown at graduation; nor are they just "born teachers." Instead, teachers are always in the process of becoming." Given the dynamics of their work, they need to continually rediscover who they are and what they stand for through their dialogue and collaboration with peers, through ongoing and consistent study, and through deep reflection about their craft. They also need to understand the nature of their work and its life-and-death potential in the lives of their students. They need to understand that teaching is neither missionary work (although it may be a mission), nor just another job. (125)

When you become a lifelong learner, your potential has no limit. Hence, keeping up with the professional literature and enrolling in professional course work are important in developing and maintaining teacher effectiveness. You may try doing university course work and programs that lead to a graduate degree in a field of study. Make sure that it is relevant to your discipline or specialization. You may also attend workshops and special courses conducted by a university or college. If you are thinking about the expenses, you may check to see whether scholarships or grants are available. Several cities or provinces or government agencies offer monetary incentives or financial assistance for enrolling in teachers' professional development programs. Some cities or municipalities offer partial or full reimbursement for graduate work.

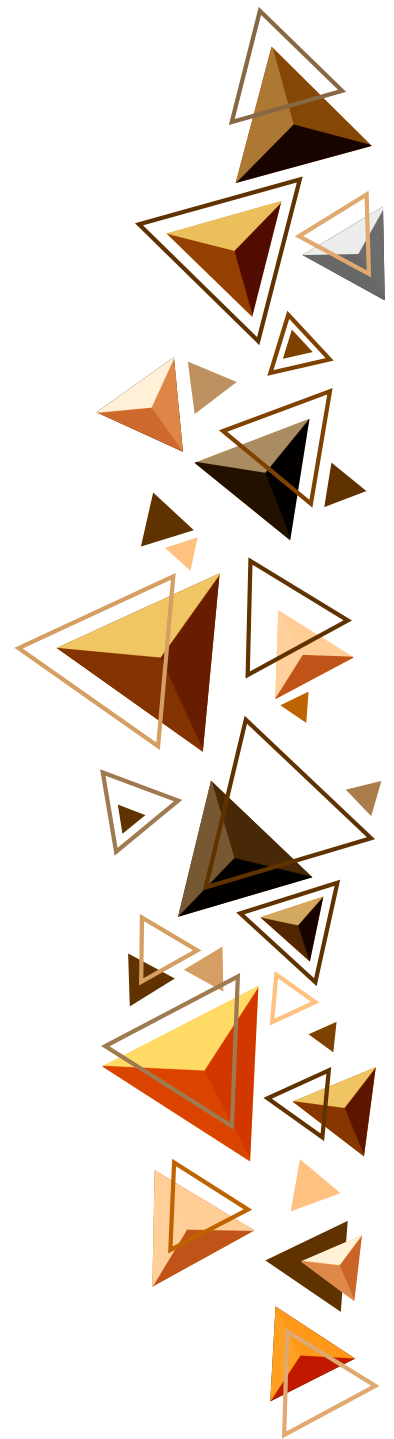
You may consider the local scholarship program of the Civil Service Commission (CSC).

Key Topic 2: The Local Scholarship Program of the Civil Service Commission

CSC Resolution No. 1100824 on Local Scholarship Program (Modified) was signed on June 21, 2011 "to keep abreast of the changing times, and to strengthen and make appropriate the Local Scholarship Program to the Strategic Priorities and the Performance Government System (PGS) of the Commission (CSC Res. No. 1100824 page 1)."

The objective of Local Scholarship Program (Modified) is "to equip government employees with competencies in advancing their personal and career growth as well as engaging themselves in pursuing national development goals (CSC Res. No. 1100824 page 4)."

Who can be scholars? Scholars are "deserving and qualified government employees who are expected to contribute to the development and implementation of policies and programs of their respective agencies (CSC Res. No. 1100824 page 5)."



Key Topic 3: Recruitment, Selection, and Grant for Local Scholarship Program

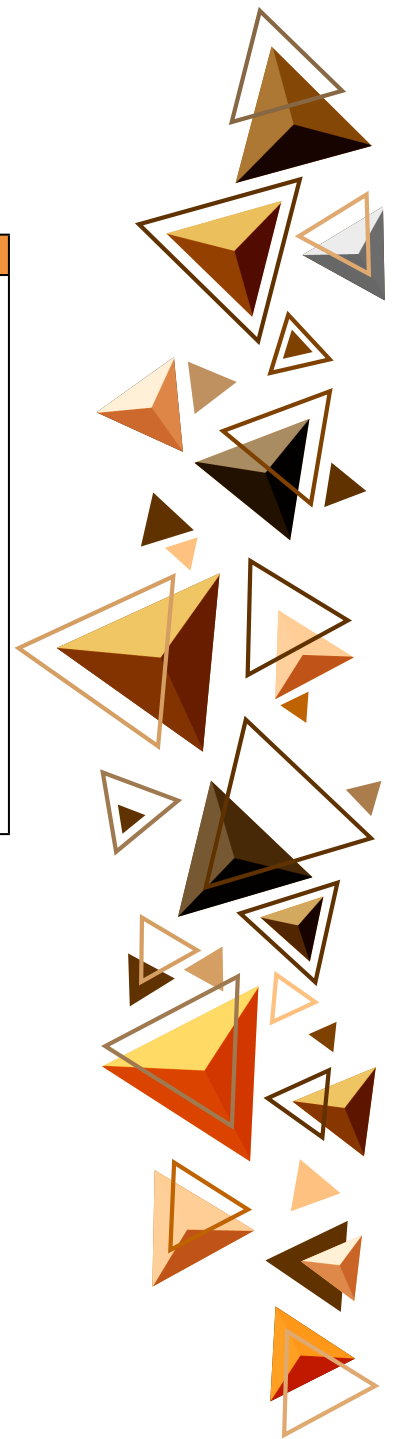
CSC Resolution No. 1100824 spelled out the guidelines for recruitment, selection, and grant for local scholarship program as stated in Table 2a and 2b.

Requirements	Selection Procedures	Grant of Formal Education Scholarship
<p>1. Applicant must meet the following requirements:</p> <ul style="list-style-type: none"> • Occupies second level position; • Holds a Permanent appointment; • With at least two (2) years of continuous service; • Holds a Bachelor's degree; • Has at least Very Satisfactory performance for the last two (2) rating periods; and • Has not earned any Master's Degree nor enrolled in a graduate course. 	<ol style="list-style-type: none"> a. Applicant shall submit directly to the Head of Agency his or her application in the form prescribed by the CSC. The Agency Human Resource Management Officer/ Practitioner shall pre-screen the applicant and determine whether he or she meets the requirements set by the CSC. b. After pre-screening, the Agency Personnel Development Committee (PDC) shall conduct a screening and identify who will be recommended for nomination by the Head of Agency to the CSC for the grant of scholarship. c. CSC Screening <ul style="list-style-type: none"> - Written examination - Technical interview d. Submission of Research Proposal e. Medical Test 	<p>Tuition fee, book allowance, thesis writing assistance, miscellaneous and other school related fees in the amount of One Hundred Twenty Thousand Pesos (Php120,000.00); Salaries, allowances, and other benefits provided by law; and Completion of the scholarship would be considered a major factor / consideration for promotion of the scholar/s to a higher position in the scholar's Agency or other government instrumentalities.</p>

Table 2a. Guidelines for Master's Degree Course

Requirements	Selection Procedures	Grant of Formal Education Scholarship
<ul style="list-style-type: none"> • Occupies second level position; • Holds a Permanent appointment; and • Holds a Bachelor's degree. 	<ol style="list-style-type: none"> a. Application b. Agency Screening c. CSC Screening <ul style="list-style-type: none"> - written examination - technical interview d. Submission of Action Plan e. Medical Test 	<p>Tuition fee, book allowance, thesis writing assistance miscellaneous and other school related fees in the amount of Sixty Thousand Pesos (Php 60,000.00);</p> <p>Salaries, allowances, and other benefits provided by law; Completion of the scholarship would be considered a major factor / consideration for promotion of the scholar/9 to a higher position in the scholar's Agency or other government instrumentalities; and</p> <p>Equivalency of three (3) master's degree units if Action Plan resulted to a policy or program proposal in the agency.</p>

Table 2b. Guidelines for Diploma Programme





Key Topic 4: Terms and Conditions of Scholarship of Local Scholarship Program

CSC Resolution No. 1100824 also specified the terms and conditions of Scholarship. According to the resolution, the scholar shall:

- Sign a Pledge of Compliance (Annex A) containing the following obligations:
- Adhere to all the regulations and requirements of the Local Scholarship Program (Modified);
- Abide by the Civil Service Law and its Implementing Rules and Regulations;
- Exert utmost effort in completing the academic requirements within two (2) years for the Master's Degree Course; and actual duration which may be from ten (10) to twelve (12) months for the Diploma Programs;
- Maintain the ethical standards demanded of a government scholar;
- Be responsible for himself/herself, his/her actions and conduct;
- Obtain no failing grade nor a grade below the required General Weighted Average (GWA) of 1.5 for the semester (for the Graduate Studies: Master's Degree Courses and Diploma Programs) with no subject below a grade of 2.0; and
- Be responsible for expenses incurred over and above those covered by the scholarship and other benefits and entitlements provided in the Local Scholarship Program (Modified).
- Upon return to work, fulfill the service obligation as required under Sections 17 and 19 of Rule VIII of the Omnibus Rules Implementing Book V of Executive Order No. 292.

Key Topic 5: Scholarship Provided in the Magna Carta for Public School Teachers

Meanwhile, House Bill 8384 on *An Act Strengthening And Expanding The Professional Rights And Work Incentives Of Public School Teachers, Amending For The Purpose Republic Act No. 4670, To Be Known As The Expanded Magna Carta For Public School Teachers, And For Other Purposes* is also providing continuing education benefits for teachers.

According to Section 13, "Public School Teachers shall be given free continuing education units as required by the Professional Regulatory Commission (PRC) and for promotion purposes as required by the Civil Service Commission in any State Universities and Colleges (SUCs) nearest to their place of assignment or any school deemed qualified by the Department. For this purpose, the Department shall coordinate with the Commission on Higher Education for the effective implementation of this provision."

Key Topic 6: Other Scholarships for Public School Teachers

There are other opportunities for scholarship for public school teachers. You may check your municipal, city, or provincial government. You may also search foreign and local or national scholarships in DepEd, NEAP, and Regional Educational Learning Center (RELC) websites. Also, there are private institutions, including private colleges and universities that provide scholarships, discounts, and financial aid.

Required Task 1: Lifelong Learning Plan

Map your lifelong learning plan. Fill in the box with the necessary information.

Type of Learning Master's Degree / Diploma Course (Specialization)	Target School	Possible Challenges	Means to Overcome Challenges





Required Task 2: Formative Test

Write the correct order for the procedure in applying for a scholarship for master's degree from CSC. Number the steps from 1 to 5.

Question	Answer	Feedback
1. The Agency Personnel Development Committee (PDC) shall conduct a screening and identify who will be recommended for nomination by the Head of Agency to the CSC for the grant of scholarship.		
2. Medical Test		
3. Applicant shall submit directly to the Head of Agency his or her application in the form prescribed by the CSC.		
4. Submission of Research Proposal		
5. CSC Screening		

Summary

- Most successful people in any discipline are lifelong learners.
- *CSC Resolution No. 1100824 on Local Scholarship Program (Modified) was signed July 21, 2021 to provide local scholarship programs for public servants.
- *CSC Resolution No. 1100824 spelled out the guidelines for recruitment, selection, and grant for local scholarship programs.
- *House Bill 8384 on *An Act Strengthening and Expanding The Professional Rights And Work Incentives Of Public School Teachers, Amending For The Purpose Republic Act No. 4670, To Be Known As The Expanded Magna Carta For Public School Teachers, And For Other Purposes* highlighted scholarships for teachers.
- There are other opportunities for scholarship for public school teachers.

**Note: Always check for possible recent issuances. You may ask your mentor, co-teachers, and school head.*





Session 3 – Professional Associations for Teachers

Preliminary Activity

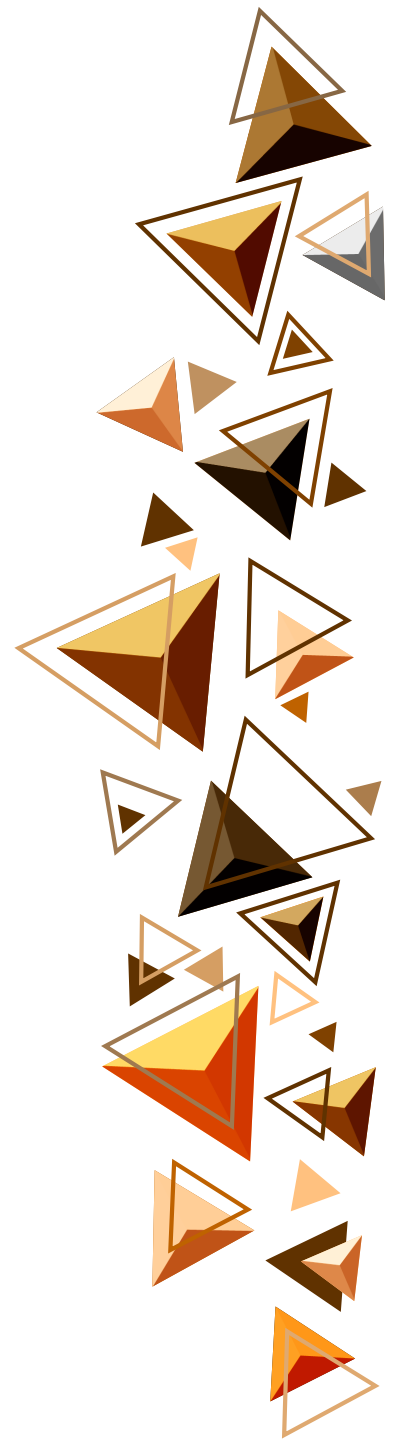
How did you deal with challenges on the first days of reporting in your workstation? Write your answer in the field below and answer the questions that follow.

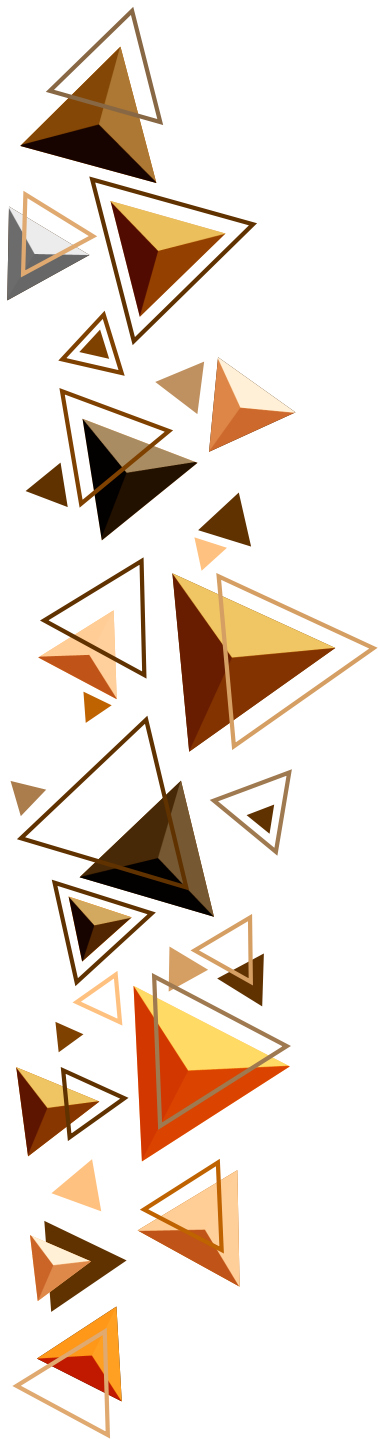
Processing Questions:

1. What challenges did you encounter in your first days?
Input your answer here.

2. How did you overcome these challenges?
Input your answer here.

3. Did you rely on a specific person or people? How did you seek help? Input your answer here.





Key Topic 1: Professional Association for Teachers

Mentors and a supportive working environment help newly-hired teachers in their early year in teaching in DepEd. They also continue to provide guidance as new teachers become more independent. Equally significant to in-school mentoring is networking with others in the professional or academic community to provide teachers with opportunities to learn more.

According to the University of Sydney, professional associations are organizations that serve as a governing body for professionals working in the same or comparable professions. These organizations can help to define the profession and help members advance it via continuous learning, quality control, and research. They also strive to maintain standards within a profession, provide continuous professional development to members, and advocate their members' interests to the government and community.

Below are some benefits that professional associations for teachers may offer to you:

1. provide expert knowledge on how to address specific concerns on classroom management, content and pedagogy, and other teaching domains
2. direct you to people who can provide you the resources you need
3. a support system with other teachers who may share similar concerns and challenges
4. an avenue to keep yourself up-to-date on latest innovations in teaching
5. opportunities for fellowships, grants, scholarships and awards

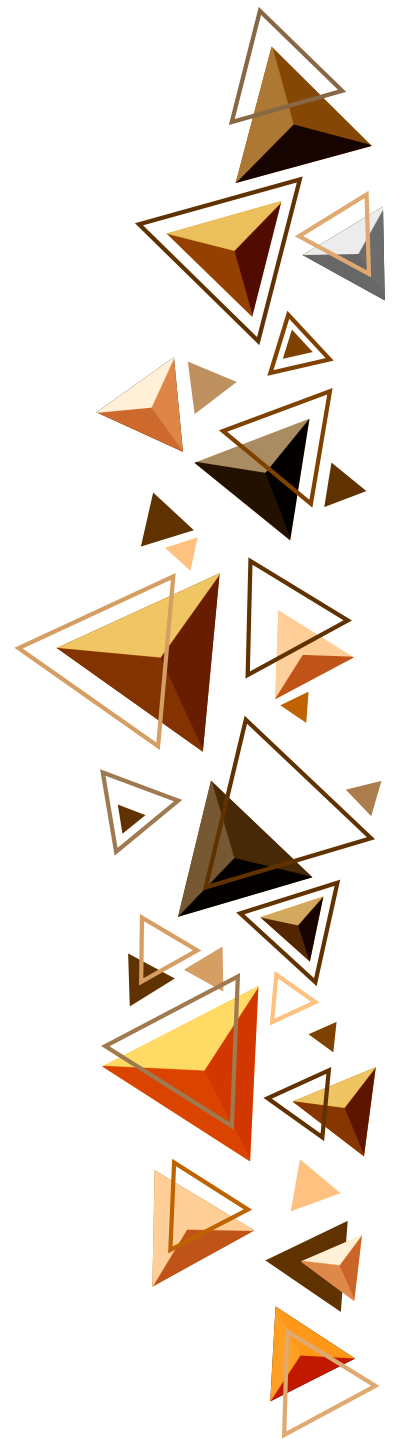
You may start off with by joining and participating in teacher organizations in your school or division and eventually may give you more opportunities to be part of regional and even national level organizations.

Your membership in professional organizations and participation in meetings, research, and advanced study can contribute to professional growth and help improve your personal skills.

Required Task 1: Research on Professional Associations for Teachers

Do research on professional associations for teachers. You may ask your mentor and co-teachers about associations that they are part of or familiar with. You may also do further research online. Choose three professional associations that appeal to your interest. Take note of their activities and goals, and write the things that you like in each professional association in the boxes below.

Name of Association	Brief Description	Activities and Goals	What you like most about it





Optional Task 1: Sharing

Suggested modality: via LAC. But could also be done through informal meeting among teachers.

Share your answers in Required Task 1 with co-newly-hired teachers. Did you list down similar associations? Did they list associations that you are also interested in? Share plans on the possibility of joining these associations. You may also seek advice from your mentors and other co-teachers.

Key Topic 2: Choosing an Association to Join

Being part of an association requires resources, time and commitment. Therefore, if you're choosing an association to join, you have to choose well to ensure that it will be worthwhile, beneficial and fun.

Here are some tips in choosing a professional association to join:

1. Choose an organization that interests you
2. Find out what organizations others have joined
3. Join an organization that will help you achieve your professional development goals
4. Do research

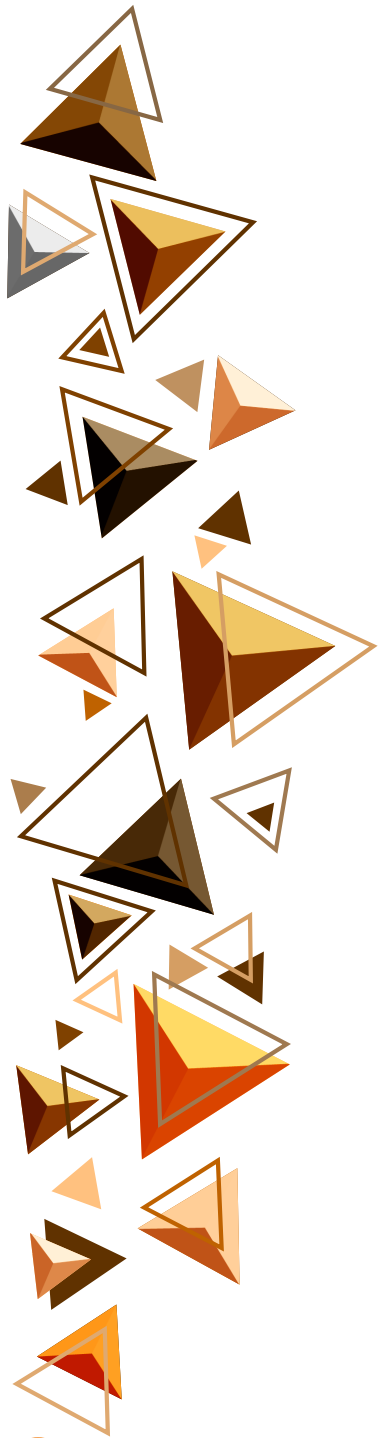
Optional Task 2: Survey

Ask your mentor and other co-teachers about other considerations in choosing a professional association. Write down their tips below: Input your answer here.

Required Task 2: Reflection

Go back to your list of professional associations that interest you. Given the tips, which association are you most likely to join and why? Input your answer here.





How do you expect this association to help you achieve your professional development goals? (List down some benefits and opportunities that are aligned with your goals)

Input your answer here.

Summary

- Participating in teacher organizations whether in national, regional, or division levels could help you grow as a teacher, not only professionally but personally as well.
- Your membership in professional organizations and participation in meetings, research, and advanced study can contribute to professional growth and help improve your personal skills.
- You have to carefully choose the associations that you will join in. One key consideration is to ensure that the organization will help you achieve your professional development goals.

Module 4 – Personal Development and Well-being

Intended Module Learning Outcome

1. At the end of this module, you should be able to adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity (7.2.2).

Module Outline

Session 1: Health and Wellness

Session 2: Financial Literacy

Estimated Time Required: 2 hours

Required Tasks

- Scenario-based Activities
- Short Quiz
- Reflection
- Financial Literacy Self-assessment
- Making a Personal Development Plan

Required Resources

Printed/Online Copies of:

- A. Mason. 2019. 10 Bad Money Habits You Need to Break Today. <https://thecollegeinvestor.com/19037/10-bad-money-habits-need-break-today/>
- Government of the Philippines, Department of Health. 2019. Implementing Rules and Regulations of Republic Act 11036, Otherwise Known as the Mental Health Act. https://www.doh.gov.ph/sites/default/files/health_advisory/IRR%20of%20RA%2011036.pdf





Session 1 – Health and Wellness

Preliminary Activity

What activities outside work do you enjoy doing? (Example: Watching tv series and movies, hiking, Zumba, etc.)
Input your answer here.

How often are you able to do these activities?
Input your answer here.

How do you balance your work with social life or family/me time?
Input your answer here.

Key Topic 1: Maintaining Work-Life Balance

Teachers' commitment with their profession sometimes lead to stereotyping teachers as always busy, spending time at school to teach and spending the rest of their time to plan what to teach. As someone new to the profession, you may not be new to these assumptions about the life of teachers. Although teaching requires a lot of dedication and hard work, it is possible for teachers to have work-life balance.

First, you need to know more about something which may hinder having this balance. Most of the time, you may lose time to do activities outside work because your work may overwhelm you. This feeling is often described as 'stress'. According to the Mental Health Foundation, stress is defined as *the degree to which you feel overwhelmed or unable to cope as a result of pressures that are unmanageable*.

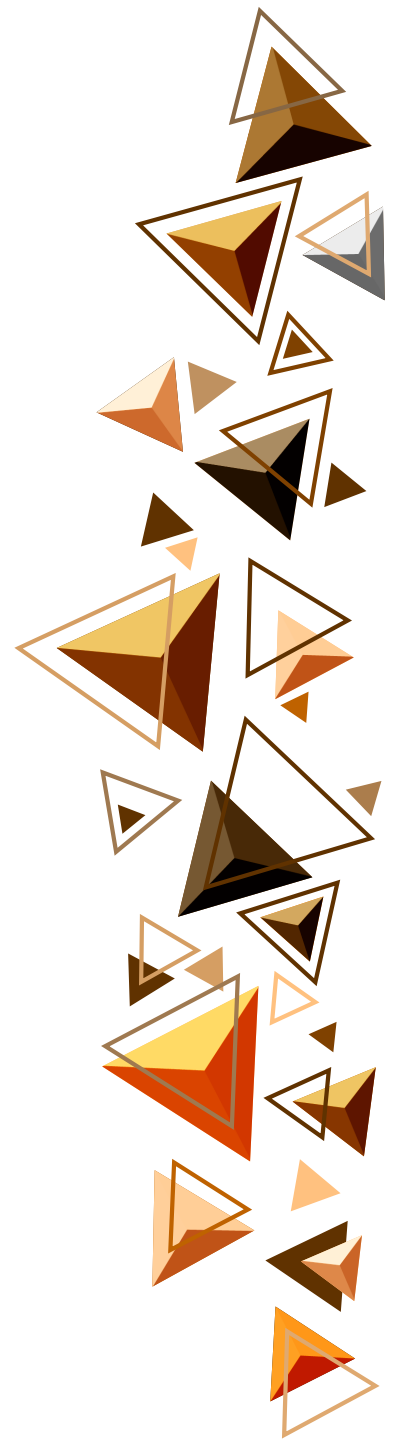
The nature and severity of stress could be attributed to various factors. Some reasons include daily pressures, workloads, new assignments, learner behavior, or professional conflicts in the workplace. It is important to identify which of these factors you could control so that you could help yourself relieve some of the work pressures.

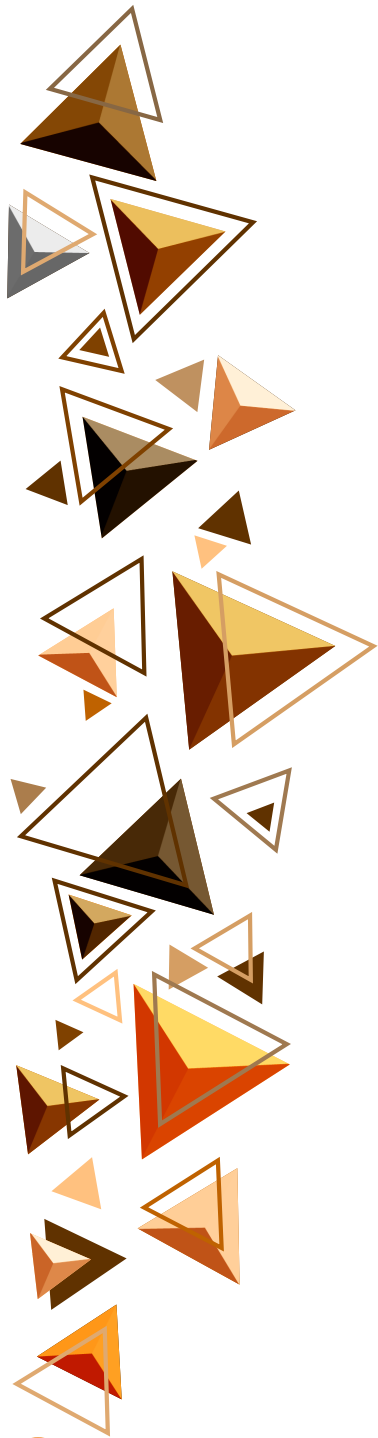
Required Task 1: Activity

Read the given situations which might be experienced by a teacher like you. Identify the possible stress triggers, its effects, and your coping strategies for each situation. Discuss your initial reactions and insights from the activity with your mentor and co-newly-hired teachers.

Scenario	Stress Trigger/s	Effects	Coping Strategies
<p>1. You come home exhausted after a long day from school. You feel the need for an early night rest. However, you are worried about the scheduled visit of the Public Schools District Supervisor (PSDS) in your school to observe classes the following day. In anticipation that you might be chosen for observation, you spend time enhancing your Daily Lesson Plan and preparing instructional materials. You know that you will end up sleeping late.</p>			
<p>2. You are assigned by your principal to lead the Monday Flag Ceremony. The activity is scheduled to start at 5:45 AM. Yet you wake up late after doing overtime work the night before. You know how important it is to have breakfast before working. If you still take your breakfast, you might be late going to school.</p>			
<p>3. As a pilot school in the Learning and Development System, your principal received a notice that DepEd external partners are set for a visit tomorrow. Your grade level team is in-charge of the preparations. While working, one of your co-teachers begged off to render extended time due to prior commitments. This teacher has knowledge and skills in Events Management. You are all pressured to accomplish the delegated task.</p>			

In the above scenarios, you will see how managing work-life balance may be tricky especially if there are sudden changes in the schedule, and





unexpected events. Even routine tasks (like the Flag Ceremony) may cause stress due to several factors. Below are some tips on how to cope with possible stress triggers:

1. Since stress is caused by being overwhelmed or unprepared, **setting and sticking to your routines and schedules** will be helpful.
2. **Learn to say “No” to sudden invitations.** This does not mean that you can't have fun. Instead, schedule a time for you to have fun and do your leisure activities. Doing leisure activities 'only when you have the time' will not help you achieve work-life balance. **Do not feel guilty** to schedule a whole weekend day or one full hour every day to unwind.
3. **Make best practice your everyday practice.** Sudden visitors and changes in observation schedule could cause anxiety because you may feel like you need to do something beyond the usual. That is why it is important to make best practices as your normal practice. This way, you just have to remind yourself in time of unexpected situations that you are always doing your best.
4. **Build supportive work environments.** Be there for your colleagues to provide moral support and guidance. Not only because you expect them to do the same for you, but because helping out a colleague should remind you of how to treat yourself as well when you are going through a bad day. It will help you go easy on yourself.

Key Topic 2: Stress and Stress Factor

It is important to take note that stress is the body's response to situational changes that require challenging adjustments. Stress is not always a negative experience. There is a difference between positive and negative stress.

Positive stress is labelled as **eustress**. It is observable in difficult situations when a person chooses to take a positive view of things rather than get affected negatively. Eustress is also characterized as a short-term coping mechanism that provides enthusiasm, motivation, and passion to a person in improving performance.

On the other hand, negative stress or **distress** involves the formation of discomfort and anxiety to various uncontrollable events. It is related to one's perception that negative outcomes can possibly happen in the existing situations. Distress can either be short or long term depending on the person's flexibility for acceptance.

The following are the major categories of stress:

- Daily Life Hassles - These are stressors that are considered minor and short-term in nature including traffic hassles, relation conflicts, and time pressures. It can cause feelings of sickness and lack of sleep and concentration (Serido et.al., 2004, p. 17-33);
- Major Life Events - This is a by-product of major emotional adjustments due to personal crisis like health or financial problems, as well as other circumstances like career advancement or retirement (Depression NZ, 2021); and
- Internal Stressors - It basically involves lifestyle choices, self-thinking, expectations, and personality traits.

Optional Task: Activity

Answer the questions based on the scenario provided.

Teacher James is an *Araling Panlipunan* Teacher. He had done well in teaching. In the past year, he was designated as Supreme Student Government (SSG) Adviser, and he volunteered as *Brigada Eskwela* and Learning Action Cell (LAC) Coordinator. Due to his busy schedule, he seldom ate dinner with his family. His meals often consisted of fast food. He even started drinking soda to boost his energy. This led to decreased immunity which makes him sick almost all the time.

1. What are some indicators that Teacher James is under stress?

Possible answer and explanation that could be provided by the mentor during discussion with the mentee:

Stress can be manifested both in physical and behavioral symptoms.

Physical symptoms of stress include increased sickness, cold and sweaty palm, headache, jaw pain, heartburn, and Diarrhea.

It also contributes to illnesses such as Cardiovascular and Immune System disease, Asthma, Diabetes, memory loss, Ulcers, Psoriasis, eating disorders, and Depression

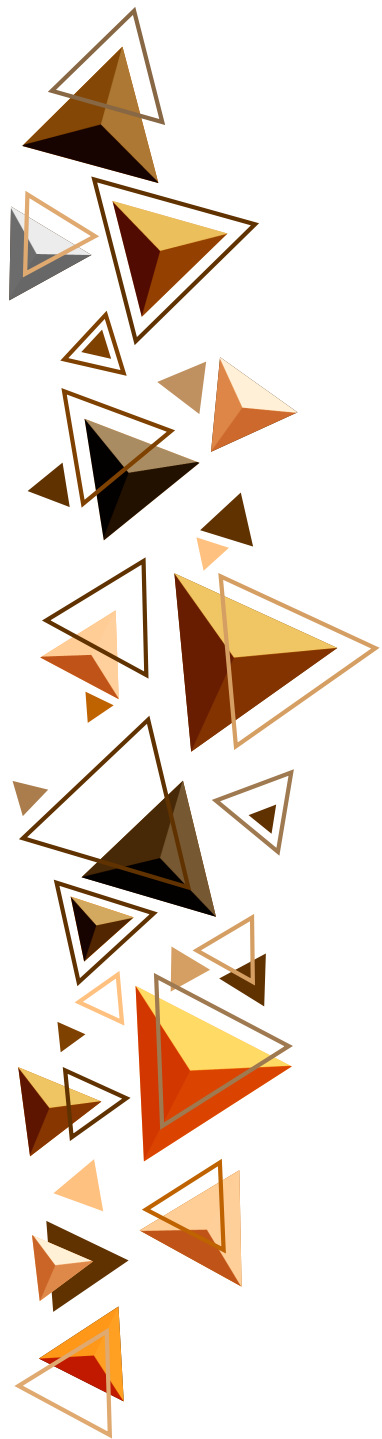
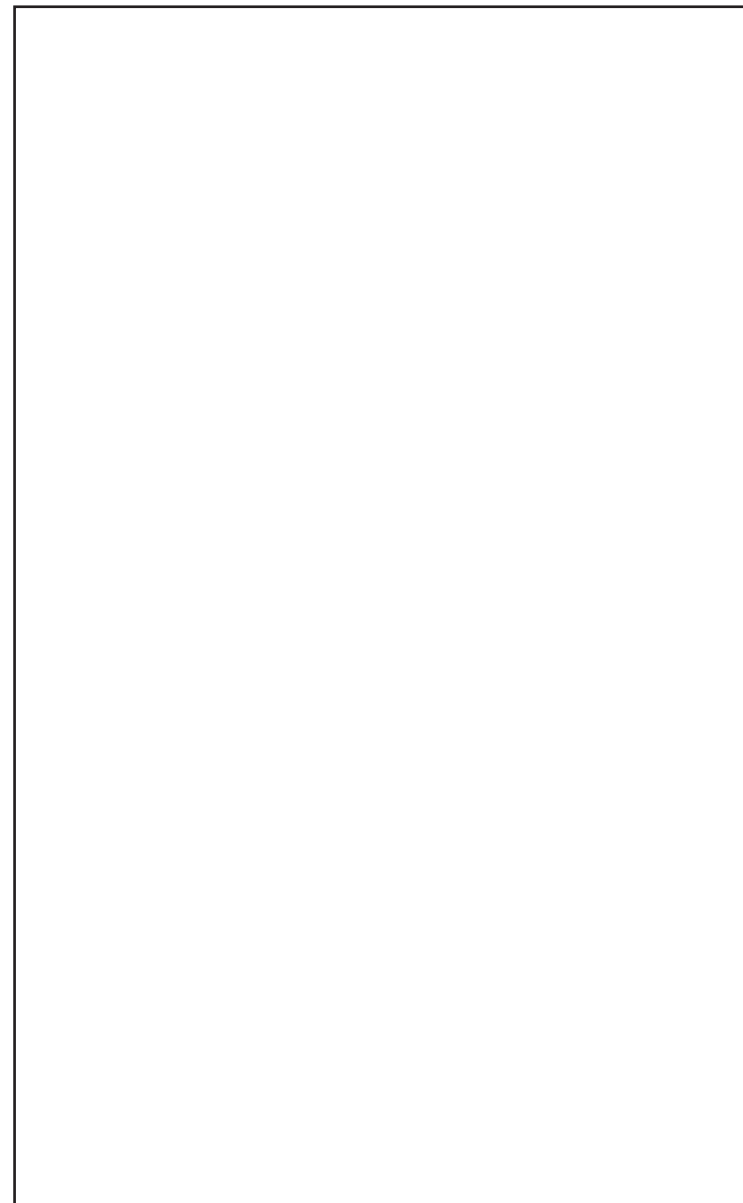
Behavioral symptoms are increased use of alcohol and drugs, difficult relationships, reduced social contract, poor judgment/indecision, loss of appetite, irritability, and tearfulness.



2. What could be the root cause of his stress and how could he address this? Input your answer here.



3. What help could Teacher James seek from the school? Input your answer here.



Required Task 2: Reflection

Assess whether you are practicing the following health and wellness habits that can be helpful in coping with stress. Tell the reasons why you are doing or not doing it. Share your realization to your mentor and co-newly-hired teachers in your learning discussion.

QUESTIONS	ANSWERS	FEEDBACK
1. What kind of food do you usually eat?		
2. How much time do you allot for exercise?		
3. Do you regularly stretch and massage?		
4. How long do you usually sleep?		
5. Do you take a few deep breaths every time you are under pressure?		
6. What strategies do you do to motivate yourself?		
7. Do you express your feelings properly when at the height of anger?		
8. Do you feel good about yourself?		
9. Do you talk to someone whenever you have emotional challenges?		
10. Do you take meditation to attain inner peace?		
11. Do you have a regular time to pray or reflect spiritually?		





Key Topic 3: Managing Stress

ABCs of Managing Stress

When challenging situations arise, it is important for you to analyze the events, determine the right feelings, and create realistic beliefs that are based on facts. For this purpose, the formula below will better help you in coping with stress:

A (Activating Event) + B (Belief) = C (Consequence)

Activating Event is any situation that triggers the formation of stress in you. Your **Belief** will influence how you respond to the activating event. The **Consequence** will be your resulting feeling or reaction.

There are times that you probably jump from **Activating Event** to **Consequence** without even considering your **Belief**. You may be unaware that you are already processing your **Belief** in dealing with the event. Relatively, the **Consequence** primarily comes from your **Belief**.

The use of this ABCs formula will enable you to turn a negative situation into an opportunity for learning and maturity. It involves reframing and viewing your stressful situation from a more positive perspective. For instance, rather than focusing on discouragement when your principal corrects you for a mistake, you may try to look at them as a way for personal growth. You may reflect from your bad decision that contributed to the situation and learn from it.

Required Task 3: Activity

LEARNING THE ABCs:

Practice the ABCs in managing stress from the given **Activating Events**. Be able to provide your **Beliefs** and the possible **Consequences**. Identify other stress-triggering experiences where you could apply the principles of ABCs Formula.

ACTIVATING EVENTS	BELIEFS AND CONSEQUENCES	FEEDBACK
During a teaching demonstration, your senior co-teachers seem to be unreceptive of your suggestions in introducing technology-based instructional strategies. They still prefer to do the conventional ways of delivering lessons.		
You notice that there is no rationalization of work in your Department. Sometimes, when the department gets busy, they overlook workload distribution. Since you are newly-hired, most of the work were given to you. You extend time in school to meet deadlines. You do not have enough energy to prepare lessons at home.		
Being new in your school, you are still adjusting with the culture and practices of your co-teachers. You know how important it is to work collaboratively with them. But they do not approach you for conversation.		
Your own event		
Your own event		

The following are additional strategies that can help you in managing stress:

1. Avoid unnecessary stress (person, responsibility, environment, or topic);
2. Manage your time better;
3. Know your priorities;
4. Accept the things you cannot change; and
5. Make yourself resilient.





Key Topic 4: Mental Health

Emotional, psychological, and social well-being all contribute to our mental health. It has an impact on our thoughts, feelings, and actions. It also affects how we deal with stress, interact with others, and make decisions. From childhood and adolescence through maturity, mental health is critical at all stages of life. Mental health is not only attributed to teachers alone. Everybody can go through stress and mental health stigma.

One of the most pressing concerns that DepEd seeks to address is the mental health of teachers. Teachers always do their best to show a smile, be happy and be their best in front of their learners. This may sometimes seem like they do not have problems, but teachers do a lot of crucial decision making (from what activities to do to how to help learners in difficult circumstances) that may be taxing to their mental health.

Below are some ways on how to manage mental health:

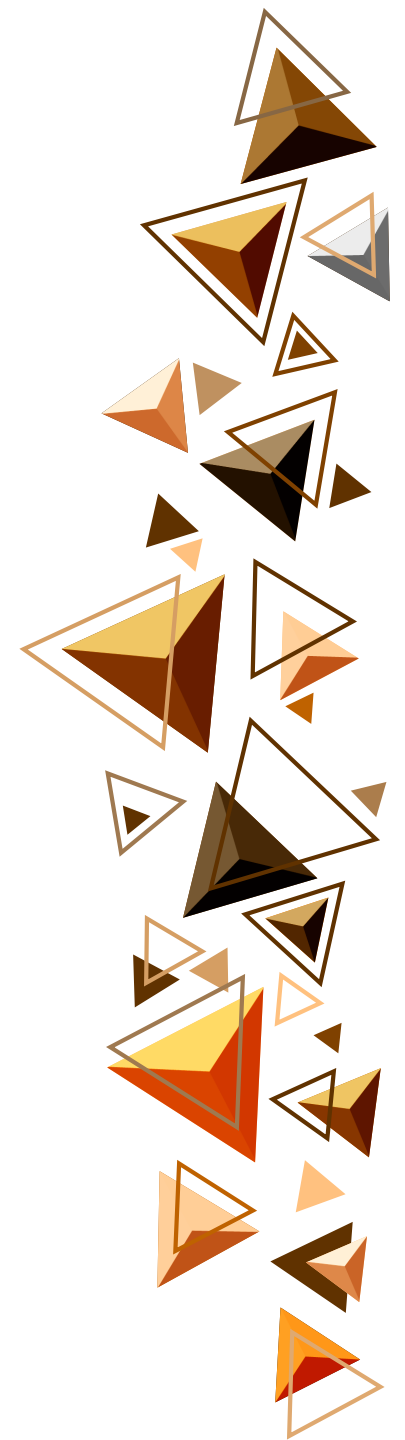
1. Talk openly about mental health.
2. Get professional help if you need it.
3. Connect with others.
4. Get physically active.
5. Help others.
6. Get enough sleep.
7. Develop coping skills.

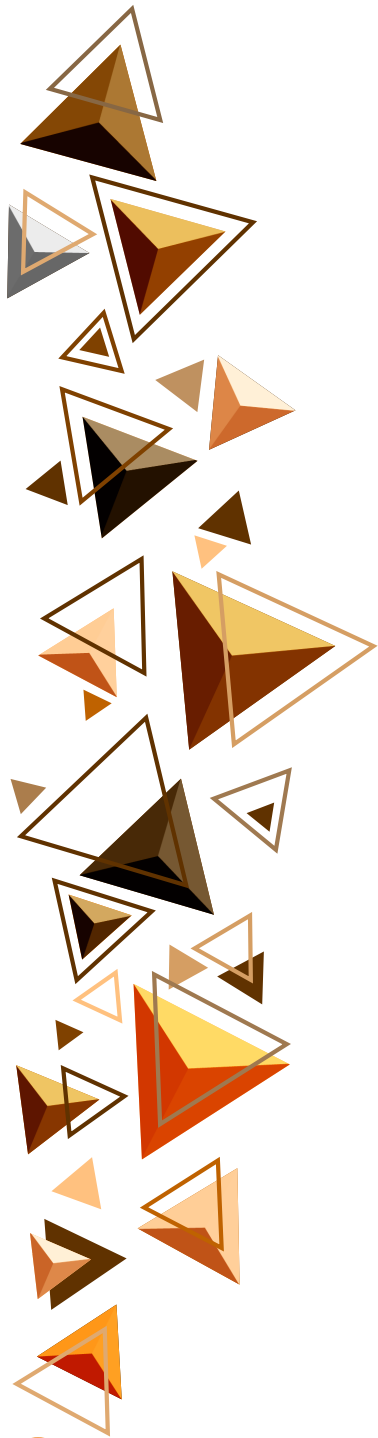
Republic Act No. 11036 on *The Mental Health Act*, recognizes the key roles of schools in ensuring that mental health for every Filipino is valued, promoted, and protected. Chapter V of the law mandates the integration of age-appropriate mental health content into the curriculum at all educational levels. All public and private educational institutions shall be required to have a complement of mental health professionals. Likewise, relevant programs and policies for mental health awareness and support shall be developed and implemented.

Optional Task: Reading

Read the Implementing Rules and Regulations of Republic Act No. 11036 on *The Mental Health Act*. Share your new learning with your mentor and co-newly-hired teachers during your discussion meeting. The template below can help you in organizing your insights. Provisions of the law that are related with the Duties and Responsibilities of DepEd can also be discussed in your Learning Action Cell (LAC).

Salient Points of The Mental Health Act	Issues/Concerns Encountered	New Learning
Input your answer here.	Input your answer here.	Input your answer here.





Required Task 5: Activity

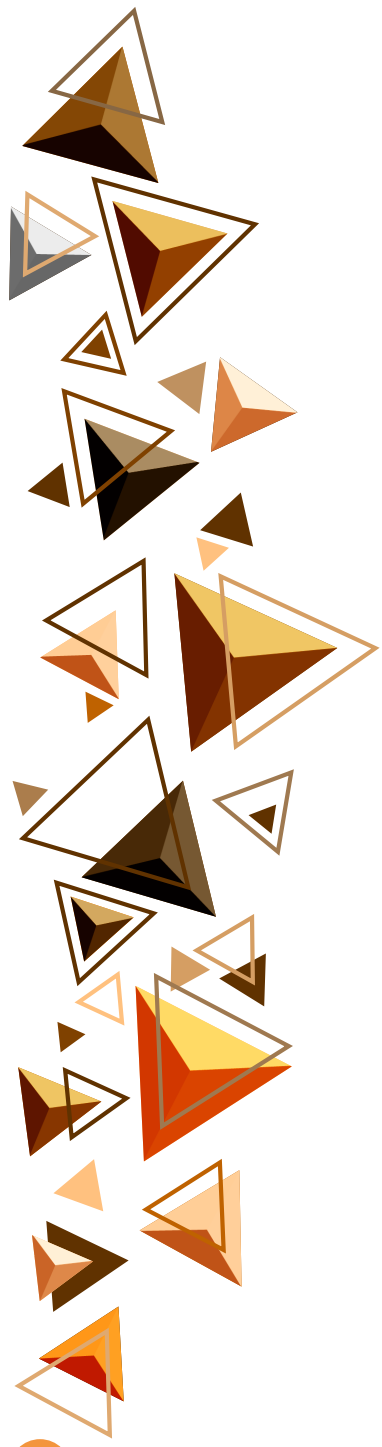
Complete the given Health and Wellness Plan. Put your personal goal in ensuring positive health and wellness. Be able also to identify your distress triggers, its effects, and the strategies or practices that you commit to start doing to manage distress.

MY HEALTH AND WELLNESS PLAN		
Health and Wellness Goal: Input your answer here.		
Distress Triggers	Effects (Physical, Psychological, Mental, or Social)	Coping Strategies/To-Do Practices
Input your answer here.	Input your answer here.	Input your answer here.
Input your answer here.	Input your answer here.	Input your answer here.
Input your answer here.	Input your answer here.	Input your answer here.

Summary

In view of the personal and professional challenges of teachers, stress is a common experience that needs to be addressed. The effect of stress in terms of physical, psychological, mental, and social aspects among teachers can directly affect their work productivity. Learning to manage stress effectively will definitely help teachers in maintaining positive health and wellness. The dignity of the teaching profession is reflected with the balance and quality of life that teachers have.





Session 2 – Financial Literacy

Preliminary Activity

Find out your current financial status by accomplishing the self-assessment tool adapted from Money Management International (2015). Tick the appropriate column in each item that describes your financial practices and habits. Interpreted results of this assessment will provide you information on how you manage your finances at this point. Make this activity as an area of conversation with your mentor and co-newly-hired teachers.

Financial Practices	Always	Sometimes	Never
<i>Do you...</i>			
pay the rent/mortgage obligations and utility bills on time?			
save at least 10% of your net income?			
keep three months net income in reserve for emergencies?			
plan ahead for large expenses?			
set and keep financial goals?			
follow a budget?			
shop for comparison?			
regularly review your credit?			
examine your checking account statements often?			
continue your financial education?			

Key to Interpretation of Answers:

Add your points using this system:

Always = 2 points **Sometimes = 1 point** **Never = No point**

0-10 Points: You need to take control of your finances

11-15 Points: You have a good effort in managing your money effectively

16-20 Points: You demonstrate ability to manage your finances successfully

Make a short reflection of your assessment result.

I have realized that Input your answer here.

Key Topic 1: Managing Personal Finances

As a steward of financial resources, there is a need for you to become financially literate (Liuson 2015). Managing your personal finances effectively will bring you a lot of advantages, particularly on attaining financially sound living. You have to make appropriate decisions on spending, budgeting, saving, investing, and planning. Financial literacy will enable you to avoid chronic debts and other financial issues. Falling short of budget will definitely contribute to stress that affects a teacher's well-being.

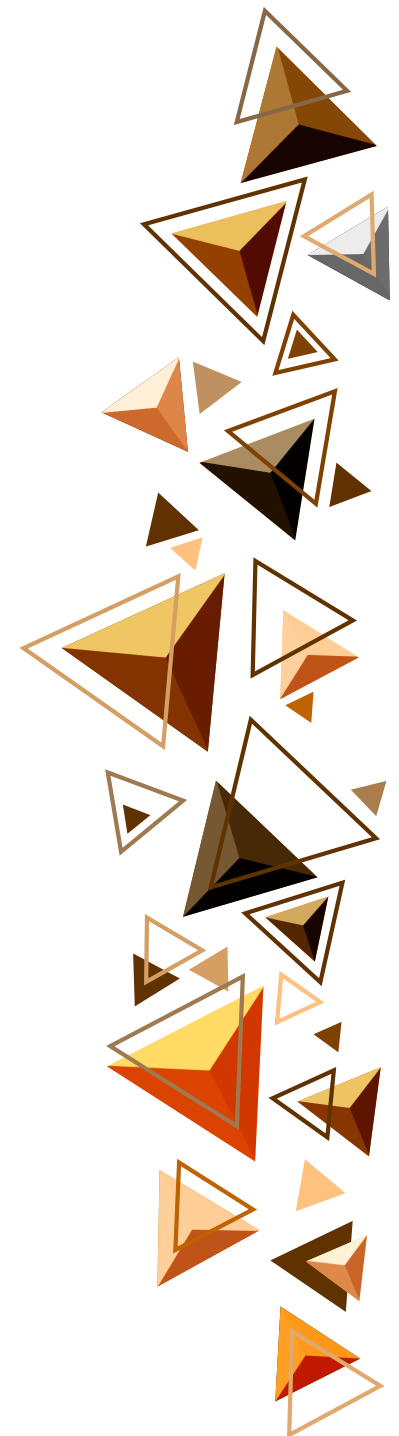
Required Task 1: Activity


MONEY MATTERS:

Read and analyze the given scenarios. Identify the main problem in each financial situation and the possible effects that it may bring.

1. Teacher Marie has a big family. She has four sons and two daughters. Her husband has no regular work. Every month, there is an expectation from their children that they will be going to the mall to spend time dining together. They also buy the things that their children are requesting, even unnecessary ones. Teacher Marie does not want to disappoint them. So, upon receiving her salary, she always gives favor to them.

Main Problem	Input your answer here.
Possible Effects	Input your answer here.



- 
- Principal Santos has observed the spending pattern of the newly-hired teachers in their school. Their lifestyle includes passion for international travels, fashionable clothes, and latest gadgets. They even invest part of their salaries to an online business that is not authorized and does not provide sure income. No wonder that they are always hopeful for paydays.

Main Problem	Input your answer here.
Possible Effects	Input your answer here.

Key Topic 2: Budgeting

Budgeting is a foundational step in achieving financial literacy. It involves the crafting of a plan to wisely spend your income in meeting your personal and financial goals in life. Living beyond your means is an unhealthy financial habit. Basically, your expenses should not be more than your income. Savings are important for emergency situations and other financial goals.

You may use the 5-10-85 Rule for keeping control of your finances. This budgeting model was introduced by Mr. Mariel Vincent A. Rapisura, a well-known financial trainer. It is suited for those who earn up to PhP250,000 a year.

5-10-85 Rule – Allocation of Income	
5%	Insurance
10%	Savings
85%	Expenses

- 5% of your monthly income should be allocated to insurance. You must protect your most valuable asset which is yourself. This is more appropriate if you are the sole breadwinner of your family. Prioritize getting affordable health insurance that covers emergency care to augment PhilHealth insurance benefits.
- 10% is considered as a decent percentage to be set aside for savings, especially for those who are new to the workforce. Use your savings for needed situations only. Once annual income increases to greater than PhP250,000, this should increase to 15%.

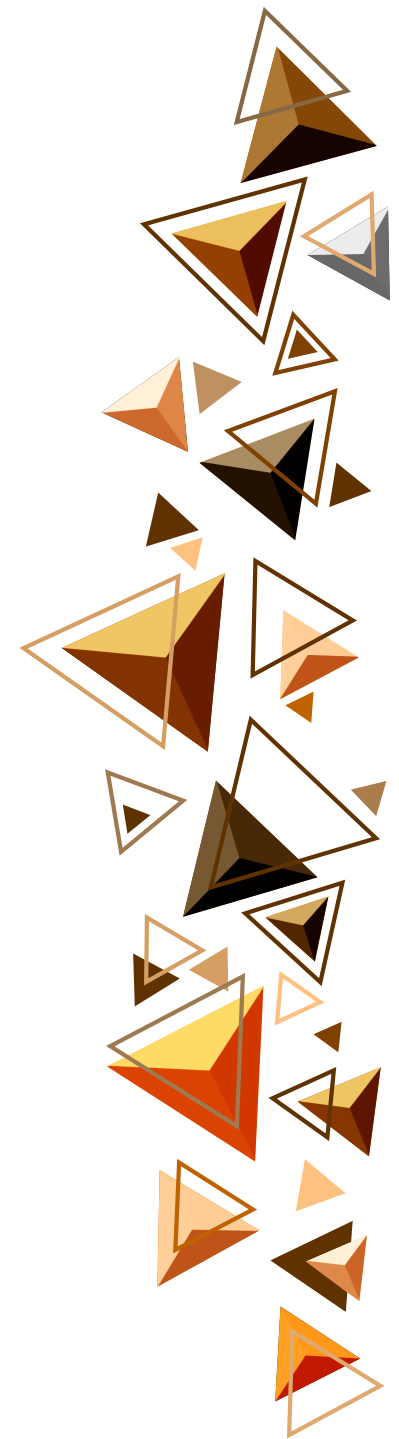
- 85% is your monthly ceiling for expenses including food, clothing, rentals, bills and other expenditures. It is best that you do not access loans, especially when used for non-productive purposes. Be forewarned that when you access a loan early, this will eat up in your budget for daily living expenses. Once your income reaches PhP250,000, strive to maintain your lifestyle such that you gradually reduce expenses to 60% of your salary. At the same time, gradually allocate a portion of your salary for secure investments until it reaches 20% of your salary.

Prompt:

Look at your budgeting or spending pattern. Share with your mentor and co-newly-hired teachers if you are closely applying or not applying the principles of 5-10-85 Rule. You may start practicing it to improve your financial condition.

According to the Institute for Financial Literacy, it is imperative for you to set personal financial goals. It can be short-term or long-term depending on your priorities and life situation. Your financial goals reflect your values and the things you care about. This will keep you on track in the proper management of your financial resources. Based on these goals, you can create specific plans. Your goals have to follow the acronym SMART, to wit:

- **S** - pecific: It clearly states what will you do and how will you do it;
- **M** - easurable: It can measure progress for corrective actions if necessary;
- **A** - ttainable and
- **R** - ealistic: It is based on your current financial status and can discipline you to stick with the plan; and
- **T** - ime-bound It has a target timeframe.





Below is an example of a financial goal statement. Try to create your own by putting emphasis on the acronym SMART.

**I want to completely pay off my personal loan in 3 years
by setting aside P3,000.00 from my monthly salary for
payment.**

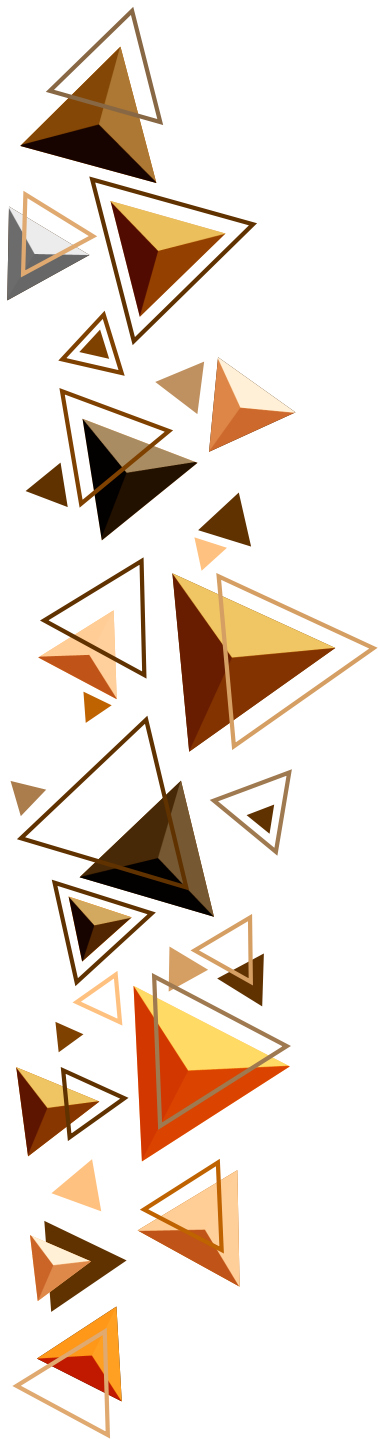
Input your answer here.

Optional Task

Provide your honest responses to the following questions that center on spending and debt. Read the feedback section for learning inputs on financial literacy.

QUESTIONS	ANSWERS	FEEDBACK
What are the sources of your income?		
In your monthly expenses, what are those that fall under needs? How about wants?		
Do you have an existing loan from a lending institution, an individual, or through a credit card? If yes, what was your reason from borrowing?		





Key Topic 3: Teacher Financial Literacy Concerns

“SANGLA-ATM”

Every payday, most of the teachers in a school would either go to work late or go home early. They have to visit a well-known loan shark in the locality who is holding their Automated Teller Machine (ATM) Cards due to loans. The loan shark knows as well the Personal Identification Numbers (PIN) of borrowers which are supposed to be private. These teachers will have to get the remaining balance out of their salaries. It is automatic that their monthly installment payment and interest value from loans are deducted in their accounts.

Optional Task

How do you feel about the financial condition of these teachers?

Input your answer here.

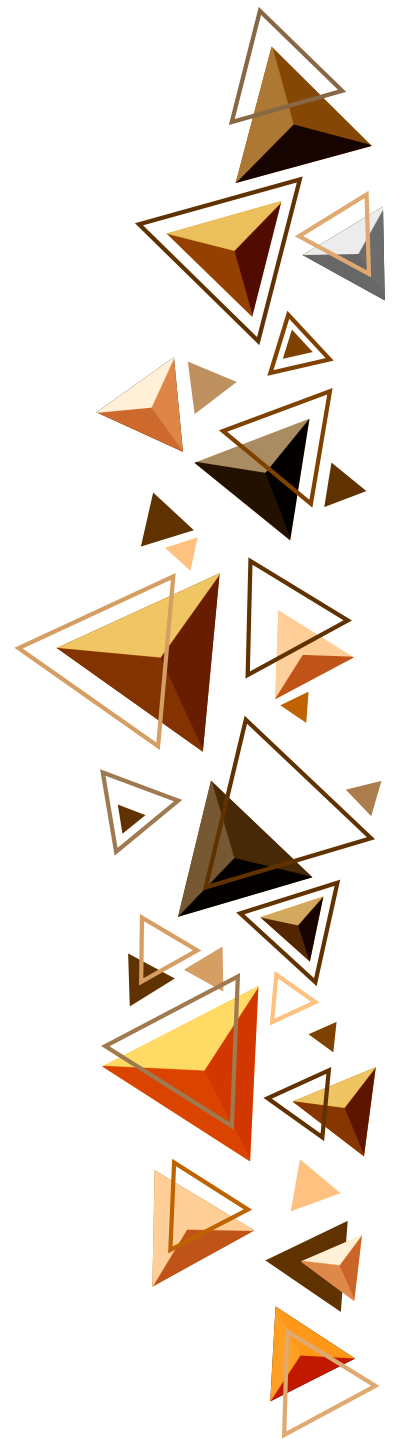
Based on the study conducted by the Philippine Institute for Developmental Studies (PIDS) on households, the tendency rate of public school teachers to borrow is 50 percent higher compared to other government employees. For this reason, the following rules should be kept in mind in getting a loan:

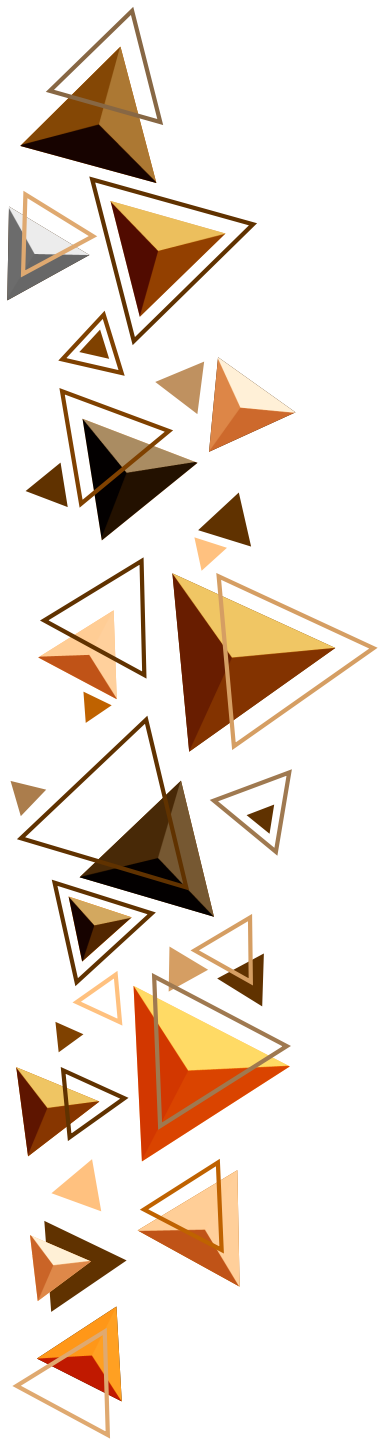
- Consider to get a loan for productive purposes only;
- Make sure that the rate of return is greater than the interest of the loan;
- Purchase non-essential stuff through savings, not loans;
- Check the amount and frequency of loan payments due;
- Limit your loan payments at a maximum of 20% for your steady income;
- Plan for making loan payments and generating additional income; and
- Explore the possibility of consolidating all your loans into one loan

Optional Task

Suppose you are saving P12,000.00 in a bank for your first year of teaching (equivalent to P1,000.00 per month). The interest rate is 4% per annum. Compute the value that you may get after five years of saving.

Year	Amount at the Start of the Year	Interest Earned per Year	Amount at the End of the Year
1	12,000.00	480.00	
2	12,480.00		
3			
4			
5			





Key Topic 4: Savings

Developing savings and planning for your retirement will financially secure you in the future. Saving is regarded as the postponement of one’s pleasure for spending. It takes discipline to prioritize savings over expenses (Income - Savings = Expenses). Ideally, emergency savings should be equivalent to nine times of your monthly expenses or six times of your monthly income. This will make you recover from any uncertain situations. In order to increase savings, you have to reduce your expenses and increase your income (Rapisura 2016).

Optional Task

KNOW THE HABITS:

Read and reflect on the online article “10 Bad Money Habits You Need to Break Today” written by Alexa Mason. You may access it via the link found inside the box.

<https://thecollegeinvestor.com/19037/10-bad-money-habits-need-break-today/>

Organize your insights through the use of KCCF Quadrants. Sharing of your learning to your mentor and co-newly-hired teachers is encouraged.

<p>K - knowledge (Something that confirms what you already know)</p>	<p>C - hallenge (Something that challenges you)</p>
<p>C - hange (Something you plan to change)</p>	<p>F - eel (Something you feel on what you learn)</p>

Required Task 2: Financial Development Plan

Craft a Personal Financial Development Plan using the provided template. Apply the principles of financial literacy that you learned from this session. You are encouraged to follow this plan and monitor your progress to attain financially sound living. *You may use a separate Word document for this.*

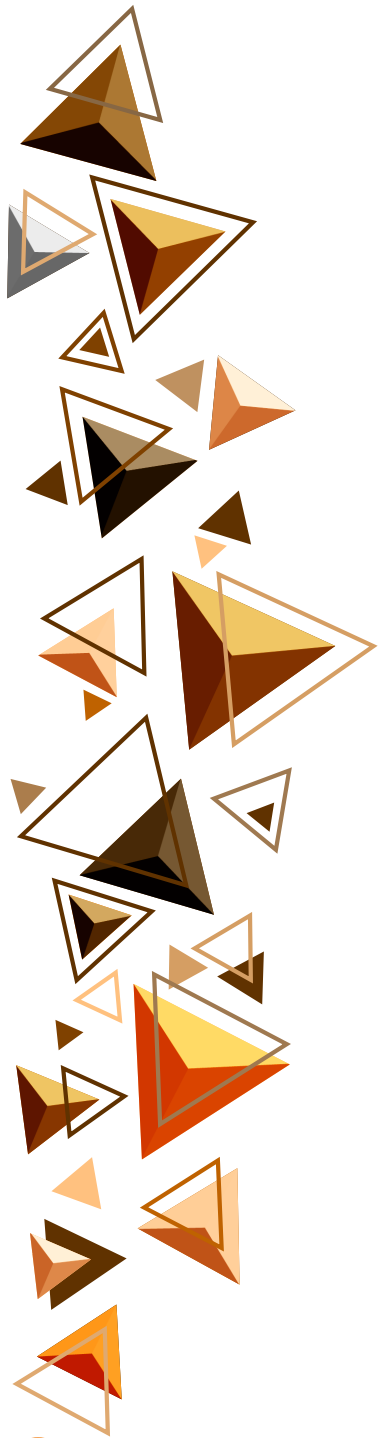
PERSONAL FINANCIAL DEVELOPMENT PLAN

Name: _____

Date: _____

BUDGET AND SPENDING						
Month and Year: _____						
Total Income: _____						
Savings/Item/Service	Need/Want?	Target Cost	Actual Cost			
Total						
LONG-TERM AND RETIREMENT						
Financial Goal	Priority (Low; Medium; or High)	Target Date	Number of Years	Required Amount	Actions to be Taken	Remarks





Summary

Teachers need to become effective financial stewards. In order to attain financially sound living, proper management of personal finances is crucial. In developing a workable financial plan, SMART goals should be well-defined. Financial literacy is a life skill that should be understood and mastered. This will keep you on the right track in terms of budgeting, spending, borrowing, saving, and planning for retirement.

Module 5 – Developing a Personal Professional Improvement Plan

Intended Module Learning Outcomes

At the end of this module you should be able to:

- adopt practices that uphold the dignity of teaching as a profession through professional and personal development (7.2.2); and
- develop a personal professional improvement plan based on reflection of one’s practice and ongoing professional learning, specifically after taking the courses in the TIP.

Module Outline

Session 1 – Developing a Personal Professional Improvement Plan

Estimated Time Required: 1 hour

Required Tasks

Enumerate the tasks

Required Resources

- Copy of RPMS Manual for Teachers and School Heads

Session 1 – Developing an Individual Development Plan

Preliminary Activity

Pick one object in your bag that you can connect to the word “planning.” Draw the image of that object below, and explain how it relates with planning. Answer the questions that follow.

Processing Questions:

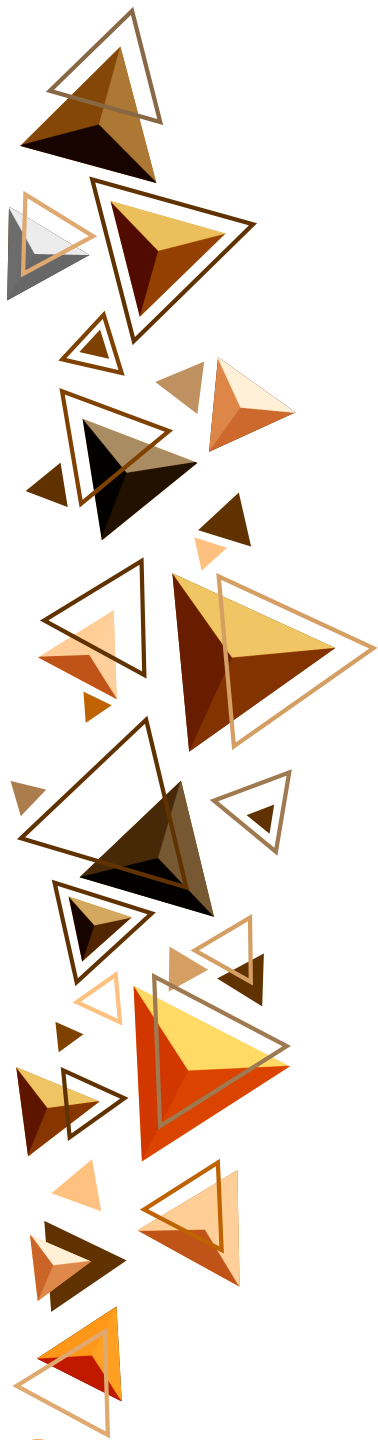
1. What is planning?
2. Is planning important in the teaching profession?
3. Is planning important in professional growth? How?

Key Topic 1: Making a Personal Professional Improvement Plan

It is not enough to just say that you want to become a better teacher. Hence, you have to develop an Individual Development Plan that will guide you to reach your objective. When we plan our lesson, we set goals, develop a procedure to reach those goals, get feedback and do some adjustments, and monitor progress. In crafting a personal professional improvement plan, we must also perform the same things for us to have our own professional improvement. The personal professional improvement plan will serve that purpose.

Your personal professional improvement plan requires commitment. You could prepare one during this teacher induction program and then save it on your computer and never ever use it. Next quarters or school years later, you remain the same teacher you used to be.





Indeed, the personal professional improvement plan simply helps you to be more deliberate as you work on your goals. You have to make a commitment that whatever you indicate here will be executed in due time.

Making a personal professional improvement plan provides something that you should start doing. But equally important are the things that you should stop doing. In other words, you should stop doing anything that does not align with your personal professional development plan.

Consider also what you need to stop doing. If we quit doing all the things that are not working and focus our efforts on those that are, our work would not only be efficient, but much more productive and fulfilling.

Optional Task

Pause & Reflect: Are there habits or activities that you do now as a teacher that do not contribute to your work effectively? Why do you think so? Input your answer here.

Key Topic 2: Development Plans

The Results-based Performance Management System Manual for Teachers and School Heads (2018).

The DepEd released Order No. 2, s. 2015 on *Guidelines on the Establishment and Implementation of the Results-based Performance*

Management System (RPMS) in the Department of Education following Civil Service Commission Memorandum Circular No. 06, s. 2012 on *Strategic Performance Management System (SPMS)* to warrant efficient, timely and quality performance among personnel (RPMS Manual for Teachers and School Heads, 2018).

To match the reform initiatives on teacher quality, the Philippine Professional Standards for Teachers (PPST) has been developed and nationally validated. PPST was signed into policy by Department of Education (DepEd) Secretary Maria Leonor Briones through DepEd Order No. 42, s. 2017 (RPMS Manual for Teachers and School Heads, 2018).

At the beginning of the school year, each teacher is requested to take the Self-Assessment Tool (SAT). SAT is “a common tool for assessing teacher performance. It can be used as a starting point for informal purposes of self-reflection to clarify performance expectations and determine which competencies to focus on. It can also be used to monitor the progress or improvement of teacher competencies and validate whether the interventions provided are effective. It can guide discussions about goal-setting and professional development needs (RPMS Manual for Teachers and School Heads, 2018).”

As indicated in D.O. No. 2, s. 2015, the following steps shall be applied in preparing Development Plans:

1. Identify the development needs.
2. Set goals for meeting the development needs.
3. Prepare action plans for meeting the development needs such as a list of learning activities, resources and supports, measure of successes, among other needs.
4. Implement action plans.
5. Evaluate.

After taking the SAT, the teacher will draft the Development Plan based on the results of SAT-RPMS. The teacher can reflect on the plan as development needs the objectives that are rated “Low”

in terms of level of capability, or “High” or “Very High” in terms of priority for development.

The objectives rated “High” or “Very High” in terms of level of capability can be reflected as strengths in the Development Plan. Both the teacher and the Principal may also refer to the Development Plans in the monitoring and coaching of the teacher’s performance and in providing the necessary interventions (RPMS Manual for Teachers and School Heads, 2018).”

Required Task

Make Your Own Development Plan

If you haven’t created your own development plan, now is the time that you make one. Table 1 shows the format for the Developmental Plan (RPMS Manual for Teachers and School Heads, 2018). *You may do this on a separate Word document.*

Strengths	Developmental Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed
A. Functional Competencies				
B. Core Behavioral Competencies				

Table 1. Format of Developmental Plan

***Add a good ending topic/quotation for the end of this session/module.
For the summary of this module, add something on positive image for teachers, helping newly-hired teachers, etc.***





Key Topic: Your Personal Professional Improvement Plan as a Newly-hired teacher

Since a development plan is only intended for one school year, draft a different kind of plan for your professional improvement. This will be your Individual Development Plan.

Your personal professional improvement plan is divided into 5 columns: teacher skill, specific actions, expected results, and completion date.

The first part will ask you to identify the **Teacher Skills** that you need to develop. Specifically, these skills may be obtained from the PPST, which you discussed initially in Core Course 3.

The second part focuses on **Specific Actions**. As you develop those particular skills, this plan will provide you a step-by-step procedure. It will all depend on you, so remember that you want to develop a personal professional improvement plan that you can practically achieve in about the time you set for yourself. You will put your actions here in detail that will show how the actions you will commit to do in order to master a particular teacher skill. Again, this should be personal.

The third part of the plan is **Expected Results**. In this section, you will choose what result you will observe whether or not you are having improvement. How will you gauge that you have indeed improved? Identifying your expected results is important because it will help you monitor your development toward achieving your goals. It will also make you impartial about your improvement.

The next part of the action plan is your **Resources**. The resources may include physical resources such as curriculum developments, learner records, or supplementary materials. It may also involve intangible resources such as mentorship, attendance from a seminar, or conduct of an action research. Hence, showing the resources you need that are related to your improvement make it easier to encourage your school heads to provide the needed resources.

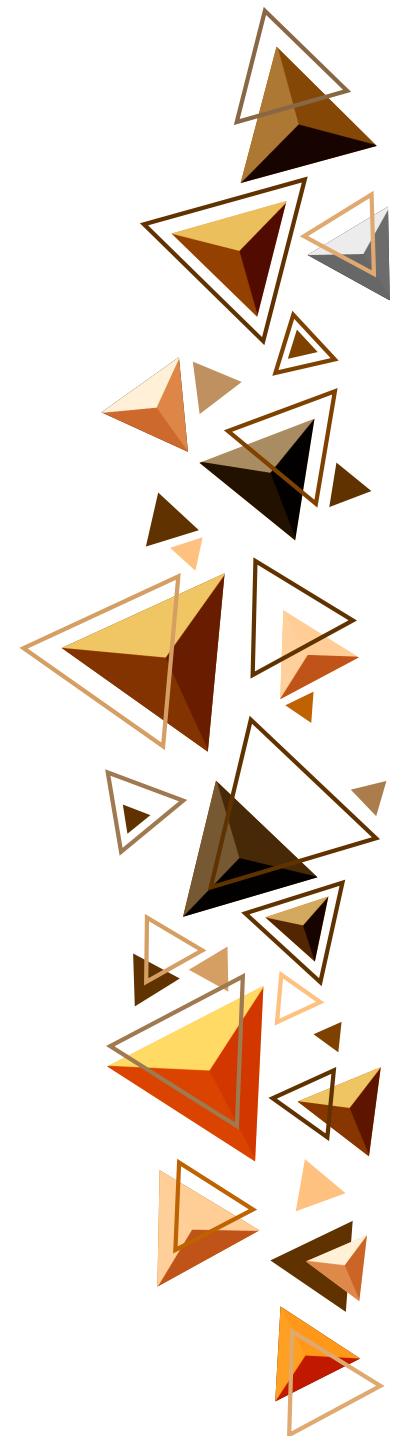
This plan also asks you to identify your **Completion Date**. It is significant because you don't want to implement your plan with indefinite time. You have to see whether your plan is going well and if it is not, then you can have some modification to your plan instead of continuing to perform actions that are not yielding the results that you want to see. Giving yourself a completion date is a way to make yourself responsible for your plan by letting you check yourself and evaluate your improvement.



Republic of the Philippines
Department of Education
Region _____

CITY SCHOOLS DIVISION OFFICE OF _____

Teacher Skill	Specific Actions	Expected Results	Resources	Completion Date





It is advisable that you select a mentor who will gladly monitor your progress. Lasting change does not occur overnight. It takes time to make changes, but the personal professional development plan helps you to achieve your goals.

Reflective Journals

To monitor your progress, try to have a reflective journal. Snowman and Biehler (2000) gave two purposes of developing a reflective journal: "(1) to serve as a repository of instructional ideas and techniques that you have either created from your own experiences or gleaned from other sources, and (2) to give yourself a format for recording your observations and reflections on teaching."

Snowman and Biehler (2000) showed these two journal entry samples from two teachers as presented in Figure 1.

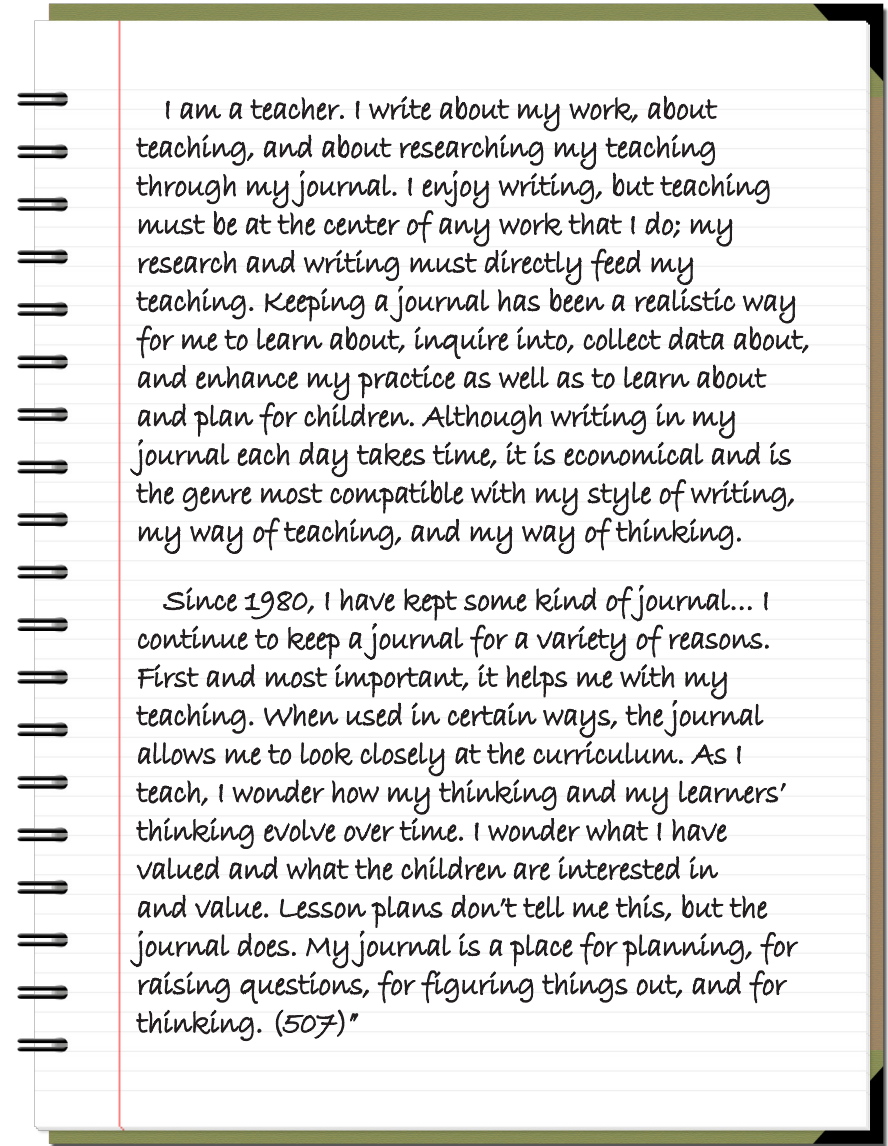
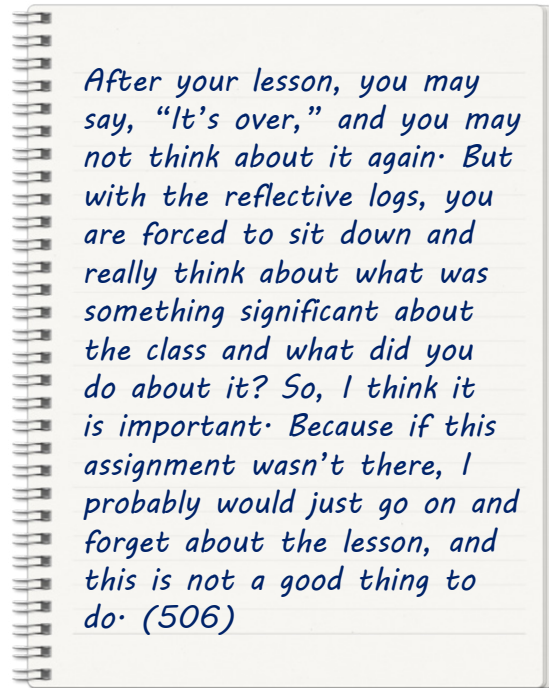
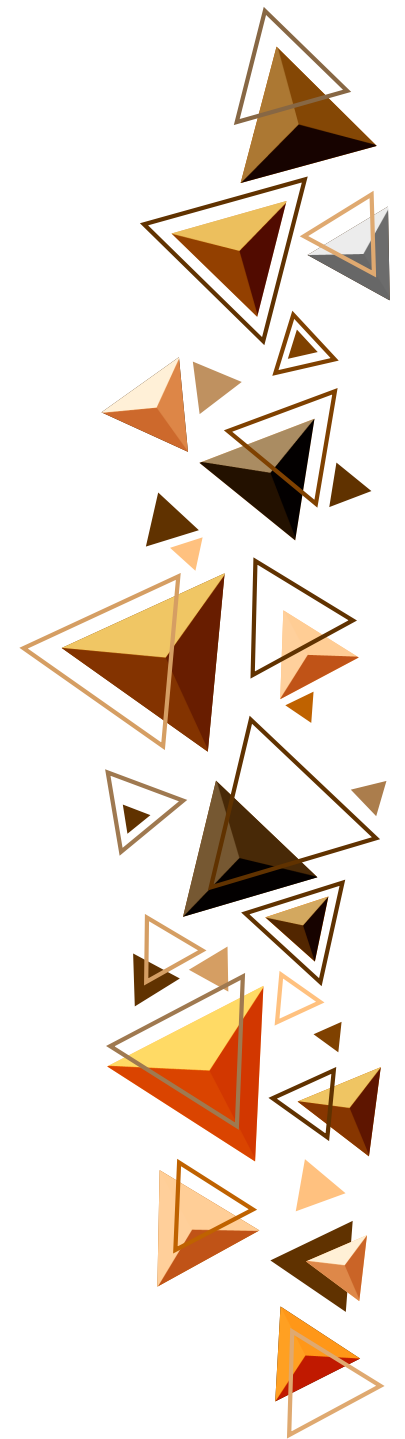
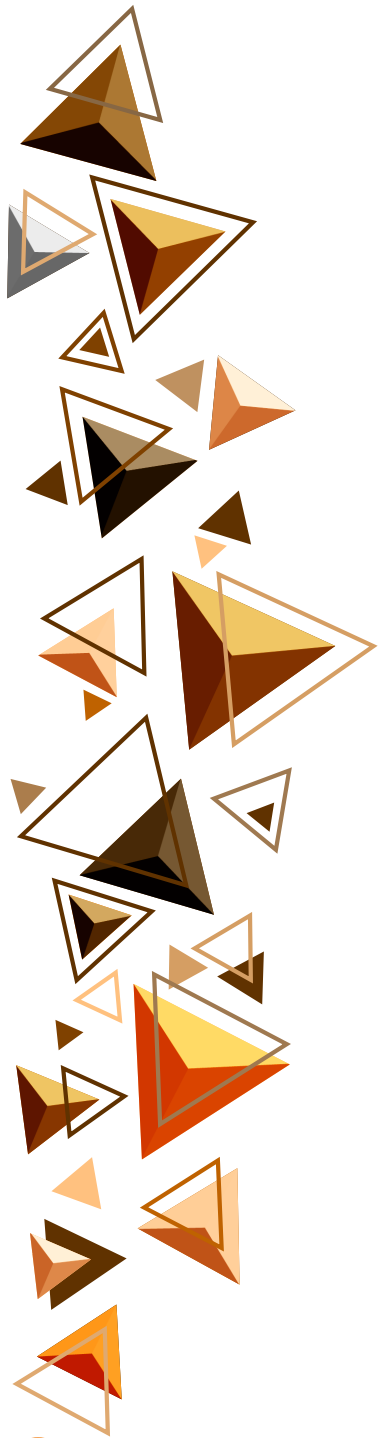


Figure 1. Samples of Reflective Journals

Summary

- In crafting a personal professional improvement plan, we must also perform the same things for us to have our own professional improvement.
- The developmental needs are reflected in the Developmental Plan.
- Reflective journals may reflect your progress.





Congratulations!

You've come to the end of this course.

Please go to this link for the summative assessment: _____

Don't forget to take a screenshot of your score.
It will be submitted to your mentor for verification and recording purposes.

Once you're done, kindly input your score here: Input your score here.

Additional reminder:

Compile your portfolio output/s and make sure
that your mentor has checked your coursebook.

Glossary

Authorization	refers to the formal evaluation of non-DepEd entities applying to become a provider of recognized professional development programs and/or courses for teachers.
Authorized Learning Service Provider	refers to a non-DepEd provider that has been awarded formal, fixed term Authorization of the National Educators Academy of the Philippines to provide professional development to teachers within DepEd.
Continuing Professional Development (CPD)	refers to the inculcation of advanced knowledge, skills and ethical values in a post-licensure specialization or in an inter- or multidisciplinary field of study, for assimilation into professional practice, self-directed research and/or lifelong learning.
Continuing Professional Development (CPD) Program	refers to a set of learning activities accredited by the CPD Council such as seminars, workshops, technical lectures or subject matter meetings, non-degree training lectures and scientific meetings, modules, tours and visits, which equip the professionals with advanced knowledge, skills and values in specialized or in an inter- or multidisciplinary field of study, self-directed research and/or lifelong learning
Continuing Professional Development (CPD) Credit Unit	refers to the value of an amount of learning that can be transferred to a qualification achieved from formal, informal or nonformal learning setting, wherein credits can be accumulated to predetermined levels for the award of a qualification.
Philippine Professional Standards for Teachers (PPST)	refers to the official document that articulates what constitutes teacher quality. The PPST describes the increasing levels of knowledge, practice, and professional engagement expected of teachers.
Philippine Qualifications Framework (PQF)	refers to a quality assured national system for the development, recognition, and award of qualifications based on standards of knowledge, skills, and values acquired in different ways and methods by learners and workers in the country.
Recognition	refers to a quality assurance process intended to uphold the Learning and Development standards in the development and delivery of professional development programs and courses provided to DepEd teachers through an evaluation mechanism.
Teachers	refers to the regular and permanent personnel in schools or learning centers “engaged in the classroom teaching of any subject, including practical/vocational arts, at the elementary and secondary levels of instruction including persons performing guidance and counseling, instructional supervision in all private or public education institutions, but shall not include school nurses, school physicians, school dentists, school administrators, and other school administrative support employees”.





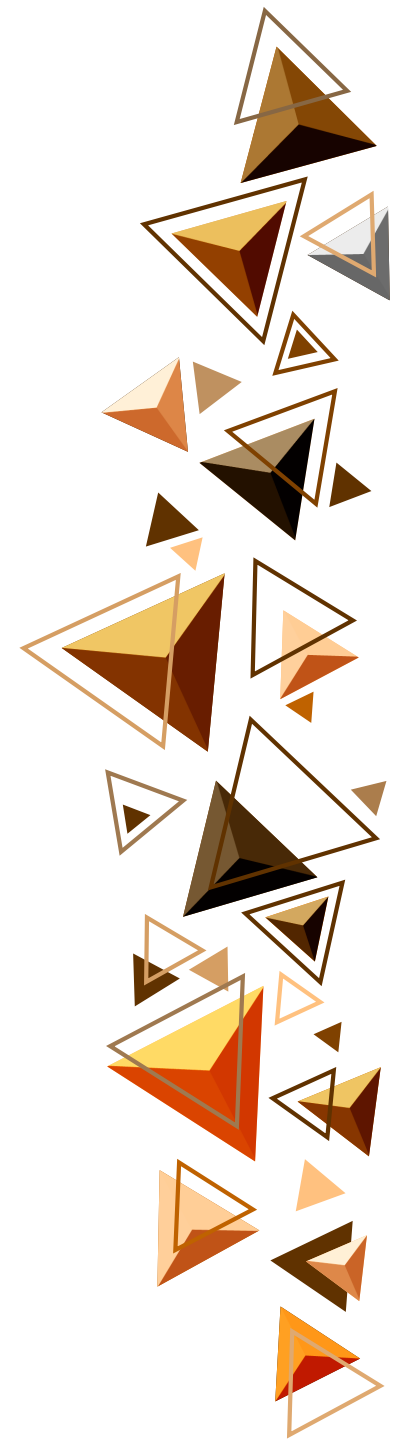
Budgeting	refers to the breaking down of income into different expenses and savings
Debt	refers to the amount or thing owed from an individual or an institution
Expense	refers to the amount spent on anything
Financial literacy	refers to the awareness and ability of a person in managing finances to make responsible and effective decision on the flow of the finances
Health	refers to the level of functional and metabolic efficiency of a living organism. In humans it is the ability of individuals or communities to adapt and self-manage when facing physical, mental, psychological and social changes with the environment. It encompasses a broad spectrum. It is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.
Health Awareness	refers to the process that provides health related knowledge to the people for preventing and curing disease
Healthy lifestyles/practices	refers to the lifestyles/practices that contribute positively to physical, mental and social wellbeing and which include regular exercise and physical activity to help and improve people's health and well-being
Income	refers to the amount earned from one or many sources
Mental Health	refers to the positive thoughts and ideas. Brain is a body part that deals with both emotional and mental aspects (thoughts, perception of reality, and response to it)
Personal Goal	refers to a self-motivation task which is the force that keeps pushing someone to go on. It is the internal drive to achieve, produce, develop, and keep moving forward. It is what pushes people to go on, especially when one thinks they are ready to quit something.
Physical Health	refers to a form of the body that includes perfect and harmonious physiological functions of all the body parts that are anatomically intact with each other
Psychological Health	refers to the emotional state (feelings and moods), adaptability to circumstances, and development of sense of meaning of life compassion, and unselfishness.
Saving	refers to the amount set aside and kept for whatever financial goal

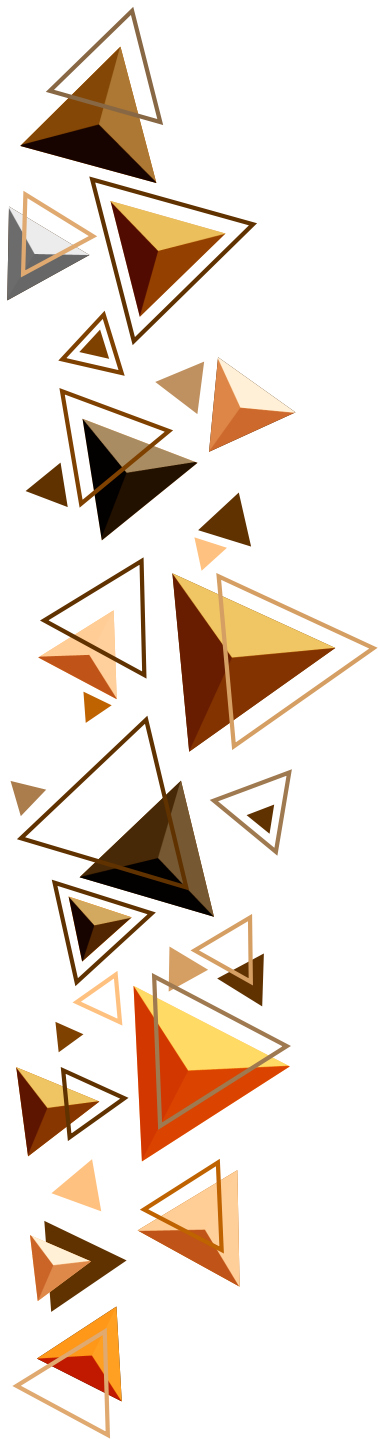
Social Health

refers to the ability to interact effectively with other people and can developing satisfying relationships

Wellness

refers to the state of being in optimal mental and physical health. It is a dynamic process of change and growth. It's about living a life full of personal responsibility and therefore taking proactive steps for one's entire well-being. This means that a person living life very well controls risk factors that can harm them. It has a direct influence on overall health, which is essential if one is trying to live a better life.





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