

[REPUBLIC ACT NO. 7784, August 04, 1994]

AN ACT TO STRENGTHEN TEACHER EDUCATION IN THE PHILIPPINES BY ESTABLISHING CENTERS OF EXCELLENCE, CREATING A TEACHER EDUCATION COUNCIL FOR THE PURPOSE, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

Section 1. *Declaration of Policy.* - It is the declared policy of the State to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. It is likewise universally recognized that the teacher is the key to the effectiveness of the teaching-learning process by drawing out and nurturing the best in the learner as a human being and a worthy member of society. Thus, this Act aims to provide and ensure quality education by strengthening the education and training of teachers nationwide through a national system of excellence for teacher education.

Our vision is a teacher education system whose mission is to educate and train teachers of unquestionable integrity and competence, and who are committed to their continuing professional growth and obligation to help their students grow as responsible individuals and citizens of the Philippines and of the world.

Sec. 2. *Definition of Terms.* - As used in this Act:

- a. "Teacher" shall mean all persons 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. Graduates of education who have passed the government examination for teachers although not actually employed as such, are hereby included in this definition.
- b. "Teacher education" shall mean the pre-service education, in-service education, and graduate education of teachers, in various areas of specialization.
- c. "Excellence" pertains to the efficient, effective and innovative delivery of relevant, functional, and quality programs in teacher education, training, research and community service.
- d. "Center of excellence" shall be a public or private college, institute, school or agency, engaged in the pre-service and continuing education, formal and non-formal, of teachers and teacher educators, that has established and continues to maintain a track record in teacher education (in terms of number of graduates and their performance in the government examination for teachers and their professional achievement), research, and community service; whose

graduates are models of integrity, commitment and dedication in education. The centers of excellence may exist by themselves or within a university or college.

Sec. 3. Teacher Education Centers of Excellence. -There shall be identified, designated, established and developed in strategic places in each of the regions of the country, one or more centers of excellence for teacher education based on criteria listed hereunder, assessed and adjudged by the Council. These centers of excellence shall be initially chosen from among existing public and private educational institutions by the Teacher Education Council created under this Act.

Should the need arise, certain centers of excellence for teacher education at the provincial level may later be identified and developed.

The criteria in identifying schools and colleges as centers of excellence shall include the following: (a) highly educated, professionally qualified and experienced faculty dedicated to the philosophy, mission, vision and goals of the institution and education; (b) well-selected students; (c) adequate library, research and study facilities; (d) competent administrative and support staff; (e) well-planned and relevant instructional programs; (f) adequate student development programs; (g) adequate student services; (h) relevant extension service and outreach programs; (i) percentage of graduates who become teachers; and (j) such other criteria as may be established and operationalized by the Teacher Education Council.

The Teacher Education Center of Excellence shall form a national network which in turn shall network with elementary schools, high schools and/or a part thereof for laboratory purposes.

Any center of excellence that is established shall be maintained for at least five (5) years before any proposal or review is made to transfer it elsewhere.

Sec. 4. Objectives and Functions of a Center of Excellence. - The objectives and functions of a center of excellence shall be to:

- a. Experiment and try out relevant and innovative pre-service/in-service teacher education/training programs;
- b. Organize and coordinate collaborative research on identified areas for systematic investigation in teacher education as basis for improving teacher education programs;
- c. Serve as teacher resource center for curricular/instructional materials development;
- d. Serve as the central node for networking specific disciplines in teacher education in the region;
- e. Provide professional assistance to Teacher Education Institutions (TEIs) that have expressed the need for such assistance;
- f. Encourage mutual support among TEIs in the region for upgrading and improving their programs; and
- g. Facilitate and help expedite accreditation among TEIs.

Sec. 5. Creation of the Teacher Education Council. - There shall be a Teacher Education Council composed of eleven (11) members with the Secretary of Education, Culture and Sports as *ex officio* chairman, and three (3) other *ex officio* members, namely: a Commissioner of the Commission on Higher Education (CHED),