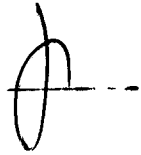


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**SENATE**  
**S.B. No. 2827**

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**Introduced by SENATOR WIN GATCHALIAN**

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**AN ACT**  
**INSTITUTIONALIZING THE CAREER PROGRESSION SYSTEM FOR**  
**PUBLIC SCHOOL TEACHERS AND APPROPRIATING FUNDS THEREFOR**

**EXPLANATORY NOTE**

The 1987 Constitution provides that the State shall enhance the right of teachers to professional advancement,<sup>1</sup> assign the highest budgetary priority to education, and ensure that the teaching profession will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.<sup>2</sup> Consistent with such declaration, Executive Order (EO) No. 500, series of 1978, entitled "Establishing a New System of Career Progression for Public School Teachers", took effect on March 21, 1978. It emphasized the importance of classroom teaching and reduced the shifting of qualified and dedicated classroom teachers to administrative responsibility for them to have the benefit for higher compensation. As a result, more teachers entered public school teaching.

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<sup>1</sup> 1987 Constitution, Article XIV, Sec. 5(4).

<sup>2</sup> *Id.* at Sec. 5(5).

The past decade further showed a substantial increase in the number of public school teachers, mainly due to the additional two years in the Senior High School level. Data from the Department of Education (DepEd) show that the number of teachers has grown by 61%, from 547,574 in SY 2012-2013 to 881,477 in SY 2022-2023.<sup>3</sup> However, the pathway instituted by EO No. 500, s. 1978 failed to provide a seamless career progression system for teachers. About 92% of teaching personnel hold the positions from Teacher I to III, leaving only about 8% who hold Master Teacher (MT) I to IV positions<sup>4</sup>. Further data disaggregation shows that 32% hold the Teacher III position, while only 5% hold the next rank, MT I. This considerable gap indicates that even teachers who are otherwise qualified to be promoted to a higher rank and to receive higher pay are stuck at the Teacher III position given the limited number of MT I items. Even among master teachers, career progression is tight and inauspicious, as only about 1%, or 561 out of 65,402, master teachers in the country hold the MT III and IV positions.

On June 23, 2022, EO No. 174 was signed by then President Rodrigo Duterte. It established the Expanded Career Progression System for public school teachers to ensure them adequate opportunities based on merit and competencies. To fill the gap of EO No. 500, s. 1978, it created the positions of Teacher IV, V, VI, and VII and Master Teacher V to provide continuity and expansion of career stages for public school teachers.

This legislation institutionalizes such framework of career advancement – called as Career Progression System – to promote professional development and career advancement among public school teachers. It expands their prospects for a career path in teaching, school administration or supervision, authorizing the Department of Budget and Management to create the new teaching position titles of Teacher IV, Teacher V, Teacher VI, Teacher VII, and

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<sup>3</sup> DepEd Data Bits: Public School Teachers SY 2020-2021.

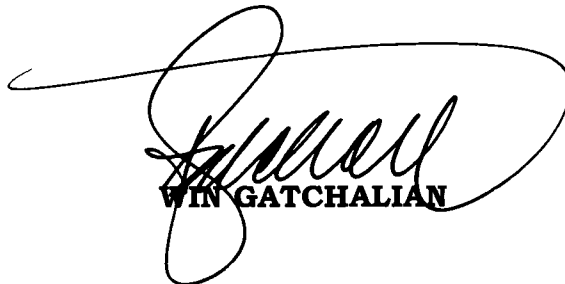
<sup>4</sup> [Data-Bits-Public-School-Teachers-Apr.pdf \(deped.gov.ph\)](#)

<sup>4</sup> Data from the Department of Education' Basic Education Information System (SY 2022-2023).

Master Teacher V, and include the same in the Index of Occupational Services, Occupational Groups, Classes, and Salary Grades. The positions in the Teaching Career Line, the School Administration Career Line, and the Supervision Career Line shall be equivalent in all salaries, benefits, and other privileges. This requires the harmonization of the qualification standards for teaching positions in all levels of the public school system, taking into consideration the Standards-Based Assessment as mandated under this proposal. The National Educators Academy of the Philippines is mandated to develop a special remedial program for teachers who do not pass the Standards-Based Assessment for two (2) successive assessments in order to aid in their development.

Finally, to ensure that the teaching profession will attract and retain its rightful share of the best available talents through adequate remuneration, this legislation proposes that the present minimum salary grade level of public school teachers under the DepEd be upgraded from Salary Grade 11 to Salary Grade 13. The salary grade levels of those occupying higher positions shall also be adjusted accordingly.

Our public school teachers find themselves at the forefront of national development, and they should be accorded appropriate recognition by the government by ensuring their professional development and through adequate remuneration. Hence, I earnestly seek the support of this Congress for the immediate passage of this legislation.



WIN GATCHALIAN

**NINETEENTH CONGRESS OF THE  
REPUBLIC OF THE PHILIPPINES  
Third Regular Session**

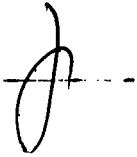
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24 SEP 17 P5:57

**SENATE**

RECEIVED

**S.B. No. 2827**



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**Introduced by SENATOR WIN GATCHALIAN**

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**AN ACT  
INSTITUTIONALIZING THE CAREER PROGRESSION SYSTEM FOR  
PUBLIC SCHOOL TEACHERS AND APPROPRIATING FUNDS THEREFOR**

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

1       Section 1. *Short Title.* – This Act shall be known as the “Career  
2       Progression System for Public School Teachers Act”.

3  
4       Sec. 2. *Declaration of Policy.* – It is the declared policy of the State to  
5       enhance the right of teachers to professional advancement, and to ensure that  
6       the teaching profession shall attract and retain its rightful share of the best  
7       available talents through adequate remuneration and other means of job  
8       satisfaction and fulfillment.

9       Towards this end, the State shall implement just and equitable measures  
10      to provide competency-based promotion and salary increases to expand the  
11      welfare and professional growth of public school teachers while advancing the  
12      right of each Filipino to quality education by ensuring that the system of  
13      professional advancement incentivizes the mastering of content and refining  
14      of pedagogy and teaching competencies in order to improve teaching and  
15      learning.

1       Sec. 3. *Definition of Terms.* – As used in this Act:

- 2           a. *Career Progression* shall refer to the professional advancement  
3           of a teacher in terms of, but not limited to, standards-based  
4           competencies and skills, position and stature, remuneration and  
5           incentives, and qualifications and development goals.
- 6           b. *Career Progression Line* shall refer to individual tracks of  
7           professional advancement available to teachers under the Career  
8           Progression System.
- 9           c. *Career Progression System* shall refer to a framework of career  
10          advancement based on relevant and material qualitative and  
11          quantitative assessment tools.
- 12          d. *Teaching Career Line* shall refer to the career pathway of teachers  
13          involved in teaching, including those under the alternative  
14          learning system (ALS).
- 15          e. *Current Career Progression* shall refer to the Career Progression  
16          Lines available to a Teacher, which are existing and implemented  
17          prior to the effectivity of this Act.
- 18          f. *Expanded Career Progression* shall refer to the Career  
19          Progression Lines for Teachers as provided in this Act.
- 20          g. *Incumbent Head Teachers* shall refer to Teachers who are under  
21          the administrative Career Progression Line for Teachers prior to  
22          the effectivity of this Act.
- 23          h. *School Administration Career Line* shall refer to the career  
24          pathway of teachers involved in overall school management and  
25          operations, and instructional supervision.
- 26          i. *Supervision Career Line* shall refer to the career pathway of  
27          teachers involved in supervisory functions at the district,  
28          division, and regional levels.
- 29          j. *Standards-Based Assessment* shall refer to a competency-based  
30          assessment involving appropriate evaluation processes to assess  
31          the competencies of teachers, which shall be required as a  
32          prerequisite to the teacher's movement in position or

1 remuneration, as the case may be, as provided in Section 9  
2 hereof.

3 k. *Teacher* shall refer to all persons engaged in teaching at the  
4 elementary and secondary levels, whether on full-time or part-  
5 time basis, including industrial arts, vocational or ALS teachers  
6 and all other persons performing supervisory and/or  
7 administrative functions in all schools in the aforesaid levels and  
8 qualified to practice teaching under Republic Act No. 7836, or  
9 the "Philippine Teachers Professionalization Act of 1994".  
10

11 Sec. 4. *Institutionalization of the Career Progression System for Public*  
12 *School Teachers.* – The Career Progression System for public school teachers  
13 is hereby institutionalized to promote professional development and career  
14 advancement among public school teachers, and define the Career  
15 Progression Line of teachers within the public school system, specifically in  
16 the elementary and secondary levels, including Senior High School.  
17

18 Sec. 5. *Expanded Career Progression for Public School Teachers.* – The  
19 prospects for a career path for public school teachers in teaching, school  
20 administration or supervision are hereby expanded.

21 The positions from Teacher I to Master Teacher I shall form the base of  
22 the career progression system. Thereafter, a teacher may be promoted to  
23 either Master Teacher II in the teaching career line, School Principal I in the  
24 school administration career line, or Supervisor in the supervision career line.

25 For this purpose, the Civil Service Commission (CSC), the Department of  
26 Education (DepEd), including the Teacher Education Council (TEC), and the  
27 Professional Regulation Commission (PRC) shall harmonize the qualification  
28 standards for teaching positions in all levels of the public school system,  
29 taking into consideration the Standards-Based Assessment as mandated in  
30 this Act. The Department of Budget and Management (DBM) shall create the  
31 new teaching position titles of Teacher IV, Teacher V, Teacher VI, Teacher VII,  
32 and Master Teacher V, and include the same in the Index of Occupational  
33 Services, Occupational Groups, Classes, and Salary Grades.

1       Sec. 6. *Options of Incumbent Head Teachers.* – All Incumbent Head  
2 Teachers may apply to retain their positions and career progression line under  
3 the Current Career Progression, or otherwise apply for retitling of their current  
4 position to the appropriate position under the Expanded Career Progression:  
5 *Provided,* That within one (1) year from the effectivity of this Act, all Incumbent  
6 Head Teachers shall file the appropriate application to retain their current  
7 Career Progression Line under the Current Career Progression, or be retitled  
8 under the Expanded Career Progression, as the case may be.

9       For purposes of this Act, the DepEd shall prepare a list of Incumbent  
10 Head Teachers who shall retain their current positions and Career  
11 Progression Line under the Current Career Progression. No new item or  
12 position under the Current Career Progression for Incumbent Head Teachers  
13 shall be created hereafter.

14       Incumbent Head Teachers who apply for the retitling of their current  
15 positions to the appropriate positions under the Expanded Career Progression  
16 can no longer revert to the previous Career Progression Line.

17       All teachers, other than those Incumbent Head Teachers who shall file  
18 the appropriate application to retain their current positions and Career  
19 Progression, shall follow the Expanded Career Progression as provided in this  
20 Act. They shall undertake a mandatory transition program to be developed by  
21 the National Educators Academy of the Philippines (NEAP).  
22

23       Sec. 7. *Equivalence of Positions.* – The positions in the Teaching Career  
24 Line, the School Administration Career Line, and the Supervision Career Line  
25 shall be equivalent in all salaries, benefits, and other privileges, as follows:

<b>Teaching Career Line</b>	<b>School Administration Career Line</b>	<b>Supervision Career Line</b>
Master Teacher II	School Principal I	Education Supervisor I
Master Teacher III	School Principal II	Public Schools District Supervisor

Master Teacher IV	School Principal III	Chief Education Supervisor
Master Teacher V	School Principal IV	

1        Sec. 8. *Salary.* – In order to attract and retain the top talents, the present  
2        minimum salary grade level of public school teachers under the DepEd shall  
3        be upgraded from Salary Grade 11 to Salary Grade 13. The salary grade levels  
4        of those occupying higher positions shall be adjusted accordingly.

5  
6        Sec. 9. *Non-Diminution in the Basic Salaries and Benefits of Incumbent*  
7        *Employees.* – In no case shall there be a demotion in rank or diminution of  
8        salary, benefits and other privileges, or both, of incumbent employees granted  
9        under existing laws, decrees, orders or any contract, agreement or policy  
10       between employee and employer upon the implementation of this law.

11  
12       Sec. 10. *Promotion of Teachers.* – Teachers shall be promoted through the  
13       reclassification of positions based on a comparative assessment anchored on  
14       the principles of merit, fitness, and competence based on the professional  
15       standards.

16       The evaluation of teachers in the Teaching Career Line shall consider  
17       subject-area knowledge and pedagogical knowledge.

18       The evaluation of teachers in the School Administration Career Line shall  
19       consider organizational and managerial effectiveness, in terms of productivity,  
20       performance, utility, and efficiency.

21       The DepEd shall formulate clear guidelines on assessing teachers  
22       seeking promotion. The assessment process, criteria, and point system, as  
23       well as the Standards-Based Assessment of each teacher, shall be made  
24       available to the public to foster equal opportunity, transparency, and  
25       accountability.

26  
27       Sec. 11. *Remedial Program for Teachers; Continuous Improvement of the*  
28       *Career Progression System; Quality Professional Development.* – Teachers who  
29       do not pass the Standards-Based Assessment for two (2) successive



1 assessments shall be required to undergo a remedial program. For purposes  
2 of this Act, the NEAP shall develop a special remedial program for such  
3 teachers in order to aid in their development.

4 Further, to ensure the continuous improvement of the Career  
5 Progression System and enhance the right of teachers to professional  
6 advancement, the TEC shall review, align, and continuously monitor the roles  
7 of the NEAP and the Bureau of Human Resource and Organizational  
8 Development (BHROD) of the DepEd.

9 The DepEd shall likewise ensure that the programs of the NEAP and the  
10 BHROD are properly aligned with the directions set by the TEC in terms of  
11 career stage affirmations and quality assurance of the use of professional  
12 standards adopted by the DepEd and are coordinated to provide quality  
13 professional development programs on teacher education that are responsive  
14 to the needs of teachers to be effective in teaching or school administration.

15  
16 Sec. 12. *Availability of Funds for the Promotion of Teachers.* – The DBM  
17 shall ensure the availability of funds for the promotion of teachers, and the  
18 appropriate allocation and inclusion thereof in the General Appropriations Act  
19 (GAA) for its immediate implementation.

20  
21 Sec. 13. *Appropriations.* – The amount necessary for the initial  
22 implementation of this Act shall be charged against the current year's  
23 appropriation of the DepEd. Thereafter, the amount necessary for its  
24 continuous implementation shall be included in the annual GAA.

25  
26 Sec. 14. *Implementing Rules and Regulations.* – Within ninety (90) days  
27 from the effectivity of this Act, the DepEd, the CSC, the PRC, and the DBM  
28 shall issue the necessary rules and regulations for its effective  
29 implementation. The rules and regulations issued pursuant to this section  
30 shall take effect thirty (30) days after its publication in a newspaper of general  
31 circulation.

1       Sec. 15. *Separability Clause.* – If any provision or part of this Act is  
2 declared invalid or unconstitutional, the remaining provisions or parts not  
3 affected shall remain in full force and effect.

4  
5       Sec. 16. *Repealing Clause.* – All other laws, executive orders, presidential  
6 decrees, administrative orders, rules and regulations, issuances, or parts  
7 thereof inconsistent with or contrary to the provisions of this Act are hereby  
8 repealed or amended accordingly.

9  
10       Sec. 17. *Effectivity.* – This Act shall take effect fifteen (15) days after its  
11 publication in the *Official Gazette* or in a newspaper of general circulation.

*Approved,*