

THE TEACHING PROFESSION

Pangasinan State University

INTRODUCTION

Think about a teacher who has made a difference in your life. Maybe it was a teacher who patiently helped you understand a difficult lesson, encouraged you when you felt like giving up, or inspired you to believe in yourself. What made that teacher memorable? Was it simply the lessons they taught, or was it the way they guided, supported, and influenced you?

Teaching is more than standing in front of a classroom and explaining a lesson. It is a process of helping learners gain knowledge, develop skills, build good values, and become better individuals. Teachers play an important part in shaping not only what students know but also how they think, behave, and interact with others.

In this unit, you will explore what teaching really means and examine the different roles of a teacher. You will discover that teachers serve many purposes—they are educators, guides, role models, professionals, and members of the community. Understanding these roles is important, especially for future educators, because it helps us appreciate the responsibilities and influence that come with the teaching profession.

As you go through this lesson, think about your own experiences with teachers and ask yourself: "What kind of teacher do I want to become, and how can I make a meaningful difference in the lives of my future students?"

A. WHAT IS TEACHING?

Teaching may be understood as the intentional process of helping another person learn. At its most basic level, teaching involves sharing knowledge, such as explaining a concept, demonstrating a procedure, or providing information. However, effective teaching goes beyond the transmission of information. A teacher also guides growth by helping learners develop critical thinking, problem-solving abilities, communication skills, attitudes, and values. **Teaching** also involves creating learning environments in which students feel encouraged to ask questions, explore ideas, make connections, and participate actively.

Another important part of teaching is interaction. Learning becomes more meaningful when teachers listen to students, ask appropriate questions, observe their responses, provide feedback, and adjust instruction according to their needs. Thus, teaching can be described as a process of sharing knowledge, skills, and values while guiding learners toward intellectual, social, emotional, and personal growth.

B. CONCEPT OF TEACHING

Teaching can be understood as both an art and a science. These two perspectives should not be treated as opposites. Effective teaching requires both evidence-based knowledge and human creativity.

Teaching as an Art

Teaching is an art because it involves creativity, imagination, communication, intuition, flexibility, and personal judgment. Teachers work with real people, and no two classes are exactly alike. Even when two teachers use the same lesson plan, their teaching may look very different.

One teacher may explain a concept using storytelling, another may use demonstrations, and another may use games or group activities. The teacher must decide which approach is appropriate for the learners and situation.

For example, a teacher teaching vocabulary to young learners might create a story in which students encounter the new words.

Another teacher might use pictures and movement. Both approaches can be effective when they are appropriately connected to the learning objectives.

The art of teaching is therefore evident in the teacher's ability to make learning meaningful, engaging, understandable, and relevant.

Teaching as a Science

Teaching is also a science because it draws upon research, theories, principles, systematic observation, assessment, and evidence about learning and development. Teachers study learning theories, motivation, development, classroom management, assessment, curriculum, instructional strategies, and educational psychology.

Research can help teachers understand why certain approaches may be effective for particular learners or situations. For example, knowledge about child development can help teachers select activities appropriate to students' developmental levels. Research on learning and memory can also inform decisions about practice, feedback, and retrieval.

The scientific dimension of teaching does not mean that teaching can be reduced to a fixed formula. Instead, research provides teachers with evidence that informs professional judgment.

C. THE ROLES OF A TEACHER

Teaching is more than delivering lessons, explaining concepts, and giving examinations. A teacher performs several interconnected roles that influence learners, families, schools, and the wider community. The teacher is expected not only to possess knowledge and teaching skills but also to demonstrate compassion, professionalism, leadership, integrity, and a commitment to lifelong learning.

1. As a Person

Before a teacher becomes a professional, the teacher is first a person. A teacher has personal experiences, emotions, beliefs, values, strengths, weaknesses, responsibilities, and relationships. These personal qualities influence how teachers interact with learners and respond to situations in the classroom.

Being a teacher as a person means recognizing that education is fundamentally a human activity. Teachers work with learners who have different personalities, family backgrounds, interests, abilities, emotions, and experiences. Therefore, teachers need qualities such as patience, empathy, respect, understanding, fairness, and compassion.

2. As a Professional

Teaching is also a profession. A profession requires specialized knowledge, preparation, competence, ethical responsibilities, and standards of practice. In the Philippines, teaching is legally regulated. Republic Act No. 7836 established the professionalization and regulation of teaching, including the requirement for professional registration and licensure, subject to the provisions of the law. Republic Act No. 9293 amended certain provisions of this legislation.

Professional teaching therefore requires more than knowing a particular subject. Teachers need to know what to teach, how to teach, how learners develop, how to assess learning, and how to respond to individual differences. They are also expected to follow professional standards and ethical responsibilities.

The Philippine Professional Standards for Teachers (PPST) provides a framework describing what teachers need to know, value, and be able to do in their professional practice. It recognizes four career stages: Beginning, Proficient, Highly Proficient, and Distinguished.

A professional teacher therefore demonstrates competence by preparing lessons carefully, using appropriate teaching strategies, assessing learners fairly, maintaining professional relationships, respecting diversity, using resources responsibly, and continuously improving professional knowledge and skills.

Consider a teacher who discovers that a particular teaching strategy is not helping students understand fractions. A professional teacher does not simply blame the learners. Instead, the teacher examines the problem, considers alternative approaches, seeks professional resources, changes the instructional strategy, and checks whether students improve. Professionalism is therefore closely connected with lifelong learning. A teacher cannot assume that becoming licensed means learning is finished. Education continues to change because of new research, technologies, curriculum requirements, social conditions, and learner needs.

3. As a Community Leader and Social Advocate

A teacher's influence extends beyond the classroom. Teachers interact with families, community leaders, government agencies, organizations, and other stakeholders. For this reason, teachers can become important community leaders and social advocates. Teachers may organize reading programs, participate in environmental projects, promote children's welfare, support cultural activities, collaborate with parents, and help communities understand educational issues. Their role is especially important when schools and communities work together to address problems affecting children's learning. For example, a teacher may discover that several children in the community have difficulty reading because they have limited opportunities to practice at home. Instead of treating reading difficulties as an individual student problem, the teacher may coordinate with parents and community members to establish a community reading program. This illustrates an important principle: education is a shared responsibility. Schools cannot work effectively in isolation. Families and communities are important partners in helping learners succeed. UNESCO's work on inclusive education similarly emphasizes the importance of helping teachers develop competencies for addressing diversity and inclusion in everyday educational practice.

4. As a Model of Character

Teachers teach not only through their words but also through their actions. Students observe how teachers communicate, respond to mistakes, handle disagreements, treat others, and fulfill responsibilities. A teacher who emphasizes honesty but frequently gives false information sends conflicting messages. Similarly, a teacher who teaches respect but humiliates students does not effectively model the value being taught. Teachers can model honesty, respect, responsibility, kindness, patience, fairness, discipline, and integrity through their everyday behavior. Character education therefore does not happen only during a lesson about values. It also happens through classroom routines and relationships. Imagine that a student accidentally damages a classroom material. A teacher could immediately embarrass the student. Alternatively, the teacher could calmly discuss what happened, ask the student to take responsibility, and guide the student toward an appropriate solution. The second response demonstrates accountability while preserving the student's dignity. This shows why teachers should be conscious of their behavior. Learners may forget specific statements from a lesson, but the way teachers treat people can become a powerful example of how individuals should behave.

5. As an Expert

Being an expert teacher does not mean knowing everything. Instead, expertise means possessing sufficiently developed content knowledge, pedagogical knowledge, assessment skills, classroom-management abilities, and professional judgment to help learners achieve meaningful learning. An expert teacher understands the subject matter and can explain difficult concepts in ways appropriate to the learners' level. The teacher also understands that knowing a subject is different from knowing how to teach that subject. For example, a mathematician may understand advanced mathematical concepts but may not automatically know how to teach basic fractions to young children. An expert teacher must transform subject knowledge into meaningful learning experiences. An expert teacher also uses assessment effectively. If students perform poorly, the teacher asks what the results reveal about their learning and how instruction should change. The teacher uses technology and learning resources when these genuinely improve learning rather than using technology simply because it is available. The Philippine Professional Standards for Teachers reinforces the idea that teachers should continually develop their professional competencies and respond to changes in education.

D. CHALLENGES IN TEACHING

Teaching is rewarding, but it is also complex. Today's classrooms contain learners with different cultures, abilities, interests, experiences, learning needs, and levels of access to technology. Consequently, teachers need to make thoughtful decisions rather than relying on one teaching method for everyone.

1. Multicultural Classrooms

A multicultural classroom includes learners from different cultural, ethnic, linguistic, religious, socioeconomic, or family backgrounds. Diversity may be seen when one learner speaks Ilocano at home, another speaks Pangasinan, and another speaks Tagalog. Students may also come from urban or rural communities and may have different traditions and family practices. Diversity can enrich learning because students bring different perspectives and experiences. However, it can also present challenges. Teachers must avoid stereotypes, ensure fair participation, respect differences, and select examples and learning materials that do not unnecessarily exclude particular groups. UNESCO emphasizes that teachers need practical competencies for creating inclusive learning environments that respond to diversity and promote participation. A teacher can address this challenge by learning about students' backgrounds, using inclusive language, encouraging respectful dialogue, incorporating diverse examples, and establishing classroom rules that promote dignity and respect.

2. Learner-centered Teaching

Learner-centered teaching places learners at the center of the learning process. This does not mean that the teacher becomes unnecessary. Instead, the teacher becomes a facilitator, guide, motivator, learning designer, and provider of feedback. Rather than spending an entire lesson talking, the teacher provides opportunities for students to investigate, discuss, create, practice, collaborate, and solve problems. Learner-centered teaching can be challenging because learners differ in readiness, interests, prior knowledge, and confidence. Teachers must therefore make instructional decisions that respond to these differences. For example, when teaching a science topic, a teacher may allow students to formulate questions, conduct a simple investigation, record observations, discuss findings, and present conclusions. The teacher provides guidance but does not do all the thinking for the students. Developmentally appropriate teaching similarly emphasizes adapting learning experiences to children's developmental characteristics, individual differences, and cultural and social contexts. The major challenge is that learner-centered teaching requires careful planning and classroom management. Teachers must balance student choice with clear learning goals.

3. Multi-grade Classes

A multi-grade class occurs when learners from different grade levels are taught together by one teacher. This arrangement can occur particularly in communities where the number of learners at each grade level is small. For example, one teacher might work with Grade 1, Grade 2, and Grade 3 learners in the same classroom. Each group may have different competencies and learning objectives.

This presents a major planning challenge because the teacher must manage several levels of learning simultaneously. While one group completes an independent activity, another may require direct instruction. Successful multi-grade teaching requires careful scheduling, differentiated activities, independent learning tasks, peer support, and effective classroom routines. For example, the teacher could introduce a common theme such as "Our Community." Grade 1 learners could identify community helpers, Grade 2 learners could describe their roles, and Grade 3 learners could explain how community services contribute to community development. One theme can therefore support different levels of learning.

4. ICT Integration

Information and Communication Technology (ICT) integration refers to the purposeful use of technology to improve teaching and learning. Examples include computers, tablets, projectors, educational videos, digital presentations, learning management systems, online quizzes, educational applications, and digital learning materials. However, ICT integration does not mean using technology simply for the sake of using technology. The important question is: "How does this technology improve learning?" For example, showing an attractive video without connecting it to the lesson objectives may provide entertainment but little educational value. In contrast, a teacher could show a short video, ask students to identify key ideas, discuss the information, and complete an activity based on what they observed. ICT integration can also present challenges involving access, teacher competence, connectivity, technical problems, digital literacy, and appropriate selection of resources. Teachers therefore need both technical knowledge and pedagogical judgment.

5. Brain-Based Education

Brain-based education refers broadly to educational approaches informed by knowledge about how the brain develops, processes information, remembers, and learns. Important considerations include attention, memory, emotions, prior knowledge, developmental readiness, and meaningful experiences. Research summarized by the American Psychological Association notes that students of the same chronological age may differ in brain maturation and readiness for particular learning tasks. This means that teachers should not automatically assume that every learner of the same age will respond to a lesson in exactly the same way.

For example, a teacher may notice that students lose attention during a long uninterrupted lecture. The teacher might respond by incorporating questioning, discussion, movement, examples, practice, and opportunities to apply the concept. Brain-based education can be challenging because teachers must distinguish useful research from oversimplified claims about the brain. Teachers should therefore rely on credible educational and psychological research rather than popular "brain-based" myths.

6. Multiple Intelligences

Howard Gardner's Theory of Multiple Intelligences, introduced in *Frames of Mind* in 1983, challenged the idea that intelligence should be understood only as one general capacity. Gardner proposed different forms of intellectual ability, including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. The theory has encouraged educators to think about different ways learners may demonstrate strengths and engage with content. However, it is important to present multiple intelligences as a theoretical framework rather than a scientifically established system for labeling students into fixed "types." Teachers should avoid telling a child, for example, "You are a musical learner, so you cannot learn mathematics." Students can develop abilities in many areas, and learning should not be restricted to a single supposed intelligence. Suppose the lesson is about animals. A teacher could ask students to write an animal description, classify animals, draw an animal habitat, create a rhythm about animals, act out animal movements, collaborate on a project, write a personal reflection, or investigate relationships in nature. These activities provide different ways for learners to participate and demonstrate understanding. The important principle is not to label students but to provide varied and meaningful learning experiences.

7. Children with Special Educational Needs

Another significant challenge is teaching children with special educational needs. Learners may have differences related to communication, physical abilities, attention, behavior, learning, vision, hearing, development, or other educational needs. Inclusive teaching means recognizing that learners may require different forms of support to participate meaningfully in education. Teachers may need to modify instructions, provide additional time, use visual or other supports, adjust classroom arrangements, provide alternative ways of demonstrating learning, or collaborate with specialists and families. The goal is not to lower expectations automatically. Rather, teachers should provide appropriate support so that learners can access meaningful learning opportunities. For example, if a learner has difficulty processing lengthy verbal instructions, a teacher might provide short instructions accompanied by visual cues and check understanding before proceeding. Another learner might demonstrate understanding more effectively through an oral presentation, practical demonstration, drawing, or another appropriate format. Inclusive education therefore requires flexibility, respect, collaboration, and a commitment to equitable participation. UNESCO's teacher handbook on inclusive education emphasizes building teachers' competencies to address diversity and inclusion in everyday educational practice.

E. UNESCO'S FOUR PILLARS OF EDUCATION

Education is a lifelong process that develops a person's knowledge, skills, values, relationships, and personal abilities. UNESCO's Four Pillars of Education—Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be—provide a framework for developing the whole person. Developed through the International Commission on Education for the Twenty-First Century and presented in Jacques Delors' 1996 report *Learning: The Treasure Within*, the pillars emphasize that education should go beyond acquiring knowledge by helping learners apply what they learn, cooperate with others, develop their potential, and contribute responsibly to society.

1. Learning to KNOW

Learning to Know refers to the acquisition of knowledge and the development of the intellectual abilities needed to understand the world. It is not simply about memorizing facts. It involves learning how to learn, developing concentration and memory, thinking critically, asking questions, discovering new information, and developing independent judgment.

2. Learning to DO

Learning to Do focuses on the ability to apply knowledge and transform learning into practical skills and action. Knowing something is important, but learners must also be able to use what they know in actual situations. This pillar involves competence, creativity, problem-solving, initiative, teamwork, and the ability to deal with different situations.

3. Learning to LIVE TOGETHER

Learning to Live Together refers to developing the ability to understand, respect, cooperate with, and live peacefully with other people. It recognizes that people have different backgrounds, experiences, beliefs, cultures, opinions, and ways of understanding the world.

4. Learning to BE

Learning to Be focuses on the development of the whole person. Education should not concentrate exclusively on intellectual development. It should also develop physical, emotional, ethical, social, aesthetic, and other dimensions of human development. Additional Pillar of Education based on UNESCO's Education for Sustainable Development Initiative (2012) presented a conceptual framework for ongoing, lifelong learning.

5. Learning to TRANSFORM ONESELF AND SOCIETY

Learning to Transform Oneself and Society emphasizes the transformative power of education. It recognizes learning as a lifelong process through which individuals develop knowledge, skills, values, attitudes, and a sense of responsibility that enable them to improve themselves and contribute to positive changes in their families, organizations, communities, and society. It encourages learners not only to understand social, economic, and environmental challenges but also to think critically, make responsible decisions, collaborate with others, and take meaningful action toward a more just, inclusive, peaceful, and sustainable future.

HISTORICAL FOUNDATIONS OF EDUCATION

1. GLOBAL HISTORY OF EDUCATION

Historical Group or Period	Educational Goals	Curriculum	Agents	Influences on Western Education
Primitive Societies 7000 B.C. 5000 B.C.	To teach group survival skills; to cultivate group cohesiveness.	Practical skills of hunting, fishing, food gathering stories, myths, songs, poems, dances.	Parents, tribal elders, and priests	Emphasis on the role of informal education in transmission of skills and values.
Greek 1600 B.C. – 300 B.C.	To cultivate civic responsibility and identity with city-state; Athenian: to develop well-rounded person Spartan: to develop soldiers and military leaders.	Athenian: reading, writing, arithmetic, drama, music, physical education, literature, poetry. Spartan: drill, military songs and tactics	Athens: private teachers and schools; Sophists; philosophers Sparta: military teachers, drill sergeants	Athens: The concept of the well-rounded, liberally educated person Sparta: The concept of the military state
Roman 750 B.C. – A.D. 450	To develop sense of civic responsibility for republic and then empire; to develop administrative and military skills.	Reading, writing, arithmetic, Laws of Twelve Tables, law, philosophy.	Private schools and teachers; schools of rhetoric.	Emphasis on ability to use education for practical administrative skills; relating education to civic responsibility.
Arabic A.D. 700 – A.D. 1350	To cultivate religious commitment to Islamic beliefs; develop expertise in mathematics, medicine, and science.	Reading, writing, mathematics, religious literature, scientific studies.	Mosques; court schools	Arabic numerals and computation; re-entry of classical science and medicine materials on science and medicine.
Medieval A.D. 500 – A.D.1400	To develop religious commitment, knowledge, and ritual; to reestablish social order; to prepare persons for appropriate roles.	Reading, writing, arithmetic, liberal arts; philosophy, theology; crafts; military tactics and chivalry.	Parish, chantry, and cathedral schools; universities; apprenticeship; knighthood	Establishing the structure, content, and organization of the university as a major institutionalization and preservation of knowledge Arabic.
Renaissance A.D. 1350 - A.D. 1500	To cultivate a humanist who was expert in the classics— Greek and Latin; to prepare courtiers for service to dynastic leaders.	Latin, Greek, classical literature, poetry, art.	Classical humanist educators and schools such as lycee, gymnasium, Latin grammar school.	An emphasis on literary knowledge, excellence, and style as expressed in classical literature; a two-track system of schools.
Reformation A.D. 1500 - A.D. 1600	To cultivate a sense of commitment to a particular religious denomination; to cultivate general literacy.	Reading, writing, arithmetic, catechism, religious concepts and ritual; Latin and Greek theology.	Vernacular elementary schools for the masses; classical schools for the upper classes.	A commitment to universal education to provide literacy to the masses; the origins of school systems with supervision to ensure doctrinal conformity.

Key Insights from Global History:

- In **primitive societies** survival against natural forces was the need and so what were taught were survival skills and values to cultivate group cohesiveness.
- **For the Athenian** in Ancient Greece, what mattered most in education was the rounded development of every individual while for the Spartan it was the development of soldiers and military leaders.
- **For the Early Romans**, schools needed to develop a sense of civic responsibility and to develop administrative and military skills ascitizens of the Roman Empire.
- **For the Ancient Arabic** world where Islam rose the most important concern of education was to cultivate religious commitment toIslamic beliefs.
- **During the Medieval Period**, schools were concerned with the development of religious commitment, knowledge and ritual to establish order.
- **Renaissance period** was a fervent period of European cultural, artistic, political, and economic "rebirth" following the Middle Ages.Education was focused on the rediscovery of classical philosophy, literature, and art.

2. LOCAL HISTORY (History of Philippine Educational System)

PRE-COLONIAL PERIOD

- Informal and unstructured.
 - Fathers taught their sons how to look for food and other means of livelihood. Mothers taught their girls to do the household chores.
 - Children were provided more vocational training but lesser academics. Teachers were tribal tutors (babaylan or katalonan).
- Summary Note: During the pre-colonial period, students were given vocational training but lesser academics for them to be good fathers and mothers.

SPANISH PERIOD

- Formal and organized.
- Tribal tutors of the pre-Spanish period were replaced by Spanish missionaries.
- Instruction was Religion-oriented. Christian doctrines, sacred songs and music and prayers were taught because they wererequired for confession and communion.

- Boys and girls are separated.
 - Wealthy Filipinos or the ilustrados were accommodated in the schools.
- Summary Note: During the Spanish period, schools focused on religious formation to help them live the Christian faith.*

AMERICAN PERIOD

- The schools maintained by the Spaniards for more than three centuries were closed but were reopened on August 29, 1898 by the Secretary of the Interior. A system of free and compulsory elementary education was established by the Malolos Constitution.
- (Political Constitution of 1899). In May 1898, the first American school was established in Corregidor and shortly after the capture of Manila in 1899, seven schools were opened in the city.
- Thomasites arrived in the Philippines on August 23, 1901. - The University of the Philippines was founded in 1908. UP was the first state school of university status.
- The Department of Public Instruction set up a three level school system. The first level considered a four-year primary and three-year intermediate or seven-year elementary curriculum. The second level was a four-year junior college and later a four year program.

Summary Note: The American regime educated the Filipinos to become good citizens of a democratic country.

JAPANESE PERIOD

- Make the People understand the position of the Philippines as a member of the East Asia Co-Prosperity sphere.
- Eradication of the idea of reliance upon Western States particularly the US and Great Britain.
- Fostering a new Filipino culture based on the Consciousness of the people as a oriental.
- Elevating the moral of the people give up over-emphasis on Materialism.
- Diffusion of elementary education and promotion of vocational Education.
- Striving for the diffusion of the Japanese language in the Philippines and the termination of the use of English in School.
- Developing in the love of labor.

Summary Note: The Japanese regime taught the Filipinos the love of labor.

POST-COLONIAL PERIOD

- Education aimed at the full of realization of the Democratic ideals and way of life.
- The civil service Eligibility of teachers was made permanent pursuant to R.A. 1079 in June 15, 1954.
- A daily flag ceremony was made compulsory in all schools including the singing of the National Anthem pursuant to R.A. 1265 approved on June 11, 1955.
- Curricular offering in all schools, the life, the works and writing Jose Rizal especially the Noli Me tangere and El Filibusterismo shall be included in all levels.
- Elementary Education was nationalized and matriculation fees were abolished.
- Carta for teachers was passed into law by virtue of R.A. 4670.

The post-colonial period was devoted to the following goals:

1. Foster love of country;
2. Teach the duties of citizenship;
3. Develop moral character self-discipline; and
4. Scientific, technological and vocational efficiency.

LEGAL FOUNDATIONS OF EDUCATION

A. CONSTITUTION

The 1987 Constitution serves as the fundamental legal foundation of Philippine education. Article XIV recognizes the right of all citizens to quality education and directs the State to make education accessible to all. It also establishes principles concerning the educational system, including the complementary roles of public and private educational institutions.

B. STATUTES

Statutes are laws enacted by Congress. They provide more specific rules concerning education and translate broad constitutional principles into concrete requirements.

D. REGULATORY LAWS

Educational laws often require implementing rules and regulations so that broad legal provisions can be put into practice. Regulations can establish procedures, standards, qualifications, reporting requirements, and other operational details.

E. ORDINANCES

An ordinance is a local law enacted by a local government unit within the authority granted to it by law. Ordinances may address matters within local jurisdiction that can affect schools and communities.

F. LEGAL OPINION

A legal opinion is a formal interpretation or professional view concerning a legal question. It may help an institution or government office understand how a particular legal provision should be interpreted or applied.

G. RESOLUTION

A resolution is a formal action, decision, or expression adopted by an authorized body. In the educational context, resolutions may come from government agencies, boards, councils, or other authorized organizations.

LEGAL UNDERPINNINGS OF PHILIPPINE EDUCATION

A. EDUCATIONAL STRUCTURE

- The educational structure refers to the way the Philippine education system is organized, including its levels, institutions, administrative bodies, and distribution of responsibilities.
- The post-1990s education system became more clearly divided among different government agencies. DepEd became primarily responsible for basic education, CHED for higher education, and TESDA for technical and vocational education and training. The Department of Education's historical account describes this as a trifocalized education management structure.

B. EDUCATIONAL POLICIES

Educational policies translate broad educational goals into directions for implementation. They may concern access, quality, curriculum, teacher development, assessment, inclusion, school governance, learner welfare, and other areas.

C. CURRICULUM AND INSTRUCTION

- Curriculum and instruction are directly connected to the legal foundations of education because laws and policies establish broad requirements concerning what schools should provide to learners.
- Curriculum determines the knowledge, competencies, values, and learning experiences that learners are expected to develop. Instruction refers to how teachers facilitate learning through teaching strategies, activities, assessment, resources, and classroom interactions.
- The original RA 10533 framework emphasized a learner-oriented and responsive basic education curriculum that takes into account learners' needs, diversity, circumstances, and cultural context.