

CONTINUOUS PROFESSIONAL DEVELOPMENT THROUGH THE MAGNA CARTA FOR PUBLIC SCHOOL TEACHERS

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The Magna Carta for Public School Teachers in the Philippines is a landmark legislation that aims to protect and promote the rights and welfare of teachers in the country. This law provides guidelines and provisions for their professional development, tenure, compensation, benefits, and other important aspects of their teaching profession.

One of the key provisions of the Magna Carta for Public School Teachers is the law also recognizes the importance of continuous professional development for teachers. It mandates the establishment of programs and initiatives to enhance the skills and competencies of teachers, promoting their lifelong learning and ensuring that they remain updated with the latest pedagogical practices.

The study of Aguinaldo and Manalo (2017), explored the current practices and challenges of continuous professional development among public school teachers in a specific local government unit in the Philippines. It examined the effectiveness of various CPD programs and initiatives implemented and provides recommendations for improving the CPD system.

In a specific local government unit in the Philippines, the practices of continuous professional development (CPD) among public school teachers have been observed to include various initiatives such as workshops, seminars, and in-service training programs. These programs aim to enhance teachers' knowledge, skills, and pedagogical approaches. However, several challenges hinder the effective implementation of CPD. Limited funding and resources pose significant barriers, making it difficult to provide

comprehensive and sustained CPD opportunities. Additionally, the availability of qualified trainers and facilitators, as well as the alignment of CPD programs with teachers' specific needs, have been identified as challenges. Despite these obstacles, efforts are being made to improve CPD practices, including the exploration of partnerships with external organizations and the integration of technology to overcome resource limitations and provide more accessible and relevant CPD opportunities for teachers.

Moreover, the study of Linsangan (2018) examined the challenges faced by the Philippine education system in providing quality professional development for teachers. It discussed the importance of aligning CPD programs with the needs of teachers and proposes strategies for overcoming barriers to effective CPD implementation.

Aligning continuous professional development (CPD) programs with the needs of teachers is crucial for several reasons. Firstly, when CPD programs address specific areas of improvement or professional interests identified by teachers themselves, it enhances their motivation and engagement in the learning process. Secondly, tailored CPD programs enable teachers to acquire knowledge and skills that are directly applicable to their classroom practices, leading to immediate benefits for their students. Lastly, aligning CPD programs with teachers' needs promotes a culture of continuous improvement, where teachers feel supported and empowered in their professional growth. To overcome barriers to effective CPD implementation, strategies such as providing sufficient resources and time for CPD activities, offering a variety of learning formats (e.g., workshops, online courses), fostering collaboration and peer support among teachers, and ensuring strong leadership support and buy-in from educational institutions are essential. By adopting these strategies, the quality and impact of CPD programs can be significantly enhanced, ultimately contributing to the overall improvement of education.

However, CPD is an essential component for the growth and enhancement of teachers' skills and competencies. While the Magna Carta established the rights and

responsibilities of public school teachers, it does not address the specific mechanisms or requirements for their continuous professional development. To ensure the continuous improvement of teachers' knowledge and instructional practices, it is crucial for educational authorities to establish comprehensive and effective CPD programs that align with the needs of teachers and the demands of a rapidly changing educational landscape. These programs should encompass a range of opportunities, including workshops, seminars, mentoring, research activities, and collaboration with other professionals, thereby empowering teachers to deliver quality education and meet the evolving needs of their students.

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