



Republic of the Philippines  
**Department of Education**

11 AUG 2017

DepEd ORDER  
No. **43**, s. 2017

**TEACHER INDUCTION PROGRAM POLICY**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
ARMM Regional Secretary  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary and Secondary Schools Heads  
All Others Concerned

1. In line with the Teacher Induction Program (TIP) for the newly hired teachers, the Department of Education (DepEd), through the Teacher Education Council (TEC), issues the enclosed **Teacher Induction Program Policy** on the implementation of the TIP.
2. DepEd fully supports the continuing professional development and progress of the newly hired teachers based on the principle of lifelong learning and the Department's commitment to the development of new and beginning teachers.
3. This policy will remain in force and in effect unless sooner repealed, amended, or rescinded.
4. Immediate dissemination of and strict compliance with this Order is directed.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encl.:

As stated

Reference:

N o n e

To be indicated in the Perpetual Index  
under the following subjects:

ASSESSMENT  
COUNCIL  
CURRICULUM  
POLICY  
PROGRAMS  
TEACHERS

## **TEACHER INDUCTION PROGRAM POLICY**

### **I. Rationale**

Schools worldwide use induction programs to support new teachers in their first years of teaching by way of contributing to their sense of well-being and professional development (Partlow, 2006). In the Philippines, Bilbao et.al. (2013) conducted an evaluation of the Teacher Induction Program (TIP) and recommended the need to induct newlyhired teachers in DepEd to orient them on the programs and projects of the department. TIP has contributed positively in enhancing teachers' knowledge, skills, values, and commitment to the profession, and in improving the students' learning outcomes (Bilbao et.al., 2013).

Support and assistance for newlyhired teachers have positive impacts on three sets of outcomes: first, on teacher commitment and retention; second, on the teachers' classroom instructional practices; and third, on student achievement (Ingersol & Strong, 2011). Additionally, it has been reported that induction programs for teachers produced positive results such as:

1. strong commitment of teachers
2. retention of teachers in the profession
3. keeping students on task
4. using effective student questioning practices
5. maintaining the students' interests
6. establishing a positive classroom atmosphere
7. demonstrating successful classroom management

Republic Act 10533 or Enhanced Basic Education Act of 2013 Section 7 states that DepEd and the Commission of Higher Education (CHED), in collaboration with relevant partners in government, academe, industry, and nongovernment organizations (NGOs), shall conduct teacher education and training programs to ensure that the enhanced basic education curriculum meets the demand for quality teachers and school leaders. Specifically, new teachers shall undergo additional training, upon hiring, to upgrade their skills to the content standards of the K to 12 Basic Education Program (BEP).

The Teacher Education Council (TEC), created by virtue of Republic Act 7784, is mandated to strengthen teacher education in the country. One of its directives, as stipulated in Section 7-F of the RA, is to design collaboration programs and projects to enhance preservice and in-service teacher training, retraining, orientation, and teacher development. Hence, DepEd implements the institutionalization of TIP.

### **II. Scope**

This DepEd order provides guidelines on the implementation, procedure, and monitoring and evaluation of TIP. This covers teachers who are

newlyhired and with 0–3 years of teaching experience in the public school system.

### III. **Definition of terms**

For a clear and common understanding, the following terms are hereby defined:

**Differentiated Supervision** is a type of supervision that recognizes the newlyhired teachers' level of experience, different teaching needs, and their goals to improve instructional skills.

**Job-embedded learning** refers to the learning that is grounded in the daily activity of teachers, and is characterized as learning by doing to encourage teacher engagement and reflection on teaching practice.

**Newlyhired teacher** is a teacher with 0–3 years experience in the public school system and further classified as beginning or experienced teachers.

**Teacher Induction Program (TIP)** is a systematic and comprehensive training scheme for newlyhired teachers as part of professional development toward effective teaching and commitment for the profession.

**Mentoring Program** is a school and division program executed by the school heads, master teachers, and education supervisors to help newlyhired teachers.

**National Competency-Based Teachers Standards (NCBTS 2017)** refers to a set of standards that define teacher quality in the Philippines. It makes explicit what teachers should know, be able to do, and value to achieve competence, improve student learning outcomes, and eventually quality education.

**TIP Mentor** is a Department Head, Master or Key Teacher who is assigned to orient, mentor, and supervise a newlyhired teacher.

**TIP Trainer** is one who undergoes the National Orientation of Training for the mass implementation of TIP.

### IV. **Policy Statement**

TIP is institutionalized to provide a systematic and comprehensive support system for the newlyhired teachers in order to seamlessly immerse them in the teaching profession in the public school system. This program is anchored in the NCBTS 2017, K to 12 Basic Education Program, and the TEC Law (also known as Republic Act 7784). Generally, it intends to improve their knowledge, skills, attitude, and values (KSAVs), and increase

their confidence in teaching to make them effective and efficient, and eventually commit themselves to nurture every learner and become passionate in teaching. This program employs different TIP Learning Activities such as the use of modules either through organized in-service training or self-directed learning; job-embedded learning; mentoring; differentiated supervision; SLAC sessions; and other INSET activities in different modes such as face-to-face, online, blended learning, and other related modalities. It also utilizes learning approaches and activities that are developmental, learner-centered, inclusive, research-based, culture responsive and gender sensitive, need and competence based, integrative, and flexible and dynamic.

### THE TIP Framework

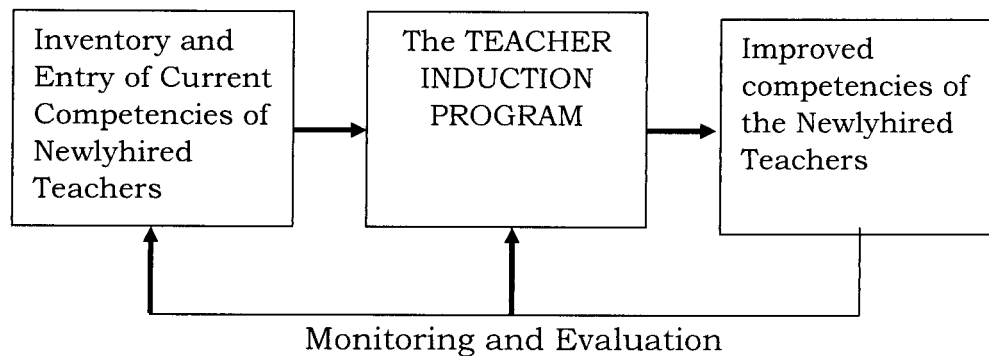


Figure 1. Conceptual Framework

TIP is represented by the Input, Process, and Outcome (IPO) framework. The Input is the result of the inventory to diagnose the current competencies of the newlyhired teachers as to their KSAVs, level of experience, different teaching needs, and their goals. The process includes all the learning activities in different modalities and pacing. The outcome in the program is improved and enhanced competencies and KSAVs of newlyhired teachers. The monitoring and evaluation provides a mechanism to continuously improve the program from the entry level, program implementation, and its impact on the teaching and learning process.

## V. Procedure

### A. Modules

The modules cover the six common and Key stages topics to be undertaken by the newlyhired teachers.

#### 1. COMMON TOPICS

The common topics provide the newlyhired teachers additional information about the system in the department.

#### Module 1: THE DEPARTMENT OF EDUCATION

##### 1. Mandate

2. Vision, Mission, Goals, and Core Values
3. Strategic Directions
4. DepEd Organizational Structure and Processes
5. Teaching as a profession and a vocation
6. Career Paths within the Department of Education
7. Magna Carta for Public School Teachers
8. Code of Ethics for Professional Teachers of the Philippines
9. The Governance of Basic Education Act of 2001(RA 9155)
10. Philippine Professional Standards for Teachers (PPST)
11. Results-based Performance Management System (RPMS)
12. Salaries, Wages, and Benefits

### **Module 2: THE FILIPINO TEACHER**

1. Self-awareness and Self-mastery
2. Personal and Professional Development
3. Financial Literacy
4. Health and Wellness Program
5. Gender and Development

### **Module 3: THE K TO 12 CURRICULUM**

1. Goals of the K to 12 Basic Education Program
2. Inclusive Education
3. The Basic Education Program in Schools
  - 3.1 Key Stages in the basic education program
  - 3.2 Special Interest Programs
4. Student Inclusion Programs
  - 4.1 Indigenous Peoples' Education Program
  - 4.2 Muslim Education Program
  - 4.3 Special Education
5. The Alternative Learning System (ALS)
6. Flexible Learning Options (FLO)

### **Module 4: THE TEACHING PROCESS**

1. Pedagogies for Inclusive Education
  1. Differentiated Instruction
  2. Adult Learning (4As Approach)
  3. Explicit Teaching
  4. The 21st-century Teaching
2. Daily Lesson Logs (DLL)/Detailed Lesson Plan (DLP)
3. Learning Resource Management Development System (LRMDS)
  1. Contextualization, Localization, and Indigenization of Resource Materials
  2. Preparation and Utilization of Interactive, Digitized, and Disaster-resilient Instructional Materials
  3. Utilization of LR Portal
4. School Forms and Learner Information System (LIS)
5. Classroom Management and Discipline
6. The Child Protection and Anti-Bullying Policies

### **Module 5: THE LEARNING PROCESS**

1. The 21st-century Learners
2. Understanding the Diversity of the Learners
3. Learner-centered Learning
4. Assessment and Evaluation of Learning
5. Diverse learning environments

### **Module 6: THE SCHOOL & COMMUNITY LINKAGES**

1. Community as a Resource in the Teaching-Learning Process
2. The School and Community Relationships
3. Building Partnerships and Establishing Linkages

## **2. TOPICS by Key Stages**

The topics in the Key stages provide learners access to carefully selected and developmentally appropriate learning methodologies and approaches, resources, assessment, and interventions.

### **Kindergarten to Grade 3 Stage**

- The Nature of the K to 3 Learners
- Early Language Literacy and Numeracy (ELLN)
- Early Grade Reading Assessment (EGRA)
- Early Grade Math Assessment (EGMA)
- Mother-Tongue Based – Multilingual Education (MTB-MLE)
- Domains of Literacy – Convergent and Beginning Literacy
- Explicit Teaching
- Flexible options for K–3
- ALS equivalency for K–3

### **Grades 4 to 6 Stage**

- The Nature of the 4 to 6 Learners
- Curriculum, Curricular Goals, Assessment and Interventions
- The Learning Delivery
- The Learning Resources
- Flexible options for Grades 4–6
- ALS equivalency for Grades 4–6

### **Junior High School (JHS) Stage**

- The Nature of the JHS Learners
- Curriculum, Curricular Goals, Assessment, and Interventions
- The Learning Delivery
- The Learning Resources
- Flexible options for Grades 7–10
- ALS equivalency for Grades 7–10

### **Senior High School (SHS) Stage**

- The Nature of the SHS Learners
- Curriculum, Curricular Goals, Assessment and Interventions

The Learning Delivery  
 The Learning Resources  
 Flexible options for Grades 11–12  
 ALS equivalency for Grades 11–12

**B. Implementation**

	Quarter	Activity
YEAR 1	First	<ul style="list-style-type: none"> <li>• Rollout of the National Orientation of Trainers (NOT); Orientation of the newlyhired teachers</li> <li>• Execution of Modules 1, 2, and topics by Key Stages</li> <li>• Mentoring</li> <li>• Differentiated Supervision</li> <li>• 1 Formal Classroom Observation</li> </ul>
	Second	<ul style="list-style-type: none"> <li>• Execution of Modules 3, 4, and topics by Key Stages</li> <li>• Mentoring</li> <li>• Differentiated Supervision</li> <li>• 1 Formal Classroom Observation</li> </ul>
	Third	<ul style="list-style-type: none"> <li>• Execution of Modules 5, 6, and topics by Key Stages</li> <li>• Mentoring</li> <li>• Differentiated Supervision</li> <li>• 1 Formal Classroom Observation</li> </ul>
	Fourth	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Differentiated Supervision</li> <li>• 1 Formal Classroom Observation</li> <li>• Evaluation of the newlyhired for Year 1</li> </ul>
	<i>Note: Mentoring and differentiated supervision must be employed at least twice in a quarter.</i>	
YEAR 2	First	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Differentiated Supervision</li> <li>• 1 Formal Classroom Observation</li> </ul>
	Second	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Differentiated Supervision</li> <li>• 1 Formal Classroom Observation</li> </ul>
	Third	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Differentiated Supervision</li> <li>• 1 Formal Classroom Observation</li> </ul>
	Fourth	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Differentiated Supervision</li> <li>• 1 Formal Classroom Observation</li> </ul>
	<i>Note: Mentoring and differentiated supervision must be employed at least once every quarter.</i>	
YEAR 3	First Sem	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• 1 Formal Classroom Observation</li> </ul>

	Second Sem	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• 1 Formal Classroom Observation</li> <li>• Completion of the Program</li> </ul>
		<i>Note: Differentiated supervision may still be employed on the third year.</i>

**C. Other Provisions**

- TIP shall be included in the Division Education Development Plan (DEDP), School Improvement Plan (SIP), and Annual Implementation Plan (AIP).
- For the purpose of sustaining the gains of TIP, learning should be aligned to the existing DepEd Programs where the teacher is assigned/involved for continuous professional development.
- Certificate of Completion shall be awarded to the newlyhired teachers who have completed the cycle of TIP during the Completion Ceremony spearheaded by the division or district office.

**D. Roles and Responsibilities**

**1. Central Office**

***Teacher Education Council (TEC)***

- Coordinates with program management teams on TIP-related processes to achieve the set of objectives within timelines
- Organizes the Pool of National Trainers who will participate in NOT
- Develops TIP Learning Modules and diagnostic tools to diagnose inductees' current competencies
- Conducts national orientation for RDs, ARDs, HRDD Chiefs, SDSs and ASDSs, and SGOD Chiefs on TIP implementation mechanics
- Monitors and evaluates TIP implementation nationwide
- Coordinates with all the TIP implementation units, and monitors and evaluates all aspects of the program

**2. Regional Office**

***Human Resource Development Division (HRDD)***

- Serves as TIP Coordinator in the region
- Coordinates with the DO in the implementation of TIP Monitoring and TIP implementation in the region
- Consolidates TIP-related reports for the region

***Curriculum and Learning Management Division (CLMD)***

- Provides Technical Assistance (TA) in terms of content and pedagogies

***Field Technical Assistance Division (FTAD)***



- Provides Technical Assistance (TA) on the TIP-related processes, as deemed necessary

### ***Quality Assurance Division (QAD)***

- Assesses and evaluates TIP implementation in the region

## **3. Schools Division Office**

### ***Schools Division Superintendent (SDS)***

- Organizes TIP Management Team, composed of ASDS, CID & SGOD Chiefs, HRD SEPS, and ALS EPS
- Designates the TIP Manager and TIP Coordinator
- Ensures integration of TIP in the DEDP

### ***Assistant Schools Division Superintendent (ASDS)***

- Co-leads in the planning and implementation of TIP in the Schools Division, especially the conduct of Division Orientation for EPSs, PSDSs, SEPS, Educ. Prog. Specialists, and Section Chiefs Division Training of Mentors and School Heads

### ***School Governance and Operations Division (SGOD) Chief***

- Serves as TIP Manager in the division
- Co-leads the planning and implementation of TIP
- Provides TA to TIP players (school heads, mentors, mentees, and others) on administrative concerns

### ***Curriculum Implementation Division (CID) Chief***

- Provides TA to the Division TIP players on curriculum-related concerns

### ***Human Resource Development Education Program Specialist***

- Collects and consolidates data on the prospective inductees (Time Frame: Before the actual TIP sessions)
- Coordinates with the school heads, mentors and mentees about TIP-related processes in the Schools Division (Time Frame: Entire TIP life in the Division)

### ***Education Program Specialist for Alternative Learning System***

- Prepares and submits profile of prospective ALS inductee/s (Time Frame: Before the actual TIP sessions)
- Coordinates with mentors and mentees on TIP-related processes involving ALS mobile teacher inductee/s (Time Frame: Entire TIP life in the Division)

## **4. School**

### ***School Head***

- Prepares and submits profile of newlyhired teachers

(Time Frame: Before the actual TIP sessions)

- Serves also as mentor in the school
- Ensures that mentoring is done regularly
- Prepares and submits required TIP reports to the SDO  
(Time Frame: Duration of TIP and beyond)

### ***Mentor***

- Mentors using different TIP learning activities  
(Time Frame: Duration of TIP)
- Assesses learning progress and performance  
(Time Frame: Duration of TIP)
- Prepares and submits assessment report and recommendations  
(Time Frame: Duration of TIP)

### ***Newly-hired teacher***

- Attends TIP sessions regularly and completes the program
- Applies in the classroom what is learned in the TIP sessions
- Submits a portfolio or a compilation of academic work and other evidences related to TIP  
(Time Frame: Duration of TIP)

### **E. Expenses relative to the implementation of Teacher Induction Program(TIP) shall be charged to:**

TEC MOOE - National Orientation of Trainers (NOT)  
Regional Training Fund - Regional Training  
Division Training Fund - Division Training  
School MOOE - School-based TIP Activities

## **VI. Monitoring and Evaluation**

The functional divisions (HRDD, CLMD, FTAD, QAD) at the region and the SGOD and CID at the Schools Division levels are required to conduct monitoring, provide technical assistance, and gather best practices and feedback of the program. Regional Offices (ROs) should ascertain that SDOs are in compliance with the policy herein for quality implementation of TIP. SDOs should also ascertain that schools are in compliance with the provisions in the policy. The Central Office (CO) through the TEC should conduct QAME during the pilot testing and implementation of the TIP.

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## **VIII. Effectivity**

This policy is effective SY 2017–2018 and shall remain in force and in effect, unless sooner repealed, amended, or rescinded.