

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City
SEVENTEENTH CONGRESS
First Regular Session

House Bill No. **4153**



INTRODUCED BY HONORABLE LIANDA B. BOLILIA

EXPLANATORY NOTE

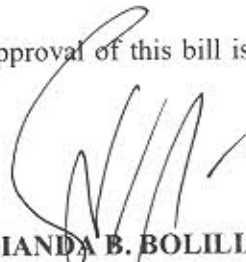
Article XIV, Section 5 (4) of the 1987 Philippine Constitution provides that: "The State shall enhance the right of teachers to professional development. Non-teaching academic and non-academic personnel shall enjoy the protection of the State." Likewise, Article XIV, Section 5 (5) states that: "The State shall assign the highest budgetary priority to education and **ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.**"

Based on global competitiveness indices, we have been rated poorly in terms of quality of basic education and quality of science and math education. This is compounded with the dwindling number of qualified science and math teachers by the brain drain phenomenon. Since 1990, more than 12,000 science and mathematics teachers left the Philippines to seek better opportunities in the United States, Canada, and other countries.¹ The lack of qualified science and math teachers leads to the practice of assigning non-science teachers to teach these subjects. The inadequate preparation of teachers handling science and math subjects makes learning less meaningful for young learners.

In this regard, this bill seeks to provide a one-time three (3) salary step increment for teachers with specialization in science and/or mathematics with the thrust of giving focus to teaching these subjects as early as in basic education. This measure will greatly help motivate our science and math teachers to stay in the country and to strive for excellence in their field.

Science and mathematics are critical tools for our country's development. By investing in the professional development of our teachers specializing in these subjects, we will surely improve the quality of education in the public school system and our global competitiveness.

In view of the foregoing, the immediate enactment and approval of this bill is earnestly sought.



LIANDA B. BOLILIA
Representative
4th District, Batangas

¹ Cortes, Tan, and Sevillano (2005). *Teacher leavers: Brain drain or technology transfer?* DOST-SEI. Taguig, Metro Manila.

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City
SEVENTEENTH CONGRESS
First Regular Session
House Bill No. **4153**

INTRODUCED BY HONORABLE LIANDA B. BOLILIA

AN ACT
INSTITUTIONALIZING THE SALARY STEP INCREMENT FOR TEACHERS
WITH SPECIALIZATION IN SCIENCE AND/OR MATHEMATICS

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

SECTION 1. *Declaration of Policy.* – The State shall give priority to education to foster patriotism and nationalism, accelerate social progress and promote total human liberation and development. In line with this, it is hereby declared the policy of the State to enhance the right of teachers to professional development and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.

SECTION 2. *Coverage.* This Act shall cover all teachers with specialization in science and/or mathematics in all public elementary and high schools.

SECTION 3. *One-time salary step increment.* – The actual monthly basic salary of an incumbent Teacher shall be adjusted to the next three (3) salary steps but not beyond Step 8.

SECTION 4. *Qualifications.* – One-time three (3) salary increments shall be granted to a Teacher who meets all of the following criteria for qualification:

A. Elementary Level

1. Teacher I (SG-11), Teacher II (SG-12), Teacher III (SG-13)

a. Education. –

- i. At least 27 units of Master of Arts in education, major in Science or Mathematics Education; or
- ii. Bachelor of Elementary Education with at least 80 hours Special Training in Science/Mathematics at the international, national, and/or division level in Teacher training institutions duly recognized by DepEd, including DOST and UP-NISMED; or
- iii. Bachelor's degree with 18 units in Professional Education with at least 80 hours Special Training in Science/ Mathematics at the international, national, and/or division level in Teacher training institutions duly recognized by DepEd, including DOST and UP-NISMED.

b. Teaching Load. – At least three (3) teaching loads per day, all in Science or all in Mathematics or a combination thereof.

c. Performance Rating. – Average rating of Very Satisfactory for the last three (3) school years.

- d. Teaching Experience. – At least three (3) years experience in teaching Science and/or Mathematics as of the end of the last school year.
- e. Related Training. – Continuing professional education – minimum of 20 hours training per year related to Science and/or Mathematics, not previously used as basis for promotion through the Equivalents Record Form.

2. Master Teacher I (SG-18), Master Teacher II (SG-19)

- a. Education. –
- i. At least 27 units of Master of Arts in education, major in Science or Mathematics Education; or
 - ii. Bachelor of Elementary Education with at least 80 hours Special Training in Science/Mathematics at the international, national, and/or division level in Teacher training institutions duly recognized by DepEd, including DOST and UP-NISMED; or
 - iii. Bachelor's degree with 18 units in Professional Education with at least 80 hours Special Training in Science/ Mathematics at the international, national, and/or division level in Teacher training institutions duly recognized by DepEd, including DOST and UP-NISMED.
- b. Teaching Load. – At least four (4) teaching loads per day, all in Science or all in Mathematics or a combination thereof.
- c. Performance Rating. – Average rating of Very Satisfactory for the last three (3) school years.
- d. Teaching Experience. – At least three (3) years experience in teaching Science and/or Mathematics as of the end of the last school year.
- e. Related Training. – Continuing professional education – minimum of 20 hours training per year related to Science and/or Mathematics, not previously used as basis for promotion through the Equivalents Record Form.

B. Secondary Level

1. Teacher I (SG-11), Teacher II (SG-12), Teacher III (SG-13)

- a. Education. –
- i. At least 27 units of Master of Arts in education, major in Science or Mathematics Education; or
 - ii. Bachelor of Secondary Education, major in Science or Mathematics; or
 - iii. Bachelor's degree with 18 units in Professional Education, plus Certificate Program for High School Non-Specialist Teachers in Science/Mathematics with minimum rating of 75% or its equivalent.
- b. Teaching Load. – At least four (4) teaching loads per day, all in Science or all in Mathematics or a combination thereof.
- c. Performance Rating. – Average rating of Very Satisfactory for the last three (3) school years.
- d. Teaching Experience. – At least three (3) years experience in teaching Science and/or Mathematics as of the end of the last school year.
- e. Related Training. – Continuing professional education – minimum of 20 hours training per year related to Science and/or Mathematics, not previously used as basis for promotion through the Equivalents Record Form.

2. Master Teacher I (SG-18), Master Teacher II (SG-19)

- a. Education. –
- i. At least 27 units of Master of Arts in education, major in Science or Mathematics Education; or
 - ii. Bachelor of Secondary Education, major in Science or Mathematics; or
 - iii. Bachelor's degree with 18 units in Professional Education, plus Certificate Program for High School Non-Specialist Teachers in Science/Mathematics with minimum rating of 75% or its equivalent.

- b. Teaching Load. – At least five (5) teaching loads per day, all in Science or all in Mathematics or a combination thereof.
- c. Performance Rating. – Average rating of Very Satisfactory for the last three (3) school years.
- d. Teaching Experience. – At least three (3) years experience in teaching Science and/or Mathematics as of the end of the last school year.
- e. Related Training. – Continuing professional education – minimum of 20 hours training per year related to Science and/or Mathematics, not previously used as basis for promotion through the Equivalents Record Form.

3. Head Teacher I (SG-14), Head Teacher II (SG-15), Head Teacher III (SG-16)

- a. Education. –
- i. At least 27 units of Master of Arts in education, major in Science or Mathematics Education; or
- ii. Bachelor of Secondary Education, major in Science or Mathematics; or
- iii. Bachelor's degree with 18 units in Professional Education, plus Certificate Program for High School Non-Specialist Teachers in Science/Mathematics with minimum rating of 75% or its equivalent.
- b. Teaching Load. – At least two (2) teaching loads per day, all in Science or all in Mathematics or a combination thereof.
- c. Performance Rating. – Average rating of Very Satisfactory for the last three (3) school years.
- d. Teaching Experience. – At least three (3) years experience in teaching Science and/or Mathematics as of the end of the last school year.
- e. Related Training. – Continuing professional education – minimum of 20 hours training per year related to Science and/or Mathematics, not previously used as basis for promotion through the Equivalents Record Form.

SECTION 5. Rules and Regulations. – The Department of Education and the Department of Budget and Management shall promulgate the necessary rules and regulations to implement the provisions of this Act.

SECTION 6. Repealing Clause. – All laws, decrees, executive orders, rules and regulations, or parts thereof which are inconsistent with this Act are hereby repealed, amended or modified accordingly.

SECTION 6. Effectivity. – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in at least two (2) newspapers of general circulation.

Approved,