



Republic of the Philippines  
**HOUSE OF REPRESENTATIVES**  
Quezon City



**TWENTIETH CONGRESS**  
First Regular Session

**HOUSE BILL NO. 1483**

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Introduced by Representative **ANTONINO B. ROMAN III**

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### **EXPLANATORY NOTE**

The goal of fostering critical thinking in Philippine basic education will remain elusive unless teachers themselves are trained to question, reflect, and dialogue. According to Marquez (2017), many educators in the Philippines are products of a schooling system that values obedience and routine over critique and inquiry. As a result, even the best curriculum reforms fall short in the absence of teacher capacity.

This twin bill to the “Critical Thinking and Pedagogical Transformation Act” seeks to institutionalize the teaching of Critical Pedagogy within pre-service teacher education and ensure ongoing professional development aligned with dialogical, student-centered, and socially responsive teaching. It also aims to strengthen partnerships between higher education institutions and basic education schools to build communities of practice for critical teaching.

Immediate passage of this bill is earnestly sought.

  
**ANTONINO B. ROMAN III**



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**AN ACT**  
**STRENGTHENING CRITICAL PEDAGOGY IN TEACHER EDUCATION**  
**AND TRAINING PROGRAMS AND FOR OTHER PURPOSES**

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

**SECTION 1. Short Title.** -- This Act shall be known as the “Critical Pedagogy in Teacher Education Act.”

**SECTION 2. Declaration of Policy.** -- It is the policy of the State to develop a corps of teachers capable of cultivating critical, independent, and socially conscious learners. To this end, the State shall institutionalize Critical Pedagogy in pre-service and in-service teacher education, recognizing teachers not merely as transmitters of knowledge but as facilitators of reflective learning and democratic participation.

**SECTION 3. Definition of Terms.** --

- “Critical Pedagogy” refers to a reflective and dialogical approach to teaching that seeks to empower learners to question assumptions, challenge injustice, and participate in the transformation of society.
- “Pre-Service Teacher Education” refers to formal academic and practicum-based instruction undertaken by students preparing to become licensed professional teachers.

**SECTION 4. Integration into Pre-Service Education.** -- The Commission on Higher Education (CHED), in coordination with the Professional Regulation Commission (PRC) and teacher education institutions (TEIs), shall:

- a. Ensure the integration of Critical Pedagogy in the curriculum for Bachelor of Elementary Education (BEEd), Bachelor of Secondary Education (BSEd), and related programs;

- b. Promote participatory and inquiry-based approaches in teacher practicum and field study experiences;
- c. Develop model syllabi, teaching guides, and resources that reflect democratic and socially relevant pedagogy; and
- d. Establish teaching-learning laboratories focused on reflective classroom practice, debate facilitation, and issue-based teaching.

**SECTION 5. Continuing Professional Development (CPD).** -- The Department of Education (DepEd) and PRC shall:

- a. Offer CPD programs and workshops on dialogical teaching, community-of-inquiry models, and facilitation of student-led discourse;
- b. Support teacher-researchers who explore critical teaching practices and classroom innovation; and
- c. Recognize schools and teachers that successfully implement reflective and student-empowering pedagogies.

**SECTION 6. Institutional Collaboration.** -- CHED and DepEd shall encourage collaboration between higher education institutions (HEIs) and basic education schools to:

- a. Establish pilot schools that serve as training grounds for Critical Pedagogy;
- b. Conduct joint research and curriculum development on fostering democratic and critical classrooms; and
- c. Build communities of practice that support continuous reflection and improvement among educators.

**SECTION 7. Assessment and Accountability.** -- CHED and DepEd shall include indicators of critical pedagogy integration in the quality assurance and accreditation of TEIs and schools.

**SECTION 8. Appropriations.** -- The amount necessary for the implementation of this Act shall be charged against the current appropriations of CHED and DepEd. Thereafter, such sums as may be necessary shall be included in the annual General Appropriations Act.

**SECTION 9. Implementing Rules and Regulations.** -- Within ninety (90) days from the effectivity of this Act, CHED, PRC, and DepEd shall promulgate the rules and regulations necessary for the implementation of this Act.

**SECTION 10. Separability Clause.** -- If any provision of this Act is declared unconstitutional or invalid, the other provisions not affected shall remain in full force and effect.

**SECTION 11. Repealing Clause.** -- All laws, decrees, and rules inconsistent with this Act are hereby amended or repealed accordingly.

**SECTION 12. Effectivity.** -- This Act shall take effect fifteen (15) days after its publication in the Official Gazette or a newspaper of general circulation.

*Approved,*