



**Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila**

**TWENTIETH CONGRESS
FIRST REGULAR SESSION**

HOUSE BILL NO. 4565



**Introduced by Representative
ZIAUR-RAHMAN "ZIA" ALONTO ADIONG**

EXPLANATORY NOTE

The teaching profession is the backbone of the education system. Teachers, school heads, and supervisors collectively ensure that the constitutional right of every Filipino to quality education is realized. While existing laws and issuances have recognized the need to support teachers and school leaders, there remains a pressing gap in providing a clear and equitable career pathway for supervisors who play a vital role in guiding, evaluating, and ensuring the effective delivery of learning across the country.

At present, the career progression system under the Department of Education has been more defined for teachers and school administrators than for supervisors. This lack of a well-structured career line for supervisory positions creates inequities in opportunities for professional growth, compensation, and recognition of merit-based competencies. It has also led to career stagnation among qualified educators who wish to advance through supervisory functions but are constrained by limited structures and opportunities.

The proposed measure, entitled the "Supervision Career Line Act," seeks to institutionalize a supervision career line within the expanded career progression system for teachers and school leaders. By doing so, it aims to provide supervisors with a well-defined pathway for advancement that is on par with the classroom teaching and school administration career lines. The bill establishes the equivalence of supervisory positions with corresponding teaching and administrative posts to ensure fairness in remuneration, benefits, and privileges.

Furthermore, this measure empowers Master Teachers to choose their preferred career path, whether in teaching, school administration, or supervision, thereby expanding opportunities for growth. The bill also promotes flexibility by allowing switching between career lines, provided that the applicant meets the qualifications and competencies required by law and standards set by the Civil Service Commission, the Department of Education, and the Teacher Education Council.

To support aspiring supervisors, the Act mandates the provision of continuous professional development programs through the National Educators' Academy of the Philippines (NEAP), ensuring that those who do not initially qualify for supervisory roles are adequately prepared and supported. It also requires harmonization of qualification standards across all career lines in the education sector through the concerted effort of government agencies such as the Civil Service Commission, the Department of Education, the Professional Regulation Commission, the Teacher Education Council, and the Department of Budget and Management.

The enactment of this measure will address long-standing issues of career stagnation, unequal recognition, and lack of structured opportunities for supervisors. By institutionalizing the supervision career line, the State not only upholds the constitutional right of teachers and school leaders to professional advancement but also strengthens the overall quality of education. Supervisors are integral in ensuring curriculum implementation, instructional excellence, and system-wide accountability, areas that directly impact learning outcomes.

In view of the foregoing, the immediate passage of this bill is earnestly sought



REP. ZIAUR-RAHMAN "ZIA" ALONTO ADIONG
1st District, Lanao del Sur



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**AN ACT
STRENGTHENING THE ADVANCEMENT AND PROFESSIONAL
DEVELOPMENT SYSTEM FOR PUBLIC SCHOOL TEACHERS AND
SCHOOL LEADERS BY INSTITUTIONALIZING THE SUPERVISION
CAREER LINE AND APPROPRIATING FUNDS THEREFOR**

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

SECTION 1. Short Title. – This Act shall be known as the "Supervision Career Line Act."

SECTION 2. Declaration of Policy. – It is the declared policy of the State to enhance the right of teachers to professional advancement and ensure that the teaching profession shall attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.

To this end, the State shall implement just and equitable measures to provide more defined career pathways and advancement opportunities, as well as quality professional development programs, not only for public school teachers and school heads, but also for supervisors, while advancing the right of each Filipino to quality education.

SECTION 3. Definition of Terms. – For purposes of this Act, the following terms are defined, to wit:

a. *Career progression* refers to the career advancement and professional development of teachers, school heads, and supervisors in terms of, but not limited to, standards-based competencies and skills, position and

stature, remuneration and incentives, and qualifications and development goals;

b. *Career progression system* refers to a framework of professional development and career advancement along the established career pathways available to teachers and school leaders within the public basic education system;

c. *Career stages* refer to the various phases of a teacher's professional journey, from beginning, proficient, highly proficient, to distinguished phases, based on approved professional standards of the Department of Education (DepEd);

d. *Competencies* refer to the knowledge, skills, attitudes, and key behaviors that are necessary for the efficient and effective performance of the duties and responsibilities of a position;

e. *Expanded career progression system (ECP system)* refers to the career progression lines available to teachers and school leaders. This includes the supervision career line created under this Act;

f. *Professional development* refers to continuous learning opportunities aimed at improving teacher effectiveness, including workshops, training, and mentoring;

g. *Professional standards* refer to the professional practice expected of quality professionals to achieve at every stage of their career;

h. *Promotion* refers to the advancement of teachers and school leaders from one position to another with an increase in duties and responsibilities or in the qualifications and competencies, and in the salaries of the incumbent as authorized by law, through application for vacant permanent positions or reclassification of positions, subject to existing laws, rules, and regulations;

i. *Reclassification* refers to a form of staffing modification or position classification action that may be applied only when there is a warranted substantial change in the regular duties and responsibilities of the incumbent of the position. It generally involves a change in any or all position attributes, i.e., position title, salary grade, or position level.

j. *School leaders* refer to officials in the public school system who perform managerial and supervisory roles in their respective levels of governance, such as head teachers, department heads, principals and assistant principals, schools district supervisors, education program supervisors and chief education supervisors at the schools division and regional offices, schools division superintendents, assistant regional directors and regional directors, and their equivalent positions in the private school system;

k. *Supervisors* refer to incumbent education program supervisors, public schools district supervisors, and chief education program supervisors, as well as the education supervisor positions created under this Act, who

perform managerial or instructional supervisory roles, or both, primarily to ensure the delivery of quality education, curriculum management, and implementation;

l. *Supervision career line* refers to the career pathway of school leaders involved in supervisor functions at the district, division, and regional levels; m. *Teacher* refers to a person qualified to practice teaching under the law and engaged in the teaching of any subject, including technical-vocational (Tech-Voc), at the basic education level in all private or public basic education institutions.

SECTION 4. *Institutionalizing a Supervision Career Line.* – The expanded career progression system for public school teachers and school leaders shall be strengthened by institutionalizing a supervision career line, which will further promote their career advancement and professional development and define their career lines within the public school system, specifically in the elementary and secondary levels, and the teacher career progression framework of DepEd.

The foundational positions of the teacher career progression system shall be Teacher I to Master Teacher I. Entry to any foundational position shall be allowed; *Provided*, That DepEd's qualification standards, as approved by the Civil Service Commission (CSC), have been met, and the Teacher Education Council (TEC) has confirmed the achievement of the professional standards' indicators relating to the career stage of the position being applied for.

Career advancement within these positions shall be non-hierarchical and based on the principles of merit, fitness, and professional standards-based competence, without prejudice to the three-salary grade limit and other CSC rules and regulations.

A holder of a Master Teacher I (MT I) position may choose a career line in teaching, school administration, or supervision. Accordingly, an MT I may opt to become a Master Teacher II, School Principal I, or Senior Education Program Specialist (SEPS).

SECTION 5. *Advancing to SEPS.* – Holders of the MT I position may opt to pursue the supervision career line through promotion or reclassification to the SEPS position, subject to the appropriate qualifications, competencies, and other requirements prescribed herein or by existing laws, rules, regulations, and other issuances.

SECTION 6. *Equivalence of Positions.* – The positions across the Classroom Teaching Career Line, School Administration Career Line, and Supervision Career Line shall be equivalent in all salaries, benefits, and other privileges, as follows:

Classroom Teaching Career Line	School Administration Career Line	Supervision Career Line	Salary Grade (SG)
Master Teacher II	School Principal I	Senior Education Program Specialist	SG 19
Master Teacher III	School Principal II	Education Supervisor I	SG 20
Master Teacher IV	School Principal III	Education Supervisor II	SG 21
Master Teacher V	School Principal IV	Education Supervisor III	SG 22
Master Teacher VI	School Principal V	Education Supervisor IV	SG 23
		Chief Education Supervisor	SG 24

The Senior Education Program Specialist, Education Supervisor I, and Education Supervisor II positions shall be based in schools to guarantee the professional development of teachers therein.

SECTION 7. Retitling of Existing Filled Positions to Positions in the ECP System. - The existing filled position titles that do not conform to the position titles in the ECP system shall be retitled to the positions of equivalent salary grades in the ECP system, as follows:

Current Position	Retitled Position	Salary Grade (SG)
Assistant School Principal III	Education Supervisor I or School Principal II or Master Teacher III	SG 20
Assistant School Principal II Head Teacher VI	Senior Education Program Specialist or School Principal I or Master Teacher II	SG 19

SECTION 8. Switching Career Lines. - Switching to and from the Supervision Career Line to and from other career lines shall be allowed; *Provided*, That the aspirant possesses all the required qualifications and set competencies of the position being applied for in another career line, subject to the necessary assessment and other applicable staffing standards and deployment parameters for the classroom teaching, school administration, and supervisory positions.

SECTION 9. *Non-Diminution in the Salaries, Benefits, and Other Privileges of Incumbent Supervisors.* – In no case shall incumbent supervisors' ranks be demoted or their salaries, benefits, and other privileges, granted under existing laws, decrees, and orders, or stipulated in any policy, contract, or agreement, between them and DepEd, be diminished upon the effectivity of this Act.

SECTION 10. *Promotion of Supervisors.* – Supervisors may be promoted through natural vacancies or reclassification of positions.

Applicants for promotion to any of the supervisory positions shall be evaluated based on organizational and managerial effectiveness, in terms of productivity, performance, utility, efficiency, and other requirements related to professional standards.

DepEd shall formulate clear guidelines for assessing supervisors seeking promotion. A standards-based assessment shall be implemented, and the assessment process, criteria, and point system shall be made accessible to the public.

DepEd may opt to provide an impartial third party with clear guidelines on the conduct of the standards-based assessment.

SECTION 11. *Promotion of Incumbents.* – Qualified holders of current positions under Section 7 hereof may be promoted through natural vacancies or reclassified to the ECP system's appropriate supervisory positions that are commensurate with their qualifications and proficiency level, subject to the necessary assessments and applicable staffing standards and deployment parameters under existing policies, laws, rules, regulations, and other issuances.

SECTION 12. *Support Program for Supervisors; Quality Professional Development.* – Public school teachers and school heads aspiring to become supervisors, as well as the supervisors aspiring to advance in the supervision career line but who do not pass the professional standards-based assessment for two (2) consecutive times, shall be required to undergo a professional development program. This support program shall be developed by the National Educators' Academy of the Philippines (NEAP) and offered free of charge.

TEC shall review, align, and continuously monitor the roles of NEAP and the Bureau of Human Resource and Organizational Development of DepEd to ensure the continuous improvement of the career progression system and to enhance the constitutional right of teachers and school leaders to professional advancement.

SECTION 13. *Role of Government Agencies.* – In support of this Act, the CSC, DepEd, TEC, and the Professional Regulation Commission (PRC)

shall harmonize the qualification standards for all positions in the classroom teaching, school administration, and supervision career lines in the public school system.

The Department of Budget and Management (DBM) shall create the new position titles of Education Supervisor I, Education Supervisor II, Supervisor III, and Education Supervisor IV, and include the same in the Index of Occupational Services, Occupational Groups, Classes, and Salary Grades.

SECTION 14. Appropriations. - The amount necessary for the initial implementation of this Act shall be charged against the current year's appropriation of either DepEd or the Miscellaneous Personnel Benefits Fund, or both. Thereafter, the amount necessary for its continuous implementation shall be included in the annual General Appropriations Act.

SECTION 15. Implementing Rules and Regulations. - Within ninety (90) days from the effectivity of the Act, the CSC, DBM, DepEd, PRC, and TEC, in consultation with the teachers and school leaders' organizations, and other education stakeholders, shall jointly issue the necessary rules and regulations (IRR) for its effective implementation. The IRR shall take effect thirty days after its publication in a newspaper of general circulation.

SECTION 16. Construction and Interpretation. - The provisions of this Act shall be liberally construed to promote and fulfill the State policy declared herein.

SECTION 17. Separability Clause. - If any portion or provision of this Act is declared unconstitutional or invalid, the other portions or provisions hereof not affected thereby shall continue to be in full force and effect.

SECTION 18. Repealing Clause. - All other laws, presidential decrees, executive orders, rules and regulations, proclamations, and other issuances inconsistent with or contrary to the provisions of this Act are deemed amended or repealed accordingly.

SECTION 19. Effectivity. - This Act shall take effect after fifteen (15) days following its publication in the Official Gazette or in a national newspaper of general circulation, notwithstanding the non-issuance of the IRR.

Approved,