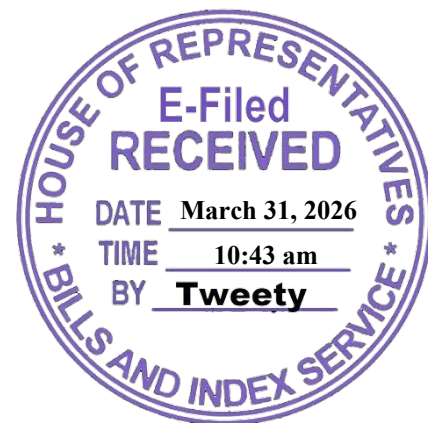


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Batasan Hills, Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL No. 8820



Introduced by
ACT Teachers Party-List Rep. ANTONIO L. TINIO,
Gabriela Women's Party Rep. SARAH JANE I. ELAGO,
and **KABATAAN Party-List Rep. RENEE LOUISE M. CO**

AN ACT
MANDATING A MAXIMUM OF FOUR TEACHING LOADS
FOR PUBLIC SCHOOL TEACHERS

EXPLANATORY NOTE

Even the 1960s-era *Magna Carta for Public School Teachers* recognizes that requiring teachers to do more than six hours of classroom teaching runs counter to the objectives of the law and an ideal system of education: improved living and working conditions and humane terms of employment, to name a few. That is why **the *Magna Carta* forbade assigning teachers more than six hours of classroom teaching, except under the conditions provided in Section 13:**

Section 13. Teaching Hours. Any teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom teaching a day, which shall be so scheduled as to give him [or her] time for the preparation and correction of exercises and other work incidental to his [or her] normal teaching duties: *Provided, however,* That where the exigencies of the service so require, a teacher may be required to render more than six hours but not exceeding eight hours of actual classroom teaching a day upon payment of additional compensation at the same rate as his [or her] regular remuneration plus at least twenty-five per cent of his [or her] basic pay.

Unfortunately, when one goes down to the field, a completely different picture of the real situation emerges. The combination of formal rules and regulations from the Department of Education as well as unwritten rules and practice stretch teachers up to the maximum. Teachers are required to handle classes for six hours, and in the

case of elementary teachers, this could even mean more than six subjects—and hence longer time needed for preparation. Those with less than six teaching loads are “prioritized” for more teaching-related assignments such as school coordinator, trainor or advisor, and grade level or subject chair, so the two hours ideally spent for preparation for classroom teaching is dwindled further. Actual “contact time” with students, as per orders, shall not be diminished, so, at the beginning of the school year, load assignments to teachers are set in such a way that they will spend a maximum of 30 hours a week in the classroom. This, despite the fact that administrators do not usually consider as “contact time” the hours of contact with students *outside* the classroom, such as home visitations and other interventions to address issues of learner competency or behavior, for instance.

Furthermore, in most cases, the exception has become the general rule. Teachers have come to dread hearing the phrase “in the exigency of the service,” as it precedes situations where they are made to shoulder the effects of teacher shortages. Usually, this is when the student population in a school has ballooned faster than the hiring of additional teachers: more sections in a grade level mean more teaching loads per teacher, for instance.

Under these conditions, it is estimated that the average Filipino public school teacher works for *twelve hours a day*: a minimum of six hours teaching, plus around three hours more preparing for classroom teaching (with a half-hour of preparation for each subject, class, or load), plus another three hours for their other teacher ancillary tasks, teaching-related assignments, and non-teaching tasks. This means that the public school teacher works longer hours—with a portion of this period even unpaid—than the average government employee, and definitely longer than what is generally allowed under civil service laws and rules. Unsustainable workloads partly explain reports on professional stagnation, early burnout, “work-life unbalance,” and worsening brain drain among teachers.

The maximum six-hour teaching load was mandated under what may be considered a “kinder” milieu for teachers. Classroom sizes now are definitely larger, the weather conditions worse, and the mental, physical, and psychological demands on teachers are heavier today than in the 1960s. The 1960s-era *Magna Carta* was also under the impression that teaching and the other duties of teachers is always within school boundaries. Certainly, it has not imagined virtual classes or the blended or modular learning set-up where the teacher is holding classes while tending to her or his own children at the same time, or where the development, distribution, then marking of modules, worksheets, or learner activity sheets for a single class can take up more than an hour of teaching it face-to-face.

All told, it is high time to reform the policy of the workloads we impose on public school teachers in general, and their teaching hours in particular. Per 2021 data of the Organization for Economic Cooperation and Development, other countries expect shorter workdays of their teachers: from a quarter less than our country’s estimated 1,000 hours per year (250 hours a year in Japan, elementary level), to

around half (592 hours in Estonia, elementary). Education International, in its 2021 Global Report on the Status of Teachers, raised the alarm on the impact on teachers and the quality of education they provide of less-than-ideal teaching hours and heavy workloads.

This Bill proposes to lower the classroom teaching load requirement for public school teachers from six loads to four loads, to clearly mandate it as the maximum, and to expressly delineate the standards of what constitutes a “teaching load,” adapting it to current times and making it responsive to the actual experiences and demands in Philippine public schools and, at the same time, flexible for each level, that is, elementary *viz* high school.

Let our education system be one that takes care of teachers’ well-being, and not one that squeezes out of them all their time and energy in the name of exigency of service, efficiency, and proficiency. The immediate approval of this Bill is thus earnestly sought.

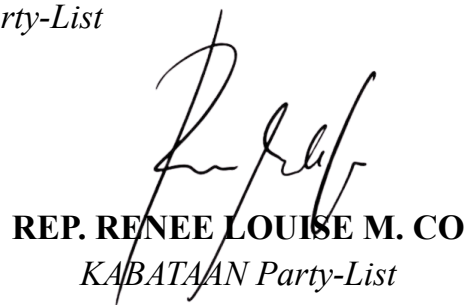


REP. ANTONIO L. TINIO

ACT Teachers Party-List



REP. SARAH JANE I. ELAGO
Gabriela Women's Party



REP. RENEE LOUISE M. CO
KABATAAN Party-List

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Batasan Hills, Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL No. 8820

Introduced by
ACT Teachers Party-List Rep. ANTONIO L. TINIO,
Gabriela Women's Party Rep. SARAH JANE I. ELAGO,
and **KABATAAN Party-List Rep. RENEE LOUISE M. CO**

AN ACT
MANDATING A MAXIMUM OF FOUR TEACHING LOADS
FOR PUBLIC SCHOOL TEACHERS

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

SECTION 1. *Declaration of Policy.* It is hereby declared the policy of the State to ensure that teachers work under humane conditions. Heavy workloads and extended hours for teaching and teaching-related duties, assignments, and designations hamper the capability of teachers to teach, take a toll on their mental and physical health, compromise their personal lives and well-being, and ultimately run counter to the mandates of the Constitution and law of providing quality education to Filipino youth and children.

SEC. 2. *Definitions.* For purposes of this Act, the following terms shall mean:

- a) Classroom – any space, whether physical, virtual, or other alternative spaces, whether inside or outside the school such as in communities or households, and whether during weekdays or weekends, whereby teaching and learning engagements are conducted, regardless of learning delivery mode.
- b) Teaching load – actual classroom teaching hours or minutes rendered by a teacher.

SEC. 3. *Mandated maximum four teaching loads per day.* In no case shall a classroom teacher be assigned to more than four teaching loads per day; *Provided,*

That teachers shall not be required to render more than four hours of actual classroom teaching a day, which shall be so scheduled as to give them time for the preparation of lessons, correction of exercises, and other work incidental to their normal teaching duties.

SEC. 4. *Rules and Regulations.* Within sixty days from effectivity of this Act, the Department of Education, in consultation with the regional unions, associations, and organizations of public school teachers, shall promulgate the necessary rules and regulations for the implementation of the provisions of this Act.

In no case shall the right of public school teachers to the maximum four teaching loads be defeated or diminished pending the promulgation of the implementing rules and regulations.

SEC. 5. *Separability Clause.* If, for any reason, any section or provision of this Act is declared unconstitutional, other provisions hereof which are not affected thereby shall continue to be in full force and effect.

SEC. 6. *Repealing Clause.* Any laws, decrees, or laws, decrees, or rules and regulations which are inconsistent with or contrary to the provisions of this Act are hereby amended or repealed.

SEC. 7. *Effectivity.* This Act shall take effect fifteen days from the publication in the Official Gazette or in any newspaper of general circulation.

Approved,