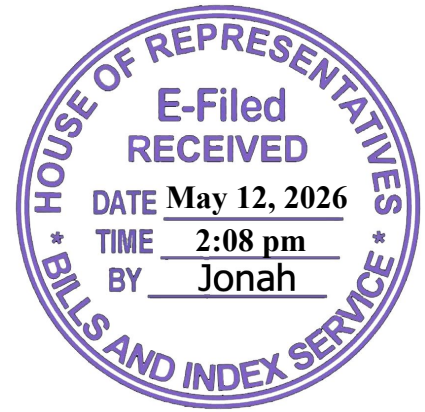


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 9212



Introduced by **Representative Ryan S. Recto**

EXPLANATORY NOTE

This proposed measure seeks to professionalize the public basic education sector by institutionalizing a dedicated Supervision Career Line within the Department of Education's (DepEd) expanded career progression system.

Republic Act No. 12288, otherwise known as the "Career Progression System for Public School Teachers and School Leaders Act" was a landmark legislation that marked a significant milestone for teacher welfare. The law was enacted in 2025 in order to establish classroom teaching and school administration career lines with a ladder for professional advancement. However, this still leaves a policy gap that needs to be filled as more technical and pedagogical leadership is still required to sustain such career growth in the teaching profession.

This piece of legislation shall serve as the critical pillar in transforming the teaching profession into a career that is growth-driven. It recognizes that instructional leadership, in the form of mentoring teachers and managing curriculum, is a distinct professional skill set that goes beyond classroom instruction and facility management. While the existing law successfully allowed teachers to reach higher salary grades, such as Master Teacher V and VI, without being forced to leave the classroom, without this proposed measure, these teachers often lack the specialized career scaffolding needed to meet increasingly complex professional standards. This bill ensures that Master Teachers who possess a genius for pedagogical leadership can transition into the Supervision Line as Education Supervisors or Senior Education Program Specialists.

Under this expanded framework, the Supervision Career Line offers distinct tracks that cater to the evolving needs of the education system. Educators may advance through the Senior Education Program Specialist track (SG 19) or progress through the Education Supervisor I to IV levels (SG 20 to SG 23), culminating in the Chief Education Supervisor position (SG 24). These tracks are designed to ensure that

technical assistance and pedagogical guidance are available at every level of governance, from the individual school to the regional office.

The Supervision Career Line Act ensures that our educators are not just promoted, but are actively supported by a professionalized supervisory system. We are also hereby ensuring that the ladder provided by RA 12288 is held steady by a competent supervision line.

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



Ryan S. Recto
Representative
6th District, Batangas

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

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HOUSE BILL NO. 9212

Introduced by **Representative Ryan S. Recto**

AN ACT
PROVIDING EQUITABLE CAREER PATHWAYS FOR PUBLIC SCHOOL TEACHERS AND LEADERS BY ESTABLISHING A SUPERVISION CAREER LINE AND APPROPRIATING FUNDS THEREFOR

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

1 SECTION 1. *Short Title.* – This Act shall be known as the “*Supervision Career*
2 *Line Act.*”
3

4 Sec. 2. *Declaration of Policy.* – It is the declared policy of the State to uphold
5 and enhance the right of all public school teachers and school leaders to professional
6 advancement, recognizing that a motivated and highly competent teaching force is
7 essential to attracting and retaining the best available talents through competitive
8 remuneration and job fulfillment.
9

10 Towards this end, the State shall implement just and equitable measures to
11 provide more defined career pathways and advancement opportunities, as well as
12 quality professional development programs, not only for public school teachers and
13 school heads, but also for supervisors that shall advance the right of each Filipino to
14 quality education.
15

16 Sec. 3. *Definition of Terms.* – For purposes of this Act, the following terms shall
17 be defined as follows:
18

19 a) *Career Progression* refers to the refers to the career advancement and
20 professional development of teachers, school heads and supervisors in terms
21 of, but not limited to, standards-based competencies and skills, position and
22 stature, remuneration and incentives, and qualifications and development
23 goals;
24

25 b) *Career Progression System* refers to a framework of professional
26 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, which specifically includes the supervision career line institutionalized under this Act to ensure parallel growth with teaching and administrative tracks;

f) *Instructional Supervision* refers to the specialized professional function of providing technical assistance, mentoring, coaching and objective observation to teachers to improve instructional quality and learner outcomes;

g) *Master Teacher* refers to a teacher who has reached the highly proficient or distinguished career stage and is eligible to choose between continuing in the classroom teaching line, moving into school administration, or advancing into the supervision career line;

h) *National Educators' Academy of the Philippines (NEAP)* refers to the primary agency within the Department of Education responsible for providing and overseeing continuous professional development and training programs for teachers and school leaders;

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

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

k) *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;

l) *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, involving a change in position title, salary grade, or position level;

m) *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;

n) *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 to ensure curriculum management and implementation;

o) *Supervision career line* refers to the career pathway of school leaders involved in supervisor functions at the district, division, and regional levels;

p) *Switching* refers to the non-hierarchical movement between the classroom teaching, school administration, and supervision career lines, provided the educator meets the qualification standards and competency requirements for the target position;

q) *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;

r) *Teacher Education Council (TEC)* refers to the body responsible for formulating policies on teacher education and ensuring that professional standards are harmonized and monitored across all career lines in the expanded system.

Sec. 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).

Sec. 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.

Sec. 6. Equivalence of Positions. – The positions within the Supervision Career Line shall have the following equivalent ranks and salary grades across the three career lines of the Expanded Career Progression System:

Teaching Line	School Administration Line	Supervision 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

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

4
5 *Sec. 7. Retitling of Existing Filled Positions to Positions in the ECP System. –*
6 The existing filled position titles that do not conform to the position titles in the ECP
7 system shall be retitled to the positions of equivalent salary grades in the ECP system,
8 as follows:
9

Current Position	Retitled Position	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

10
11 *Sec. 8. Switching Career Lines. –* Switching to and from the Supervision Career
12 Line to and from other career lines shall be allowed; *Provided*, That the aspirant
13 possesses all the required qualifications and set competencies of the position being
14 applied for in another career line, subject to the necessary assessment and other
15 applicable staffing standards and deployment parameters for the classroom teaching,
16 school administration and supervisory positions.

17
18 *Sec. 9. Non-Diminution in the Salaries, Benefits and Other Privileges of*
19 *Incumbent Supervisors. –* In no case shall incumbent supervisors' ranks be demoted
20 or their salaries, benefits and other privileges, granted under existing laws, decrees
21 and others or stipulated in any policy, contract or agreement, between them and
22 DepEd, be diminished upon the effectivity of this Act.

23
24 *Sec. 10. Promotion of Supervisors. –* Supervisors may be promoted through
25 natural vacancies or reclassification of positions.

26
27 Applicants for promotion to any of the supervisory positions shall be evaluated
28 based on organizational and managerial effectiveness, in terms of productivity,
29 performance, utility, efficiency and other requirements related to professional
30 standards.

31
32 DepEd shall formulate clear guidelines for assessing supervisors seeking
33 promotion. A standards-based assessment shall be implemented and the assessment
34 process, criteria and point system shall be made accessible to the public.
35

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

3
4 Sec. 11. *Promotion of Incumbents.* – Qualified holders of current positions
5 under Section 7 hereof may be promoted through natural vacancies or reclassified to
6 the ECP system's appropriate supervisory positions that are commensurate with the
7 qualification and proficiency level, subject to the necessary assessments and
8 applicable staffing standards and deployment parameters under existing policies, laws,
9 rules, regulations and other issuances.

10
11 Sec. 12. *Support Program for Supervisors.* – Public school teachers and school
12 heads aspiring to become supervisors, as well as the supervisors aspiring to advance
13 in the supervision career line but who do not pass the professional standards-based
14 assessment for two (2) consecutive times, shall be required to undergo a professional
15 development program. This support program shall be developed by the NEAP and shall
16 be offered free of charge.

17
18 TEC shall review, align and continuously monitor the roles of NEAP and the
19 Bureau of Human Resource and Organizational Development of DepEd to ensure the
20 continuous improvement of the career progression system and to enhance the
21 constitutional right of teachers and school leaders to professional advancement.

22
23 Sec. 13. *Role of Government Agencies.* – In support of this Act, the CSC, DepEd,
24 TEC, NEAP and the Professional Regulation Commission (PRC) shall harmonize the
25 qualification standards for all positions in the classroom teaching, school
26 administration and supervision career lines in the public school system.

27
28 The Department of Budget and Management (DBM) shall create the new
29 position titles of Education Supervisor I, Education Supervisor II, Supervisor III and
30 Education Supervisor IV and include the same in the Index of Occupational Services,
31 Occupational Groups, Classes and Salary Grades.

32
33 Sec. 10. *Implementing Rules and Regulations.* – Within ninety (90) days from
34 the effectivity of this Act, the CSC, DBM, DepEd, PRC and TEC, in consultation with
35 the teachers and school leaders' organizations and other education stakeholders, shall
36 jointly issue the necessary rules and regulations (IRR) for its effective implementation.
37 The IRR shall take effect thirty (30) days after its publication in a newspaper of general
38 circulation.

39
40 Sec. 11. *Appropriations.* – The amount necessary for the initial implementation
41 of this Act shall be charged against the current year's appropriation of either DepEd
42 or the Miscellaneous Personnel Benefits Fund, or both. Thereafter, the amount
43 necessary for its continuous implementation shall be included in the annual General
44 Appropriations Act.

1 Sec. 12. *Separability Clause.* – If, for any reason, any section, subsection,
2 clause or term of this Act is declared unconstitutional or invalid, such parts or portions
3 not affected thereby shall remain in full force and effect.

4
5 Sec. 13. *Repealing Clause.* – All laws, rules and regulations inconsistent with
6 this Act are hereby repealed or amended accordingly.

7
8 Sec. 14. *Effectivity.* – This Act shall take effect fifteen (15) days following its
9 publication in a newspaper of general circulation or in the Official Gazette.

10
11 *Approved,*