



SENATE  
S. No. 2613

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Introduced by Senator Miriam Defensor Santiago

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EXPLANATORY NOTE

The Constitution, Article 14, Section 1 provides: "The State shall protect the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. "

The purpose of this bill is to improve early childhood education and development by developing the knowledge and skills of elementary school principals in order to:

- (1) create high quality early learning environments;
- (2) provide a continuum of learning through the third grade with developmentally effective and appropriate curricula and teaching practices; and
- (3) establish partnerships and collaboration with community-based early childhood education providers and families to better support learning at each stage; effective transition among settings; and continuous family engagement.

  
MIRIAM DEFENSOR SANTIAGO



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1 AN ACT  
2 PROVIDING PROFESSIONAL DEVELOPMENT FOR ELEMENTARY SCHOOL  
3 PRINCIPALS IN EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

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

4 SECTION 1. *Short Title.* – This Act shall be known as the “Early Learning Alignment  
5 Act”.

6 SECTION 2. *Definition of Principal Competencies in Early Childhood Education and*  
7 *Development.* – The term “principal competencies in early childhood education and  
8 development” means the skills that elementary school principals must know and be able to do;  
9 and are acquired through high quality professional development in early childhood education and  
10 developmentally appropriate practice.

11 The principal competencies in early childhood education and development include:

12 (a) supporting an expanded continuum of learning through the third grade to ensure  
13 an effective transition from early learning or home settings to the primary school years;

14 (b) engaging the school community to partner with early learning programs, and  
15 working with families to set a shared vision for understanding early childhood development;

16 (c) supporting teachers through strong instructional leadership;

17 (d) providing safe and supportive early learning environments that focus on the needs  
18 of the whole child, including the intellectual, social, emotional, physical, and nutritional well-  
19 being of children; and

20 (e) utilizing multiple measures of developmentally appropriate assessment and  
21 acquiring the ability to manage and use data effectively to make instructional decisions.

1 SECTION 3. *Grant Program Authorized.* –

2 (a) *Grants to Partnerships.* – The Secretary of Education (the “Secretary”) is  
3 authorized to award grants, on a competitive basis, to partnerships to enable the partnerships to  
4 carry out the authorized activities described in subparagraph (b).

5 A partnership shall consist of:

- 6 (1) a public or private entity with a demonstrated capacity to provide professional  
7 development for elementary school principals;
- 8 (2) one or more government agencies, including the Department of Education and  
9 Department of Social Welfare and Development; and
- 10 (3) one or more early childhood education organizations that provide professional  
11 development to early childhood education providers.

12 The Secretary shall award a grant for a period of not less than three (3) years.

13 (b) *Authorized Activities.* – Each partnership receiving a grant under this subpart shall  
14 use the grant funds:

- 15 (1) to carry out professional development to help elementary school principals  
16 acquire the principal competencies in early childhood education and development;
- 17 (2) to gain a knowledge base and capacity to provide high quality early childhood  
18 education; and
- 19 (3) to work collaboratively with early childhood education providers, services  
20 providers, and families in creating a continuum of high quality development and  
21 learning for children in the community and school settings.

22 The activities may include providing professional development programs for elementary  
23 school principals, including mentoring programs and other means of professional learning, in:

- 24 (1) early childhood education and development in all domains (including language  
25 arts and literacy, mathematics, emotional development, social development,  
26 approaches to learning, physical development, science, and creative arts), and the  
27 continuity of standards and high quality curriculum and teaching practices from  
28 prekindergarten through the third grade, with emphasis on meeting the needs of  
29 children with disabilities and English language learners;

- 1 (2) safe and supportive early learning environments that focus on the social,  
2 emotional, and cognitive needs of children;
- 3 (3) collaborating with early childhood education providers and other community  
4 based
- 5 (4) organizations to provide multiple educational and social service programs to meet  
6 the needs of children in prekindergarten through the third grade related to learning  
7 and development; and
- 8 (5) providing ongoing transition services for children through active family  
9 engagement.

10 (c) *Priority.* – In awarding grants under this section, the Secretary shall give priority  
11 to supporting professional development programs that target opportunities for elementary school  
12 principals:

- 13 (1) to participate in induction and mentoring programs for principals during the  
14 principals' first eleven (11) years of employment as a principal;
- 15 (2) to better understand ways to enhance family engagement and transition strategies,  
16 improve transition services, and work more collaboratively with community-  
17 based early childhood education providers;
- 18 (3) to create a continuum of high quality teaching and learning for children in  
19 prekindergarten through the third grade; and
- 20 (4) to participate in ongoing professional development, which may include mentoring  
21 programs for veteran principals in the education field.

22 (d) *Applications.* – Each partnership desiring a grant shall submit an application to  
23 the Secretary at such time, in such manner, and containing such information as the Secretary may  
24 require. Each application submitted to the Secretary shall include:

- 25 (1) a description of the professional development for elementary school principals  
26 that will be provided under the grant, including how the principals will access  
27 professional development;
- 28 (2) a description of the professional development described in subparagraph (a) that  
29 will be provided in rural areas if applicable;

1 (3) how the professional development will address:

2 (i) child development and learning and the relationship of such development  
3 and learning to providing safe, supportive, and engaging learning  
4 environments; and support for instructional and educational staff in using  
5 developmentally appropriate curricula, assessments, and other practices;

6 (ii) outreach and engagement of families in their child's learning;

7 (iii) opportunities to collaborate with community based organizations on  
8 continuity of standards, curricula, family education, and transition services  
9 from community based settings to schools and from year to year;

10 (iv) collaborative planning to support developmentally appropriate interactions  
11 between teachers, children, and the families of children; and

12 (v) sustainability of the ongoing professional development upon completion  
13 of the grant term.

14 (e) *Evaluation and Dissemination.* – Each partnership that receives a grant shall  
15 conduct an ongoing evaluation to:

16 (1) assess the effectiveness of the programs and activities carried out under the grant;

17 (2) assess whether professional development programs for elementary school  
18 principals in early childhood education may lead to improved school  
19 performance; and

20 (3) determine how effective professional development programs and activities can be  
21 replicated.

22 Using funds made available under this section, the Secretary shall establish a panel of  
23 leading experts in elementary and early childhood education, including researchers, elementary  
24 school principals, and classroom practitioners, to identify best practices in professional  
25 development for elementary school principals in early childhood education, and review effective  
26 coordination of professional development among the partnerships receiving grants under this  
27 Act; and disseminate to the public the latest research and findings in professional development  
28 for elementary school principals in early childhood education, including through reports and  
29 technical assistance.

1           SECTION 4. *Appropriations.* – To carry out the provisions of this Act, such amount as  
2 may be necessary is hereby authorized to be appropriated from the National Treasury.  
3 Thereafter, such amount necessary to carry out the provisions of this Act shall be included in the  
4 annual appropriation of the Department of Education.

5           SECTION 5. *Separability Clause.* – If any provision of this Act shall be declared  
6 unconstitutional, any other provision not affected thereby shall remain in full force and effect.

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

9           SECTION 7. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication  
10 in at least two (2) newspapers of general circulation.

Approved,

/fldp