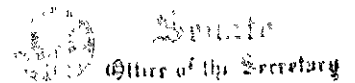


SIXTEENTH CONGRESS OF THE REPUBLIC)
OF THE PHILIPPINES)
Second Regular Session)



'15 APR 23 P 2 :05

SENATE
S. No. 2734

RECEIVED BY. *J*

Introduced by Senator Miriam Defensor Santiago

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

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 bill¹ is to improve the knowledge of elementary school principals in areas related to early childhood education and development 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
MIRIAM DEFENSOR SANTIAGO
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¹ This bill was originally filed by Rep. Jason Altmire in the U.S. House of Representatives during the 11th Congress.

SIXTEENTH CONGRESS OF THE REPUBLIC)
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OFFICE OF THE SECRETARY

15 APR 23 P 2:05

SENATE
S. No. **2734**

RECEIVED BY. *J.*

Introduced by Senator Miriam Defensor Santiago

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

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

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

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

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

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

16 (2) engaging the school community to partner with early learning programs,
17 and working with families to set a shared vision for understanding early
18 childhood development;

19 (3) supporting teachers through strong instructional leadership;

1 (4) providing safe and supportive early learning environments that focus on the
2 needs of the whole child, including the intellectual, social, emotional,
3 physical, and nutritional well-being of children; and

4 (5) utilizing multiple measures of developmentally appropriate assessment and
5 acquiring the ability to manage and use data effectively to make
6 instructional decisions.

7 SECTION 3. *Grant Program Authorized.* –

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

12 A partnership shall consist of:

13 (1) a public or private entity with a demonstrated capacity to provide
14 professional development for elementary school principals;

15 (2) one or more government agencies, including the Department of Education
16 and Department of Social Welfare and Development; and

17 (3) one or more early childhood education organizations that provide
18 professional development to early childhood education providers.

19 The Secretary shall award a grant for a period of not less than three years.

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

22 (1) to carry out professional development to help elementary school principals
23 acquire the principal competencies in early childhood education and
24 development;

25 (2) to gain a knowledge base and capacity to provide high quality early
26 childhood education; and

1 (3) to work collaboratively with early childhood education providers, services
2 providers, and families in creating a continuum of high quality
3 development and learning for children in the community and school
4 settings.

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

8 (1) early childhood education and development in all domains (including
9 language arts and literacy, mathematics, emotional development, social
10 development, approaches to learning, physical development, science, and
11 creative arts), and the continuity of standards and high quality curriculum
12 and teaching practices from prekindergarten through the third grade, with
13 emphasis on meeting the needs of children with disabilities and English
14 language learners;

15 (2) safe and supportive early learning environments that focus on the social,
16 emotional, and cognitive needs of children;

17 (3) collaborating with early childhood education providers and other
18 community based

19 (4) organizations to provide multiple educational and social service programs
20 to meet the needs of children in prekindergarten through the third grade
21 related to learning and development; and

22 (5) providing ongoing transition services for children through active family
23 engagement.

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

1 (1) to participate in induction and mentoring programs for principals during the
2 principals' first 11 years of employment as a principal;

3 (2) to better understand ways to enhance family engagement and transition
4 strategies, improve transition services, and work more collaboratively with
5 community-based early childhood education providers;

6 (3) to create a continuum of high quality teaching and learning for children in
7 prekindergarten through the third grade; and

8 (4) to participate in ongoing professional development, which may include
9 mentoring programs for veteran principals in the education field.

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

13 (1) a description of the professional development for elementary school
14 principals that will be provided under the grant, including how the
15 principals will access professional development;

16 (2) a description of the professional development described in subparagraph
17 (A) that will be provided in rural areas if applicable;

18 (3) how the professional development will address:

19 (i) child development and learning and the relationship of such
20 development and learning to providing safe, supportive, and engaging
21 learning environments; and support for instructional and educational
22 staff in using developmentally appropriate curricula, assessments, and
23 other practices;

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

25 (iii) opportunities to collaborate with community based organizations on
26 continuity of standards, curricula, family education, and transition

1 services from community based settings to schools and from year to
2 year;

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

5 (v) sustainability of the ongoing professional development upon completion
6 of the grant term.

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

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

11 (2) assess whether professional development programs for elementary school
12 principals in early childhood education may lead to improved school
13 performance; and

14 (3) determine how effective professional development programs and activities
15 can be replicated.

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

24 SECTION 4. *Separability Clause.* – If any provision of this Act shall be declared
25 unconstitutional, any other provision not affected thereby shall remain in full force and
26 effect.

1 SECTION 5. *Repealing Clause.* – All laws, decrees, orders, rules and regulations,
2 or parts thereof inconsistent with this Act are hereby repealed or amended accordingly.

3 SECTION 6. *Effectivity.* – This Act shall take effect fifteen (15) days after its
4 publication in at least two (2) newspapers of general circulation.

Approved,

/fldp17april2015