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Teachers' Awareness, Preparedness and Challenges Expanded Career Progression (Ecp): An Analysis on Teachers Perception on Deped New Promotion System

Emilia C. Concha[1], Kea Mae C. Concha[2], Lorna B. Abellana[3]

ABSTRACT

This study aims to determine the level of awareness, preparedness, and challenges of teachers regarding the implementation of the Expanded Career Progression (ECP) System of the Department of Education in Loon North District, Division of Bohol, during School Year 2026–2027. Specifically, it seeks to assess teachers' awareness of the objectives, career pathways, eligibility requirements, documentary requirements, and application and evaluation procedures of the ECP System. It also examines their preparedness in terms of educational qualifications, professional credentials, teaching experience, participation in professional development activities, preparation of documentary requirements, and willingness to pursue career advancement. Furthermore, the study identifies the challenges encountered by teachers in understanding policies, accessing relevant information, complying with application requirements, attending professional development activities, managing workloads, and obtaining administrative support.

The study will employ a descriptive-correlational research design involving 60 teacher-respondents from Bagacay Elementary School, Canigaan-Ubujan Elementary School, and Gov. Jacinto Borja National High School, with 20 respondents from each school. A structured questionnaire will serve as the primary data-gathering instrument. Frequency counts and percentages will be used to describe the respondents' demographic and professional profiles, while weighted means and standard deviations will determine their levels of awareness, preparedness, and perceived challenges. An appropriate correlation test will also be employed to examine the significant relationships among the major variables at the 0.05 level of significance.

The findings of the study will provide a basis for developing a Proposed ECP System Awareness, Preparedness, and Support Enhancement Plan. The proposed plan will focus on strengthening policy orientation, improving access to accurate information, providing professional development opportunities, assisting teachers in preparing application requirements, and enhancing administrative support. Ultimately, the study seeks to promote informed participation and equitable career advancement opportunities among teachers through improved understanding and implementation of the ECP System.

Keywords: Expanded Career Progression System, Teachers' Awareness, Preparedness, Implementation Challenges, Career Advancement, Enhancement Plan

Chapter 1
THE PROBLEM AND ITS SCOPE
INTRODUCTION
Rationale of the Study

The teaching profession plays a significant role in improving educational quality, promoting learner development, and achieving the objectives of the Philippine basic education system. Teachers are expected not only to facilitate learning but also to continuously develop their professional competencies and pursue opportunities for career advancement. Providing teachers with clear and equitable career progression opportunities is therefore essential in recognizing their contributions, sustaining their motivation, and strengthening their commitment to the teaching profession. In response to this need, the Department of Education (DepEd) introduced the Expanded Career Progression (ECP) System pursuant to Executive Order No. 174, s. 2022, with implementing guidelines established in 2024 and further operationalized through DepEd Order No. 024, s. 2025. The system establishes two career tracks, namely Classroom Teaching and School Administration, and provides additional teaching positions, including Teacher IV, Teacher V, Teacher VI, Teacher VII, and Master Teacher V. Through these pathways, qualified teachers are given opportunities to advance professionally while continuing to pursue classroom teaching or entering school administration positions (Department of Education [DepEd], 2024, 2025). This initiative represents an important policy development in strengthening the professional growth and career mobility of public school teachers in the country.

Despite the opportunities provided by the ECP System, its successful implementation depends on teachers' understanding of the policy, their preparedness to meet its requirements, and their ability to navigate the promotion process. Awareness involves teachers' knowledge of the system's objectives, career pathways, eligibility criteria, qualification standards, documentary requirements, and application procedures. Preparedness refers to their perceived readiness to satisfy the required educational qualifications, professional competencies, performance standards, and documentary requirements for career advancement. However, the transition to a new career progression framework may present difficulties, particularly for teachers who are unfamiliar with the revised guidelines or uncertain about the qualifications necessary for higher positions. Challenges may include interpreting policy provisions, determining eligibility, preparing supporting documents, accessing professional development opportunities, and understanding assessment and reclassification procedures. Existing literature addressing teacher career advancement, professional development, and professional commitment provides a foundation for understanding these concerns (Admiraal et al., 2023; Elyashiv & Rozenberg, 2024; Fairman et al., 2023; Navalta, 2024). Nevertheless, teachers' awareness and preparedness may differ according to their current positions, years of service, educational attainment, professional qualifications, and access to institutional guidance.

These concerns are particularly relevant in Loon North District, Division of Bohol, where the implementation of the ECP System requires teachers to understand the available career pathways and prepare for the corresponding promotion requirements. The present study focuses on Bagacay Elementary School, Canigaan-Ubujan Elementary School, and Gov. Jacinto-Borja National High School. These schools provide an appropriate setting for examining the implementation of the career progression policy because they represent different educational levels and may have teachers with varying professional backgrounds, teaching experiences, qualifications, and career advancement aspirations. Such differences

make it necessary to determine whether teachers across the selected schools have sufficient knowledge of the ECP System and whether they are adequately prepared to pursue the opportunities it provides.

In particular, the introduction of revised career pathways and qualification standards raises important considerations regarding the availability and accessibility of policy information at the school level. Teachers may have different levels of familiarity with the requirements for promotion, particularly concerning the appropriate career track, eligibility standards, documentary evidence, performance expectations, and assessment procedures. Some teachers may already possess the qualifications necessary for career advancement but may require further clarification regarding the application process. Others may still need to strengthen their professional credentials, improve their performance documentation, or participate in relevant professional development activities before becoming eligible for promotion. These possible differences highlight the importance of examining teachers' actual awareness and perceived preparedness rather than assuming that the dissemination of national policy guidelines automatically results in a uniform understanding and readiness among all teachers. Moreover, identifying the challenges experienced by teachers in the selected schools may help determine whether additional assistance is needed in information dissemination, technical guidance, professional development, and administrative support.

The importance of examining these concerns is further emphasized by the reported progress of the ECP System at the national level. In December 2025, DepEd reported that 16,025 teachers had been promoted under the system, while another 41,183 teachers had been processed and forwarded to the Department of Budget and Management for the next batch of promotions (DepEd, 2025). These figures demonstrate the extensive implementation of the policy and the continuing opportunities for professional advancement among public school teachers. However, national promotion statistics do not necessarily reflect the extent to which teachers in individual school districts understand the policy, recognize the requirements for advancement, or feel prepared to participate in the promotion process. Consequently, examining the experiences of teachers in Loon North District is necessary to provide a more contextualized understanding of how the ECP System is understood and experienced at the school level.

Although existing studies have examined teacher professional development, career advancement, and professional growth, there remains a need for localized research that specifically investigates teachers' awareness, preparedness, and challenges in relation to the implementation of the ECP System. The research gap addressed by this study goes beyond determining whether teachers are familiar with a particular promotion policy. It focuses on understanding the relationship among their knowledge of the system, their perceived readiness to meet its requirements, and the difficulties they encounter in pursuing career advancement. Furthermore, the study considers how these dimensions may vary according to teachers' professional and demographic characteristics. In the context of Loon North District, the study will generate school-based evidence from Bagacay Elementary School, Canigaan-Ubujan Elementary School, and Gov. Jacinto-Borja National High School. Such evidence may reveal specific areas where teachers require additional information, identify aspects of promotion preparation that need improvement, and provide a basis for determining the forms of institutional assistance necessary to support their career progression. Thus, the study contributes to the existing body of knowledge by providing contextualized evidence that can inform the implementation of the ECP System rather than merely replicating a similar awareness survey in another locality.

In view of these considerations, this study aims to examine teachers' perceptions of the Department of Education's Expanded Career Progression System in terms of their level of awareness, preparedness for

promotion, and challenges encountered during its implementation in selected schools of Loon North District, Division of Bohol. Specifically, it seeks to determine teachers' understanding of the policy and its requirements, assess their perceived readiness to pursue career advancement, identify the difficulties they experience, and examine possible differences in their perceptions when grouped according to relevant professional and demographic characteristics. The findings may provide school administrators and education officials with valuable information for improving policy dissemination, strengthening technical assistance, organizing relevant professional development activities, and clarifying promotion and reclassification procedures. Furthermore, the results may contribute to broader discussions concerning teacher career mobility, professional learning, and sustainable career pathways (Dulosa et al., 2026; Guiraldo-Tutania & Castro, 2025; Natale et al., 2016). Ultimately, this study is expected to support a more informed, responsive, and equitable implementation of the ECP System in Loon North District by helping ensure that teachers understand the available opportunities, recognize the qualifications required, and receive appropriate guidance in preparing for professional advancement.

Theoretical Background

The present study is anchored in Social Cognitive Theory and Self-Efficacy Theory, which provide a foundation for understanding teachers' awareness and preparedness regarding the Expanded Career Progression (ECP) System. Social Cognitive Theory emphasizes the interaction between personal factors, behavior, and environmental influences in shaping an individual's actions (Bandura, 1986). In the context of this study, teachers' perceptions of the ECP System may be influenced by their understanding of promotion policies, professional experiences, observations of colleagues who have applied for promotion, and information provided by school administrators. Meanwhile, Self-Efficacy Theory emphasizes an individual's belief in their capability to perform tasks and overcome challenges (Bandura, 1977). Applied to career progression, teachers who believe they can meet the system's qualification standards and documentary requirements may be more willing to pursue promotion. Conversely, teachers who doubt their capabilities or lack sufficient information may perceive the process as difficult. These theories therefore help explain why awareness and perceived readiness are important dimensions in examining teachers' experiences with the new promotion system.

The study is further supported by Human Capital Theory and Organizational Support Theory. Human Capital Theory explains that investments in education, training, knowledge, and skills can contribute to an individual's productivity and professional development (Becker, 1993). In relation to the ECP System, teachers' qualifications, relevant training, professional experience, and continuing development may contribute to their readiness to pursue career advancement. This perspective highlights the importance of professional learning and opportunities to strengthen the competencies required for higher teaching positions. Organizational Support Theory, on the other hand, explains how employees' perceptions of their organization's appreciation of their contributions and concern for their well-being can influence their attitudes and commitment (Eisenberger et al., 1986). Applied to this research, school-level guidance, accessible policy information, administrative assistance, and professional development opportunities may help teachers understand and navigate the promotion process. Together, these theories provide a basis for examining how individual qualifications, confidence, professional learning, and institutional support may relate to teachers' awareness, preparedness, and perceived challenges regarding career progression.

The legal foundations of this study establish the policy context for examining teachers' career advancement under the ECP System. Article XIV of the 1987 Philippine Constitution recognizes the importance of education and the role of teachers in the educational system. Republic Act No. 9155, or the

Governance of Basic Education Act of 2001, provides the governance framework for basic education, while Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, establishes the framework for strengthening basic education in the Philippines. More directly, Executive Order No. 174, s. 2022, established the Expanded Career Progression System for public school teachers, providing career pathways intended to support professional growth and advancement (Republic of the Philippines, 1987, 2001, 2013, 2022). These legal and policy instruments provide the institutional context for understanding the promotion opportunities available to teachers. Examining teachers' awareness of these provisions is important because the effectiveness of a career advancement policy depends partly on whether its intended beneficiaries understand its purpose, requirements, and procedures.

The central research variables are teachers' awareness, preparedness, and challenges regarding the ECP System. Awareness refers to teachers' knowledge and understanding of the system's objectives, career pathways, eligibility requirements, qualification standards, and promotion procedures. Preparedness concerns teachers' perceived readiness to pursue career advancement in relation to their qualifications, professional competencies, experience, performance, and supporting documents. Challenges refer to the difficulties teachers encounter when interpreting policy guidelines, obtaining relevant information, preparing requirements, accessing professional development, or completing the promotion process. These variables are interconnected because teachers who have a clearer understanding of the system may be better positioned to identify the requirements they must satisfy, while those who perceive gaps in their qualifications or lack adequate institutional guidance may experience greater difficulties. The relationships among these dimensions may also be examined in relation to relevant teacher characteristics, such as current position, length of service, educational attainment, and professional development experiences, where these are included in the research design. Accordingly, the study will provide a structured assessment of teachers' perceptions instead of assuming that all teachers have the same level of understanding or readiness.

The expected output of the study is a set of evidence-based recommendations to improve teachers' awareness, preparedness, and access to support for career advancement under the ECP System. The recommendations will be developed based on the findings concerning teachers' understanding of the policy, their perceived readiness to meet promotion requirements, and the challenges they report. For example, if the findings indicate limited awareness, the study may recommend clearer policy orientations and more accessible information materials. If teachers report difficulties preparing documentary requirements or meeting professional standards, recommendations may include technical assistance, mentoring, and targeted professional development. If institutional support emerges as a concern, the study may propose improved communication and guidance mechanisms at the school or division level. The recommendations will be based on the actual results rather than predetermined assumptions. Ultimately, the study seeks to contribute to a better-informed and more responsive implementation of the ECP System by helping education officials and school administrators identify areas where teachers need additional guidance and support to pursue professional growth and career advancement.

THE PROBLEM

Statement of the Problem

This study aims to determine the teachers' level of awareness, preparedness, and challenges in the implementation of the Expanded Career Progression (ECP) System of the Department of Education (DepEd) in Loon North District, Division of Bohol, during School Year 2026–2027, as a basis for developing an enhancement plan.

CHAPTER 2
SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, findings derived from the analysis and interpretation of data, conclusions drawn from the findings, and recommendations proposed to strengthen the implementation of the Department of Education's (DepEd) Expanded Career Progression (ECP) System in Loon North District, Division of Bohol. Specifically, it focuses on teachers' demographic and professional profiles, their level of awareness, preparedness to pursue career advancement, and challenges encountered in understanding and complying with the requirements of the ECP System. The recommendations are intended to provide appropriate interventions and institutional support that may enhance teachers' understanding, readiness, and opportunities for professional advancement.

Summary

The study aims to determine the teachers' level of awareness, preparedness, and challenges in the implementation of the Expanded Career Progression (ECP) System in Loon North District, Division of Bohol, during School Year 2026–2027. Specifically, it examines the demographic and professional profiles of the teacher-respondents in terms of age and gender, civil status, highest educational attainment, current teaching position, designation or additional school responsibilities, number of years in service, relevant training and seminars attended, and previous experience in applying for promotion or reclassification.

Furthermore, the study assesses teachers' level of awareness regarding the ECP System in terms of its objectives and purpose, available career pathways and teaching positions, eligibility requirements and qualification standards, documentary requirements and application procedures, and assessment, evaluation, and promotion processes.

The study also determines teachers' level of preparedness to pursue career advancement under the ECP System in terms of educational qualifications and professional credentials, teaching experience and performance, relevant training and professional development, preparation and completion of documentary requirements, and confidence and willingness to apply for promotion or reclassification.

Moreover, the study identifies the challenges encountered by teachers in understanding and pursuing career advancement under the ECP System. These include access to accurate and updated information, understanding of policies and qualification standards, compliance with documentary and application requirements, access to training and professional development opportunities, time and workload constraints, and administrative guidance and institutional support.

The study further examines the relationships between teachers' level of awareness and preparedness, awareness and challenges encountered, and preparedness and challenges encountered. The results will serve as the basis for developing an enhancement plan that may strengthen the implementation of the ECP System and provide appropriate support for teachers pursuing professional advancement in Loon North District.

A descriptive-correlational research design will be employed to describe the characteristics of the respondents, assess their awareness and preparedness, identify the challenges they encounter, and determine the relationships among the major study variables. The respondents will consist of public school teachers from Bagacay Elementary School, Canigaan-Ubujan Elementary School, and Gov. Jacinto-Borja National High School. Data will be gathered using an adapted survey questionnaire. Frequency counts, percentages, weighted means, standard deviations, and appropriate correlation analysis will be utilized to analyze and interpret the collected data.

Findings

Based on the objectives and research questions of the study, the following areas will be examined in presenting the findings:

1. **Demographic and Professional Profile of the Teacher-Respondents.** The study will describe the demographic and professional characteristics of the teacher-respondents according to age and gender, civil status, highest educational attainment, current teaching position, designation or additional school responsibilities, number of years in service, relevant training and seminars attended, and previous experience in applying for promotion or reclassification. These characteristics will provide background information for understanding the respondents' professional circumstances and possible differences in their awareness and preparedness regarding the ECP System.
2. **Level of Awareness Regarding the Expanded Career Progression System.** The study will assess teachers' awareness of the ECP System in terms of its objectives and purpose, available career pathways and teaching positions, eligibility requirements and qualification standards, documentary requirements and application procedures, and assessment, evaluation, and promotion processes. This will determine the extent to which teachers understand the opportunities and requirements provided under the new career progression framework.
3. **Level of Preparedness to Pursue Career Advancement Under the ECP System.** The study will determine teachers' perceived preparedness in terms of their educational qualifications and professional credentials, teaching experience and performance, relevant training and professional development, preparation and completion of documentary requirements, and confidence and willingness to apply for promotion or reclassification. This assessment will identify areas where teachers may require additional professional development and technical assistance.
4. **Challenges Encountered in Understanding and Pursuing Career Advancement.** The study will identify the difficulties experienced by teachers in terms of access to accurate and updated information, understanding of policies and qualification standards, compliance with documentary and application requirements, access to training opportunities, time and workload constraints, and administrative guidance and institutional support. The findings will help identify specific concerns that may affect teachers' ability to pursue career advancement under the ECP System.
5. **Relationship Between Awareness and Preparedness.** The study will examine whether a significant relationship exists between teachers' awareness of the ECP System and their preparedness to pursue career advancement. This analysis will determine whether differences in teachers' understanding of the policy and its requirements are statistically associated with their perceived readiness for promotion or reclassification.
6. **Relationship Between Awareness and Challenges Encountered.** The study will determine whether teachers' awareness of the ECP System is significantly related to the challenges they encounter in understanding and pursuing career advancement. This will provide information on whether teachers' understanding of the policy is associated with the difficulties they experience during the promotion process.
7. **Relationship Between Preparedness and Challenges Encountered.** The study will examine whether a significant relationship exists between teachers' preparedness and the challenges they encounter in pursuing career advancement. This will help determine whether perceived readiness is associated with the difficulties experienced by teachers in complying with the ECP requirements.

8. **Proposed Enhancement Plan for ECP Implementation.** Based on the findings, an enhancement plan will be developed to address the identified concerns regarding teachers' awareness, preparedness, and challenges. The proposed plan may include policy orientation and information dissemination, technical assistance on documentary requirements, professional development activities, career advancement consultation, and strengthened administrative support. The plan will be intended to improve teachers' understanding and readiness to participate in the ECP System in Loon North District.

Conclusions

Based on the objectives and expected contributions of the study, the following conclusions are proposed for validation after the actual data have been analyzed:

1. The demographic and professional characteristics of teachers provide important background information in understanding their awareness, preparedness, and experiences concerning the implementation of the ECP System. Differences in educational attainment, teaching position, length of service, and previous promotion experience may be relevant considerations in providing appropriate career advancement assistance.
2. Teachers' awareness of the ECP System is an important consideration in ensuring that they understand the available career pathways, qualification standards, eligibility requirements, and promotion procedures. Continuous policy orientation and information dissemination are necessary to support informed career decisions.
3. Teachers' preparedness to pursue career advancement involves not only possessing the required educational qualifications and professional credentials but also maintaining appropriate performance, participating in relevant professional development, and preparing the necessary documentary requirements.
4. The challenges encountered by teachers may involve both individual and institutional concerns, particularly access to accurate information, interpretation of policy guidelines, documentary compliance, professional development opportunities, workload, and administrative assistance. These concerns require appropriate institutional interventions.
5. The relationship between awareness and preparedness will provide information on whether teachers who demonstrate greater understanding of the ECP System also report greater readiness to pursue promotion or reclassification.
6. The relationship between awareness and challenges will help determine whether teachers' understanding of the ECP System is associated with the difficulties they experience in pursuing career advancement.
7. The relationship between preparedness and challenges will provide additional information regarding the association between teachers' readiness and the barriers they encounter in meeting the requirements of the ECP System.
8. An enhancement plan addressing policy awareness, professional preparedness, documentary assistance, and institutional support may provide a systematic approach to improving the implementation of the ECP System in Loon North District.

Recommendations

In light of the objectives and anticipated practical applications of the study, the following recommendations are proposed:

1. **For DepEd Officials and Education Policymakers.** The Department of Education officials should strengthen the dissemination and implementation of ECP policies by ensuring that teachers receive

accurate, updated, and accessible information regarding career pathways, qualification standards, eligibility requirements, and promotion procedures. Appropriate technical assistance should also be provided to address implementation concerns identified at the district and school levels.

2. **For School Heads and Administrators.** School heads should conduct regular orientations and information sessions regarding the ECP System. They should provide teachers with appropriate guidance in understanding promotion requirements, preparing documentary evidence, and identifying professional development opportunities that may contribute to their career advancement.
3. **For Teachers.** Teachers should actively familiarize themselves with the ECP policies, qualification standards, and application procedures. They should continuously improve their educational qualifications, professional competencies, teaching performance, and relevant credentials to strengthen their preparedness for career advancement.
4. **For Professional Development and Training.** Schools and concerned education offices should organize relevant seminars, workshops, and capacity-building activities to help teachers understand the requirements and expectations associated with the ECP System. These activities should address areas where teachers demonstrate limited awareness or preparedness.
5. **For Human Resource Personnel and Promotion Committees.** Personnel responsible for processing promotion and reclassification applications should provide clear explanations of documentary requirements, evaluation procedures, and qualification standards. Accessible consultation and technical assistance should be made available to teachers who intend to apply for career advancement.
6. **For Information Dissemination.** Schools should establish systematic information dissemination mechanisms through faculty meetings, official communication channels, orientation materials, and accessible digital resources. These mechanisms should ensure that teachers receive timely updates concerning changes in ECP policies and implementation guidelines.
7. **For Administrative Guidance and Institutional Support.** School administrators should strengthen support mechanisms that assist teachers in balancing classroom responsibilities, professional development activities, and preparation of promotion requirements. Appropriate consultation schedules and technical assistance may be provided to teachers who need support in pursuing career advancement.
8. **For the Loon North District.** The district may consider implementing a coordinated ECP orientation and career advancement assistance program involving the participating schools, namely Bagacay Elementary School, Canigaan-Ubujan Elementary School, and Gov. Jacinto-Borja National High School. Such an initiative may promote consistent understanding of the ECP System and provide teachers with opportunities to discuss their concerns and professional advancement goals.
9. **For the Proposed Enhancement Plan.** The proposed enhancement plan should be reviewed by the district education officials, school heads, and concerned teachers to ensure its relevance, feasibility, and alignment with existing DepEd policies. Its implementation should identify specific activities, responsible persons, timelines, required resources, success indicators, and monitoring and evaluation procedures.
10. **For Future Researchers.** Future researchers may conduct similar studies in other districts and school divisions to compare teachers' awareness, preparedness, and challenges regarding the ECP System. They may also examine additional factors such as administrative support, professional development, institutional readiness, and teachers' career advancement aspirations. Qualitative interviews and

comparative research may provide deeper insights into teachers' experiences with the implementation of the ECP System.

CHAPTER 3
OUTPUT OF THE STUDY
PROPOSED ECP SYSTEM AWARENESS, PREPAREDNESS, AND SUPPORT ENHANCEMENT PLAN
RATIONALE

The findings of the study examining teachers' level of awareness, preparedness, and challenges in the implementation of the Expanded Career Progression (ECP) System of the Department of Education in Loon North District, Division of Bohol, provide a basis for developing a Proposed ECP System Awareness, Preparedness, and Support Enhancement Plan. This proposed output is intended to translate the findings into practical and sustainable activities that teachers and school administrators may undertake to strengthen understanding of the ECP System, improve teachers' readiness for career advancement, and address difficulties encountered throughout the application and promotion process.

The Expanded Career Progression System provides career advancement opportunities for public school teachers through established career pathways and professional qualification requirements. Understanding its objectives, eligibility standards, documentary requirements, assessment procedures, and available career opportunities is important in enabling teachers to make informed decisions regarding their professional development. Effective implementation also requires adequate preparation, access to accurate information, continuous professional development, and appropriate institutional support.

The proposed enhancement plan focuses on strengthening teachers' awareness and understanding of the ECP System, particularly its objectives, career pathways, eligibility and qualification standards, documentary requirements, and application and evaluation procedures. Through structured orientation sessions, information dissemination, policy discussions, and access to updated references, teachers may become more familiar with the processes and requirements involved in pursuing career progression.

Furthermore, the plan emphasizes improving teachers' preparedness for career advancement. Preparation involves developing appropriate educational qualifications and professional credentials, strengthening teaching experience and performance, participating in relevant training and professional development activities, organizing documentary requirements, and building confidence and willingness to apply for higher career positions. These activities are intended to encourage teachers to take an active role in their professional growth and career planning.

Particular attention is also given to the challenges encountered by teachers in implementing the ECP System. These may include difficulties in accessing accurate and updated information, understanding policies and qualification standards, completing documentary requirements, obtaining relevant professional development opportunities, balancing workloads and application responsibilities, and receiving sufficient administrative guidance. Addressing these concerns requires coordinated efforts among school administrators, teachers, and relevant personnel responsible for providing career progression information and assistance.

The proposed enhancement plan therefore includes programs for ECP policy awareness and orientation, career pathway information dissemination, qualification and eligibility assessment, professional development and capability building, documentary preparation assistance, administrative support and consultation, and monitoring and evaluation. These activities are designed to provide teachers with

opportunities to understand the ECP System, assess their professional readiness, and receive appropriate guidance in preparing for career advancement.

The proposed ECP System Awareness, Preparedness, and Support Enhancement Plan is intended to be implemented within one school year, subject to the approval of school administrators, availability of resources, and applicable Department of Education policies and guidelines. It identifies specific areas of concern, objectives, strategies, proposed budgets, funding sources, time frames, implementors, evaluative measures, and expected accomplishments. The proposed budget is indicative and may be adjusted according to the actual needs and available resources of Bagacay Elementary School, Canigaan-Ubujan Elementary School, and Gov. Jacinto Borja National High School.

The proposed enhancement plan aims to promote informed participation, professional readiness, and improved institutional support in the implementation of the ECP System. By strengthening policy awareness, providing career advancement guidance, encouraging continuous professional development, and establishing appropriate assistance mechanisms, the plan seeks to help teachers become better informed and prepared to pursue available career progression opportunities.

OBJECTIVES

The Proposed ECP System Awareness, Preparedness, and Support Enhancement Plan aims to achieve the following objectives:

1. **Strengthen Teachers' Awareness and Understanding of the ECP System** by conducting regular orientation sessions, policy discussions, and information dissemination activities concerning the objectives, provisions, and implementation of the Expanded Career Progression System.
2. **Improve Knowledge of Career Pathways and Advancement Opportunities** by providing teachers with updated information regarding available career pathways, teaching positions, and opportunities for professional growth and advancement.
3. **Enhance Teachers' Understanding of Eligibility and Qualification Standards** by conducting information sessions and individual consultations regarding the educational, professional, and performance requirements for career progression.
4. **Strengthen Teachers' Knowledge of Documentary Requirements and Application Procedures** by providing guidance on the preparation, organization, submission, and verification of documents required for career advancement applications.
5. **Improve Teachers' Preparedness for Career Advancement** by encouraging professional self-assessment, career planning, and continuous improvement in educational qualifications, professional credentials, teaching experience, and performance.
6. **Promote Participation in Relevant Training and Professional Development Activities** by organizing capability-building sessions, identifying relevant professional development opportunities, and encouraging participation in activities that support career progression.
7. **Establish Documentary Preparation and Application Assistance Mechanisms** by providing appropriate administrative guidance, document-checking activities, and consultation services for teachers preparing their career advancement applications.
8. **Address Challenges Related to Information Accessibility and Policy Understanding** by developing accessible information materials, providing updated policy references, and establishing appropriate communication channels for ECP-related concerns.

9. **Strengthen Administrative Guidance and Institutional Support** by encouraging school administrators and designated personnel to provide timely assistance, clarification, and guidance concerning the implementation of the ECP System.
10. **Promote Teachers' Confidence and Willingness to Pursue Career Advancement** by facilitating career planning discussions, professional mentoring, and activities that encourage teachers to recognize and prepare for available advancement opportunities.
11. **Establish Systematic Monitoring and Evaluation Procedures** by developing monitoring tools, gathering teacher feedback, reviewing the effectiveness of proposed activities, and identifying areas requiring further improvement.

SCHEME OF IMPLEMENTATION

Proposed ECP System Awareness, Preparedness, and Support Enhancement Plan Implementation Plan

Area of Concern	Objectives	Strategies	Proposed Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
1. ECP System Awareness and Orientation Program	Strengthen teachers' understanding of the objectives, provisions, and implementation of the ECP System.	Conduct school-based orientation sessions; discuss relevant ECP policies and guidelines; distribute information materials; facilitate question-and-answer sessions; and	₱7,000	Subject to approved school funds and available resources	First Quarter; with periodic refresher sessions	School Heads, Master Teachers, Teachers, Designated ECP Coordinators	Attendance records, orientation materials, evaluation forms, and teacher awareness assessment	To be determined during implementation	Ensure that information is consistent with current DepEd policies and guidelines.

		provide updated references.							
2. Career Pathway and Advancement Information Program	Improve teachers' knowledge of available career pathways, positions, and opportunities for professional advancement.	Conduct career pathway discussions; prepare information materials illustrating career progression opportunities; explain position classifications; and facilitate consultation sessions concerning career advancement options.	₱6,000	Approved school funds and available institutional resources	First and Second Quarters	School Heads, Master Teachers, Designated ECP Coordinators	Information materials, attendance records, consultation records, and teacher feedback	To be determined during implementation	Provide updated and accurate information on career pathways.
3. Eligibility and Qualification Standards Assessment Program	Enhance teachers' understanding of the eligibility requirements	Conduct qualification assessment workshops; discuss educational and professio	₱8,000	Approved school funds and authorized institutional resources	Second Quarter	School Heads, Master Teachers, Human Resource Personnel or Authori	Self-assessment forms, workshop outputs, consultation records, and	To be determined during implementation	All assessments should follow applicable qualification standards and

	and qualification standards for career progression.	nal requirements; facilitate individual self-assessment; and provide guidance on identifying qualification gaps.				zed Personnel	evaluation results		official guidelines.
4. Professional Development and Capability-Building Program	Improve teachers' preparedness through continuous professional development and relevant capability-building activities.	Organize professional development sessions; identify relevant training opportunities; encourage participation in seminars and workshops; facilitate mentoring; and promote continuous improvement in professio	₱10,000	Approved school training funds and available external assistance	Second to Fourth Quarters	School Heads, Master Teachers, Learning and Development Coordinators, Qualified Resource Persons	Training attendance, certificates, professional development plans, and evaluation forms	To be determined during implementation	Prioritize professional development activities relevant to career advancement.

		nal competencies.							
5. Documentary Preparation and Application Assistance Program	Strengthen teachers' preparedness in organizing and completing documentary requirements for career advancement applications.	Conduct document preparation workshops; provide document checklists; facilitate preliminary document checking; explain submission procedures; and establish consultation schedules for application-related concerns.	₱8,000	Approved school funds and available administrative resources	Second and Third Quarters; continuing as needed	School Heads, Designated ECP Coordinators, Authorized Administrative Personnel, Teachers	Completed checklists, document review records, consultation logs, and teacher feedback	To be determined during implementation	Observe confidentiality and ensure compliance with official documentary requirements.
6. ECP Information Accessibility and Communication	Address challenges related to access to accurate	Establish an accessible ECP information corner or digital informati	₱7,000	Approved school funds and existing information and	First Quarter; maintained throughout the	School Heads, Designated ECP Coordinators, ICT	Updated information materials, dissemination records,	To be determined during implementation	Use verified and updated information from authoriz

Program	and updated ECP information and policy guidelines.	on repository; disseminate official policy updates; prepare frequently asked questions; and provide communication channels for inquiries and clarifications.		communication resources	school year	Coordinators, Teachers	inquiry logs, and accessibility feedback		ed DepEd sources.
7. Administrative Guidance and Teacher Consultation Program	Strengthen administrative support and provide teachers with appropriate guidance regarding ECP implementation and application	Schedule regular consultation sessions; assign designated personnel to respond to inquiries; conduct faculty discussions; provide guidance on applicati	₱7,000	Approved school funds and available institutional resources	Quarterly throughout the school year	School Heads, Master Teachers, Designated ECP Coordinators, Authorized Administrative Personnel	Consultation records, meeting minutes, inquiry response records, and teacher satisfaction feedback	To be determined during implementation	Ensure timely, consistent, and accessible administrative assistance.

	concerns.	on concerns; and document frequently encountered issues.							
8. Career Planning and Professional Readiness Program	Promote teachers' confidence, willingness, and preparedness to pursue available career advancement opportunities.	Facilitate individual career planning sessions; encourage professional self-assessment; develop personal professional development plans; organize mentoring activities; and discuss strategies for addressing qualification gaps.	₱7,000	Approved school funds and available professional development resources	Third and Fourth Quarters	School Heads, Master Teachers, Teacher-Mentors, Teachers	Individual career plans, professional development plans, mentoring records, and participant feedback	To be determined during implementation	Encourage realistic and continuous professional development goals.
9. Workload	Help teachers address	Conduct time-managem	₱5,000	Approved school	Third Quarter;	School Heads, Master	Activity outputs, planning	To be determined during	Ensure that propose

Management and Application Support Program	difficulties in balancing teaching responsibilities, professional development, and career advancement preparation.	ent discussions; provide planning templates; encourage advance preparation of documents; identify appropriate schedules for consultation and assistance; and promote coordination among teachers and school administrators.		funds and available institutional resources	continuing as needed	Teachers, Teachers, Designated ECP Coordinators	templates, consultation records, and teacher feedback	implementation	d activities do not disrupt regular teaching responsibilities.
10. Monitoring, Evaluation, and Continuous Improvement Program	Establish systematic procedures for monitoring the implementation and	Develop monitoring and evaluation tools; conduct periodic assessments; gather teacher	₱5,000	Approved school funds and existing monitoring resources	Quarterly and at the end of the school year	School Heads, Master Teachers, ECP Coordinators, Monitoring and Evaluat	Monitoring tools, quarterly reports, accomplishment reports, feedback	To be determined during implementation	Base program improvements on documented implementation results.

	effectiveness of the proposed ECP enhancement activities.	feedback; review program accomplishments; identify implementation gaps; and recommend necessary improvements.				ion Team	summaries, and revised action plans		
TOTAL PROPOSED BUDGET			₱70,000	Subject to availability and approval of funds	One School Year	Participating Schools and Authorized Personnel	Consolidated ECP System Enhancement and Evaluation Report	To be determined during implementation	Indicative budget; may be adjusted based on actual requirements.

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