

**A Review of the Philippine Professional Standards towards a Career Progression
Education Development Framework for Public School Teachers**

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Abstract

The Philippine Professional Standards for Teachers (PPST) serve as a cornerstone in defining teacher quality and guiding professional growth across career stages. Despite its potential, challenges remain in ensuring equity, consistency, and institutional support in its implementation. The study investigates these gaps and proposes a career progression framework aligned with the Philippine Professional Standards for Teachers. The main objective of the study is to examine the strengths and limitations of the PPST framework and to develop a contextualized career progression education development model that addresses systemic challenges in the Philippine education system. The research employed a qualitative meta-analysis of local and international studies, policy documents, and teacher development frameworks. Sources were critically reviewed, coded, and thematically analyzed to identify patterns, gaps, and best practices. Findings revealed that while PPST provides clear and structured benchmarks for teaching excellence, issues of fragmented implementation, uneven capacity-building, and lack of contextualized support hinder its full potential. Comparative insights from Singapore, Australia, and the United States highlight the importance of mentoring, collaborative professional learning communities, and sustained institutional investment. The study concluded that an integrated career progression framework anchored on five pillars—mentoring, differentiated pathways, capacity building, collaboration, and contextual alignment—can enhance the PPST’s effectiveness and sustainability.

Keywords: Education; Teacher Professional Standards; Qualitative Meta-Analysis; Philippines.