HRDD
For RD's Approval:

RAMIR B. UYTICO EdD, CESO III
Regional Director

Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

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In compliance with DepEd Order (DO) No. 8, s. 2013
this advisory is issued not for endorsement per DO 28, s. 2001,
but only for the information of DepEd NIR officials and personnel/staff.

PREPARING FUTURE TEACHERS FOR ENGLISH IN THE CLASSROOM: EVIDENCE, PRACTICE AND POLICY FOR STRENGTHENING ENGLISH IN PRE-SERVICE TEACHER EDUCATION

Attached is the invitation from the **British Council Philippines and the National Teachers College (NTC)** regarding the **Preparing Future Teachers in the Classroom: Evidence, Practice and Policy for Strengthening English in Pre-Service Teacher Education** on November 25, 2026 at the Parklane Hotel, Cebu City.

The Schools Division Superintendents are given the discretion to act on this matter.

For queries, contact:

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06 November 2026

Mr. Anthony H. Liobet, JD, CESO V
Schools Division Superintendent
DEPED - NIR

Subject: Invitation to Participate at the **Preparing Future Teachers for English in the Classroom: *Evidence, Practice and Policy for Strengthening English in Pre-Service Teacher Education*** - A Research Roundtable for Visayas

Dear **Mr. Anthony H. Liobet,**

We are pleased to invite you to join us at the **Preparing Future Teachers for English in the Classroom: Evidence, Practice and Policy for Strengthening English in Pre-Service Teacher Education**, a research roundtable hosted by the British Council Philippines and the National Teachers College (NTC) on **25 November 2026, Wednesday**.

The roundtable will bring together senior stakeholders from government, teacher education, schools and industry in the Visayas to explore how we can better develop, assess and recognise the English capabilities that future teachers need to teach effectively.

This activity will contribute to two complementary research initiatives undertaken by the British Council and the National Teachers College:

- *T21: Modelling the Incorporation of Internationally Aligned English Teaching Micro-Credentials into Teacher Education.* This study explores how internationally aligned English teaching micro-credentials could be incorporated into pre-service teacher education.
- *T22: Modelling the Integration of English Language Proficiency Standards and Assessment within Pre-Service Teacher Education.* This study explores how English language proficiency standards and assessment can be integrated into pre-service teacher education, including through the assessment of 500 pre-service teachers.

As the research is currently being implemented, the roundtable will provide an opportunity for stakeholders to share their perspectives on current strengths, gaps and challenges, and on what would be needed to make potential approaches relevant and workable in the Philippine context. Your experience and insights would be particularly valuable to this discussion and to informing the research findings and recommendations.

Event Details:

- **Date:** 25 November 2026, Wednesday
- **Venue:** The Parklane Hotel, Cebu City
- **Participants**: Approximately 40 - 50 stakeholders, including representatives from government education bodies, teacher education institutes, schools, non-government organizations, and industry sector

We have reserved **1 slot** for you.

Please note that this is a free event, and all participants are responsible for their own transportation and accommodation.

Please find the indicative programme attached. We would appreciate your confirmation by **16 November 2026**.

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For inquiries, please contact Aura Enrile at Aura.Enrile@britishcouncil.org.
We look forward to welcoming you to this important event.

Yours sincerely,

Lotus Postrado
Country Director, Philippine

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Preparing Future Teachers for English in the Classroom
Evidence, Practice and Policy for Strengthening Pre-Service English Language Teacher Education

Research Roundtable - Visayas

Rationale and Background

The quality of teacher preparation is fundamental to improving learning outcomes. For English, this requires looking beyond language proficiency alone and considering how future teachers develop the confidence, knowledge and practical capability to use English effectively for teaching and learning.

The British Council and National Teachers College are undertaking two complementary research initiatives:

- *T21: Modelling the Incorporation of Internationally Aligned English Teaching Micro-Credentials into Teacher Education.* This study explores how internationally aligned English teaching micro-credentials could be incorporated into pre-service teacher education.

- *T22: Modelling the Integration of English Language Proficiency Standards and Assessment within Pre-Service Teacher Education.* This study explores how English language proficiency standards and assessment can be integrated into pre-service teacher education, including through the assessment of 500 pre-service teachers.

The two studies approach a common challenge from complementary perspectives. Research T21 considers how English teaching capabilities can be developed and recognised through micro-credentials, while Research T22 considers how the English proficiency of future teachers can be defined, assessed and integrated into teacher education. Together, they raise a broader policy question:

> *How can we better develop, assess and recognise the English capabilities that future teachers need to teach effectively?*

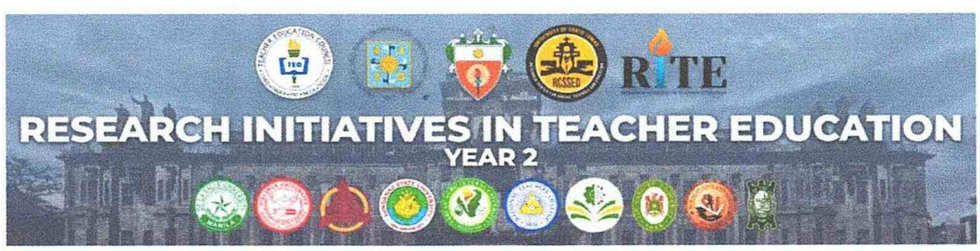
National Teachers College (NTC) leads the research implementation and fieldwork while the British Council provides international technical expertise in English language education, teacher education, assessment and policy engagement.

The policy roundtable will take place during the research implementation phase. It is therefore designed not simply as a launch or dissemination event, but as a structured stakeholder consultation that contributes qualitative evidence and stakeholder perspectives to the two studies. This is consistent with the research design, which includes stakeholder consultation, qualitative evidence generation and policy dialogue as part of the projects.

The event will also provide a platform for thought leadership on the future of teacher preparation and the role of English capability within it, drawing on Philippine policy perspectives, international expertise and the experience of senior leaders across teacher education, policy and industry.

Overall Aim

To convene senior stakeholders from policy, teacher education, schools and industry to examine how the Philippines can strengthen the development, assessment and recognition of English capability among future teachers, while generating stakeholder evidence to inform the T21 and T22 research findings and recommendations.



Objectives

The roundtable specifically aims to:

1. Provide a thought-leadership platform for examining what English capability future teachers need to use effectively in teaching and learning.
2. Generate stakeholder perspectives on the current strengths, gaps and challenges in developing English capability through pre-service teacher education.
3. Explore how English proficiency standards, assessment and internationally aligned micro-credentials could contribute to stronger teacher preparation.
4. Examine the policy, institutional, curriculum, quality assurance and implementation conditions required for potential adoption or integration.
5. Identify areas of agreement, divergence, risks and opportunities that can strengthen the two studies.
6. Identify critical questions and evidence gaps that the research should address before finalising its findings and recommendations.

Indicative Programme

Time	Session	Objective	Expected Outcome / Contribution to Research
9:00 – 9:30	Registration and Networking		
9.30- 9.35	Welcome Remarks Mike Cabigon	Open the event and establish the context and the central question of the day	High-level policy framing and visibility for the two research initiatives.
9:35– 10:00	*Keynote Address* *Investing in Teachers, Investing in the Future: The Power of Education Partnerships* Lotus Postrado, Country Director, British Council Philippines	Position the importance of teacher preparation within the Philippine education agenda and UK–Philippines education partnership.	Key messaging around teachers as a strategic investment, not simply an education-sector issue- teachers shape the capabilities, aspirations and opportunities of the next generation.
10:00 – 10.20	*Local Perspective* Preparing Teachers for Tomorrow: A perspective from the Visayas speaker tbc	Share the context of teacher education in the Visayas highlighting challenges and initiatives in English and teaching skills development.	Provide contextual insights into the key areas of the research.
10.20 – 10.30	Morning Break		

10.30 – 11.30	Discussion Panel: *What English Capabilities Do Future Teachers Need?* Panel 2 representatives from the local industries 2 TEIs 1 SDO 1 private school	Panel session that brings together policy, teacher education, school and industry perspectives on the English capabilities expected of future teachers and where current preparation may fall short.	Stakeholder evidence on expectations, strengths, gaps, emerging needs and priorities. Provides an important baseline for both studies before participants are introduced to their detailed research propositions.
11.30 – 11:45	Modelling English teaching microcredentials and proficiency standards in teacher education Rona Federizo/Judel Roman National Teachers College	Introducing the two research projects	
11.45-13.00	Lunch		
13:00 - 13:10	Workshop Instructions and Mechanics		
13:10 - 13.40	Workshop Question 1: *The Starting Point – Where Are the Gaps?* Workshop Question 2: *Designing What Could Work – Standards, Assessment and Micro-Credentials*	Examine current strengths, weaknesses and unmet needs in developing English capability among future teachers. Explore how standards, assessment and micro-credentials could contribute to developing and recognising English capability.	Stakeholder evidence on the current state, gaps and priority needs on English capability of teachers. Stakeholder perspectives on relevance, possible design, value, risks and how the different components could complement one another.
13:40 – 14:10	Workshop Question 3: *From Model to System – What Would It Take?* Workshop Question 4: *What Should the Research Tell Us?*	Explore the policy, institutional, curriculum, capacity, quality assurance and sustainability requirements for implementation. Give stakeholders a final opportunity to identify	Identification of key enablers, barriers, risks and conditions for successful implementation. Specific research questions, assumptions to test and

		unanswered questions and evidence needed before recommendations are developed.	evidence gaps for the research teams.
14.10 – 14:40	Reporting of Workshop Outputs	Representatives from the groups share their outputs for	
14:40 – 15:00	Feedback from Workshops Closing: From Dialogue to Evidence Rona Federizo, NTC	Summarise key messages and explain how stakeholder input will contribute to the research and subsequent policy dialogue.	