Expanded Career Progression Systems in the Department of Education: Attitude and Perceived Opportunities

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Abstract — This study explored the relationship between public school teachers' and school heads' perceived levels of attitude toward the Expanded Career Progression System (ECPS) and their perceived levels of opportunities within the system. Anchored on Super's Career Development Theory (2021) and Orbeta's Theory of Planned Behavior (2020), the study aimed to determine how perceptions of career goals, navigation, satisfaction, and organizational support impact the effectiveness and accessibility of ECPS. Utilizing a descriptive-correlational design, data were collected from 180 public school teachers and 37 school heads through standardized survey instruments. Statistical tools such as Pearson r correlation were employed to analyze the relationships between the variables.

Findings revealed that both teachers and school heads generally demonstrated a positive attitude toward ECPS. Significant correlations were identified between attitudes and perceived opportunities, particularly in areas such as faculty development programs, recognition and incentives, leadership role accessibility, and training opportunities. Teachers' perceptions of career navigation and satisfaction were strongly linked to their belief in available ECPS opportunities, suggesting that motivation and support systems play a crucial role in encouraging career advancement. School heads, on the other hand, emphasized organizational support and structured faculty rewards as key enablers in implementing ECPS effectively.

The study concludes that attitudes toward career progression are significantly influenced by the availability of clear pathways, institutional support, and professional development opportunities. For ECPS to be fully effective, it is recommended that policy-makers

and educational leaders enhance capability-building initiatives, streamline processes, and promote a culture of continuous growth. These efforts will not only uplift the teaching profession but also contribute to improved learning outcomes through empowered educators.

Keywords: Expanded Career Progression System, Teacher Attitude, Career Development, Professional Opportunities & Organizational Support

I.   INTRODUCTION

Throughout human history, education has always played a significant role (Saunders, 1999; Tiberius, 2002). Teaching is an honorable profession that has a significant impact on society. Teachers' careers advance their abilities and raise the standard of instruction. Clear advancement pathways and professional development are crucial, as demonstrated by structured career frameworks like those found in the United States, Finland, and Singapore.

Executive Order No. 174 (2024) created the Expanded Career Progression System (ECPS) in the Philippines to give public school teachers clear career paths in accordance with the country's constitutional requirements for professional growth. Nonetheless, the ECPS's success still depends heavily on public awareness of it.

The relationship between teacher awareness and participation in career progression systems has been highlighted in earlier research. Navalta (2021) discovered that participation is directly impacted by teachers' comprehension of opportunities. In a similar vein, Lopez & Velez (2018) noted that one major obstacle was a lack of knowledge. Nderitu (2017) and Makarova (2016) also emphasized issues that impede career advancement, such as insufficient training and restricted information access.

In-service training, seminars, courses, and activities targeted at boosting motivation are among the arrangements and activities that support teachers' professional development

(Kuznetsova, & Yarovaya, 2021). However, teachers occasionally react strongly and negatively to these policies, particularly when their opinions are ignored, which makes them feel difficult, ashamed, and demotivated in their careers (Wood, 2007).   Therefore, the purpose of this study is to examine teachers' experiences with career-stage exams, as well as their general perceptions of exam policies and procedures and the ensuing effects on teachers' ethics and professional development.

Governments and related organizations have benefited greatly from the idea of education as a constantly changing system. As a result, the states carefully implement teacher policies and regulations, which are essential components of education. Teachers are also under constant social scrutiny because they serve as role models for students, which puts pressure on them regarding their expertise, knowledge, and experience. Because parents frequently want their kids to be taught by more seasoned educators, there is a widespread bias against new teachers. The Ministry of Education takes steps pertaining to teachers' professional development in order to reduce these issues (Lockton & Fargason, 2019).

As a result, numerous educational reforms and strategies have been created throughout history to enhance the teaching profession. Socrates' inquiry-based and discussion-based teaching strategies in the fifth century BC in ancient Greece assisted educators in fostering critical thinking and interaction to advance the teaching profession (George, 2015). In his 17th-century work "Emile," Jean-Jacques Rousseau put forth a model of education that promotes children's natural development. This strategy pushed educators to concentrate on the unique needs of each student (Lu, 2019; Rousseau, 2021). Wilhelm von Humboldt led the development of a contemporary, research-focused educational model in German universities during the 1800s.   This approach assisted educators in imparting research and scientific thinking to students (Albritton, 2006). John Dewey's progressive education philosophy in the 20th century encouraged educators to take a student-centered approach. Teachers must offer learning opportunities that align with students' needs and interests, according to Dewey (Cowles, 2020; Dewey, 2012).

Statement of the Problem

This study aims to investigate the attitude of school heads and teachers toward the expanded career progression systems and its presented opportunities in DepEd Schools Division of Toledo City during the School Year 2024-2025 with the end view of proposing a program.

Specifically, the study seeks answers to the following questions

1. What is the profile of the respondents in terms of:

1.1 School Heads;

1.1.1 Age;

1.1.2 Gender;

1.1.3 Civil Status;

1.1.4 Highest Educational Attainment;

1.1.5 Position/Designation;

1.1.6 Length of Administrative Experience; and

1.1.7 Relevant Seminars and Trainings Attended?

1.2 Teachers;

1.2.1 Age;

1.2.2 Gender;

1.2.3 Civil Status;

1.2.4 Highest Educational Attainment;

1.2.5 Length of Teaching Experience; and

1.2.6 Relevant Seminars and Trainings Attended?

2. What is the attitude of the respondent groups toward the Expanded Career Progression Systems (ECPS) in terms of:

2.1 career goals;

2.2 career navigation skills;

2.3 career success measures;

2.4 career satisfaction;

2.5 faculty development programs;

2.6 organizational support;

2.7 faculty learning opportunities; and

2.8 faculty rewards and incentives?

3. What are the perceived opportunities in terms of:

3.1 career advancement

3.2 training and skill development;

3.3 leadership role accessibility; and

3.4 recognition and incentives availability?

4. Is there a significant relationship between the profile of the respondent groups and the attitude of the respondent groups toward the Expanded Career Progression Systems?

5. Is there a significant relationship between the profile of the respondent groups and the perceived opportunities?

6. Is there a significant relationship between the attitude of the respondent groups toward the Expanded Career Progression Systems and the perceived opportunities?

7. Based on the findings of the study, what program can be proposed?

II.   METHODOLOGY

Research Design

The descriptive-correlational research design was used in the study. Because it establishes the profile of elementary school heads in terms of age, gender, civil status, highest educational attainment, length of administrative/teaching experience, seminars/training attended, level of Expanded Career Progression Systems (ECPS), and opportunities, it is descriptive quantitative. Furthermore, because it examines the connections between and among the variables on the list, this study is correlational. In addition to presenting a transmittal letter to the superintendent of the Schools Division, the researchers requested permission for the study from the head of the office where it was carried out. The questionnaire was distributed, administered, and collected from the respondents by the researchers.   A number of statistical tests, such as percentage, simple mean, and sum of ranks, were used to tabulate, analyze, and interpret the responses.

Sample of the Study

The researcher will use simple random sampling to acquire participants from the schools of SDO Toledo City. A complete list of all eligible teachers will be obtained first from the Schools Division Office with identification of every school district. We will choose participants through the random number generator or lottery method across the full teacher master list where all participants receive equal inclusion possibilities. The sampling method delivers both comprehensiveness and unbiased application across different educational levels and teaching subjects and years of experience.

Data Processing

With the approval of the Schools Division Superintendent for the conduct of the study, the questionnaires will be personally distributed to all respondents, including school heads and school teachers of SDO Toledo City, to achieve a 100 percent retrieval rate. Some school heads who are not available in their respective schools during the researcher's visit to their schools will be asked

to answer the questionnaires during the district meeting as called by the public schools' district supervisor. The procedure for filling up the questionnaires will be thoroughly discussed with the respondents, and ample time will be given to them to answer the questionnaires. After the retrieval of the questionnaires, the researcher will identify those teachers who indicate their willingness to participate in the research process. All responses will be confidentially treated.

The guiding principle of sampling in qualitative research is one of convenience; however, the availability of people willing to allow the researcher to collect data about them is of high importance. Another main issue with sampling is whether or not readers will trust the findings. Therefore, providing information on how the researcher collected evidence, particularly in relation to how and why particular persons were selected, and detailed description about the process of gaining access and selection of the research participants is of paramount importance (Lincoln & Cuba, 1985). My strategy to gain entry to the research field and the participants was as follows. First, I talked to senior administrators in the school district and on the school board, and second, I invited teachers to participate in this study.

Ethical Considerations

The trustworthiness criteria of credibility, transferability, dependability, and confirmability were considered, to ensure the quality and integrity of the qualitative nature of the study (Lincoln & Guba, 2013). Credibility considered the confidence that could be placed in the truth of the research findings, and that the research findings represented plausible information and interpretation drawn from the participants' original data (Macnee & McCabe, 2008). Author1* established credibility through the consultation and scholarly guidance of two experienced researchers, Author1 and Author2 , as a way of peer debriefing. Peer debriefing is described as an opportunity for researchers to assess their developing insights while exposed to searching questions (Lincoln & Guba, 2013).

Consequently, an overview of background information, data collections methods and processes, data management, and transcriptions, with data analysis procedures and research findings, were discussed (Pitney & Parker, 2009). Author1* kept a journal throughout the research

process, to create an opportunity for reflexivity, by that minimizing researcher bias (Malterud, 2001).

Transferability considered the degree to which the research methods and findings could be transferred to another research setting (Bitsch, 2005). The researchers, therefore, provide a comprehensive description of the research methodology and context, while purposively selecting the participants. Dependability considered the stability of the findings over time (Bitsch, 2005), which could be achieved through the available audit trail for future research. This includes the raw data, including the audio-recorded interviews and interview notes (Lincoln & Guba, 2013). Confirmability considered the degree to which the results of an inquiry could be confirmed, or corroborated by other researchers (Eyles & Baxter, 2016). The audit trail also established the confirmability of the study (Cope, 2014). This study obtained ethical clearance from the Human and Social Sciences Ethics Committee (ref: HS19/6/41) of the respective university.

Procedure

Using a descriptive-correlational research design, this study will investigate the difficulties faced in Toledo City schools as well as the ways in which efficient management and oversight affect academic results. The authenticity of the data can be maintained by using a descriptive-correlational design to find and examine the relationships between variables in naturally occurring settings without the involvement of the researcher (Johnson & Christensen, 2020). By using this method, the study seeks to offer contextual and quantitative insights into the supervisory mechanisms and leadership practices at work. The SDO Toledo City focus will enable the creation of context-specific findings that could direct the local education sector's strategic decision-making, resource allocation, and leadership development.

To guarantee adherence to institutional policies and governance frameworks, the researcher will obtain the required approvals from the Schools Division Office and the relevant school administrators prior to starting data collection. After approval, potential participants will attend orientation sessions where the goal, scope, methodology, and expected results of the study will be explained (Neuman, 2014). In accordance with ethical research guidelines, these sessions will also

address participants' rights, such as voluntary participation, confidentiality, and penalty-free withdrawal (World Health Organization [WHO], 2011). The study's validity and ethical integrity will be strengthened by the informed consent procedure, which guarantees that each participant understands their role and agrees to participate with clarity.

Results

Findings revealed that both teachers and school heads generally demonstrated a positive attitude toward ECPS. Significant correlations were identified between attitudes and perceived opportunities, particularly in areas such as faculty development programs, recognition and incentives, leadership role accessibility, and training opportunities. Teachers' perceptions of career navigation and satisfaction were strongly linked to their belief in available ECPS opportunities, suggesting that motivation and support systems play a crucial role in encouraging career advancement. School heads, on the other hand, emphasized organizational support and structured faculty rewards as key enablers in implementing ECPS effectively.

This section presents the profile of the school heads in terms of age, sex, civil status, highest educational attainment, position/designation, length of administrative experience, and number of relevant seminars and trainings attended. The results are shown below.

The largest group of school heads falls within the 42-48 age range, representing 35.1% of the total respondents. This indicates that most school heads are in their mid-career phase, a stage often marked by consolidation and leadership development. Following this group are those aged 35-41 (24.3%) and 28-34 (21.6%), suggesting a relatively young pool of educational leaders. Only a small percentage are in the 49-55 (10.8%) and 56-62 (8.1%) age brackets, possibly indicating retirement trends or movement into higher administrative positions. This age profile reflects Maynard's (2015) view that professional growth in education is a continuous journey requiring clear career pathing.

Overall, the age profile reflects a strong potential for long-term leadership sustainability in schools. With adequate training, support, and succession planning, this cohort can be groomed for

higher-level roles. Their career trajectories could be influenced by organizational encouragement of further studies and national/international seminars. This aligns with Maynard's (2015) idea of formalizing career paths to foster development, as well as Ganiron & Ganiron's (2013) emphasis on continual professional engagement. Thus, investing in these age groups ensures a steady leadership pipeline for the educational sector.

The data show a relatively balanced distribution in terms of sex, with females (56.8%) slightly outnumbering males (43.2%). This indicates a modest gender disparity in favor of women in school headship roles. It reflects the trend in many educational systems where women are more represented in administrative and instructional roles. The gender balance has implications for leadership styles, professional development needs, and mentorship opportunities. From Maynard's (2015) perspective, both male and female leaders should have equitable access to career path planning tools and resources.

The data show that the majority of school heads are married (70.3%), while 21.6% are single, with smaller percentages being widowed (5.4%) and separated (2.7%). This indicates that most educational leaders manage dual responsibilities at home and at work. Being married may influence how school heads plan their careers, as they balance family commitments with professional advancement. This aligns with Sandoval's (2015) notion that personal desires and needs play a crucial role in setting career goals. Civil status can affect availability for professional development opportunities, such as out-of-town training or higher education.

The data indicate that a majority of school heads hold a Master's Degree (59.5%), while 21.6% are still completing their Master's (CAR). A smaller percentage have earned or are pursuing Doctorate Degrees: 5.4% with full degrees, 8.1% with CAR, and 5.4% with units. This suggests a strong trend toward postgraduate education among school leaders. It also reflects a professional commitment to continuous learning and career advancement. Educational attainment is a vital component of the career pathway outlined by Maynard (2015).

The majority of school heads hold positions as Head Teachers I–III (40.5%), followed by Head Teachers IV–VI (29.7%), and Principal I–II (18.9%), with Principal III–IV (8.1%) and Teacher-in-Charge (2.7%) occupying the least. This distribution shows a significant number of

administrators at the middle-level leadership positions. These roles serve as stepping stones toward higher administrative titles, reflecting Maynard's (2015) model of structured career progression. A hierarchical structure offers clear pathways for promotion and skills development. The ladder-like nature of these positions encourages school heads to aspire and prepare for higher ranks.

A majority of school heads (51.4%) have less than 10 years of administrative experience, while 37.8% have 10–19 years, and only 10.8% have more than 20 years. This suggests a relatively young leadership group in terms of administrative tenure. Many may still be learning the ropes of educational management and are likely in the early to mid-stage of their leadership journey. This aligns with Maynard's (2015) notion of career paths being developed progressively, with each stage offering new challenges and learning opportunities. It also presents a chance for institutions to shape these leaders through strategic professional development.

The highest percentage of school heads (54.1%) have attended national-level seminars and trainings, followed by international (18.9%), division (16.2%), and regional (10.8%). This reflects significant exposure to high-level professional development, particularly at the national stage. Participation in national and international training broadens perspective and enhances leadership competencies. Maynard (2015) emphasized the importance of ongoing development as part of a career path, and these figures support that concept. Training at such levels indicates that school heads are active in pursuing their growth.

TABLE 2 FREQUENCY DISTRIBUTION ON THE DEMOGRAPHIC PROFILE OF THE SCHOOL HEADS

Age	Frequency	Percent
56-62	3	8.1
49-55	4	10.8
42-48	13	35.1
35-41	9	24.3
28-34	8	21.6
Total	**37**	**100.0**
Sex	**Frequency**	**Percent**
Male	16	43.2
Female	21	56.8
Total	37	100.0
Civil Status	**Frequency**	**Percent**
Single	8	21.6
Married	26	70.3
Widowed	2	5.4
Separated	1	2.7
Total	**37**	**100.0**
Highest Educational Attainment	**Frequency**	**Percent**
Doctorate Degree	2	5.4
Doctorate Degree-CAR	3	8.1
Doctorate Degree-Units	2	5.4
Master's Degree	22	59.5
Master's Degree-CAR	8	21.6
Total	**37**	**100.0**
Designation/Position	**Frequency**	**Percent**
Principal III-IV	3	8.1
Principal I-II	7	18.9
Head Teacher IV-VI	11	29.7
Head Teacher	15	40.5
Teacher In-Charge	1	2.7
Total	**37**	**100.0**
Years of Administrative Experience	**Frequency**	**Percent**
20>	**4**	10.8
10-19	**14**	37.8
<10	**19**	51.4
Total	**37**	**100.0**
Relevant Trainings/Seminars Attended	**Frequency**	**Percent**
International	7	18.9
National	20	54.1
Regional	4	10.8
Division	6	16.2
Total	**37**	**100.0**

The study revealed a significant and positive correlation between school heads' attitudes and their perceived opportunities regarding the Expanded Career Progression System (ECPS). This suggests that as school heads develop more favorable attitudes toward ECPS, they also tend to perceive more opportunities for growth and advancement. This aligns with the Theory of Planned Behavior, which posits that attitudes influence perceived behavioral control and intentions (Orbeta, 2020). The strong correlation implies that belief in the system's fairness and potential can shape how opportunities are recognized and accessed. As leaders, school heads' perceptions could influence the organizational culture, either encouraging or discouraging teachers under them. Therefore, their engagement with ECPS is crucial in successful policy implementation.

Among the factors highly correlated with school heads' attitudes are Career Goals, Career Navigation, and Career Success Measures. This indicates that heads who are clear about their own career paths, who can navigate their progression, and who feel successful are more likely to view ECPS positively. This reflects Super's Career Development Theory (2021), which emphasizes that clear self-concept and goal orientation are essential to career satisfaction and growth. Additionally, it highlights the importance of professional clarity among school leaders. When leaders have a direction, it cascades to their management style and staff development focus. Thus, fostering leadership clarity enhances ECPS support across school environments.

Organizational Support and Faculty Rewards and Incentives also exhibited strong correlations with school heads' attitudes and perceived opportunities. School heads who feel supported by their institutions and fairly rewarded are more likely to recognize opportunities within ECPS. This underscores the need for systemic support at the institutional level, including transparent reward systems, professional training, and supportive leadership. When organizational infrastructure aligns with policy, implementation is smoother and more sustainable. Conversely, a lack of support may result in skepticism or low motivation to fully engage with ECPS. These findings call for increased investment in school-level support mechanisms.

On the teachers' side, the findings likewise show a strong and positive correlation between their attitude and their perceived opportunities in relation to ECPS. Teachers with positive attitudes are more likely to recognize and pursue career development opportunities within the system. This

supports the Theory of Planned Behavior, where positive attitudes increase intentions to engage in a behavior (Orbeta, 2020). Teachers who believe in the fairness and feasibility of ECPS will more likely work toward meeting its criteria. Their level of motivation is also tied to how they perceive the accessibility of leadership roles and rewards. This highlights the importance of building teacher confidence and system trust.

The teacher-related results also emphasize that Career Goals, Faculty Development Programs, and Career Navigation have the strongest correlations with attitude toward ECPS. This points to the importance of intentional career planning and ongoing training in shaping teacher attitudes. When teachers are equipped with goal-setting skills and participate in faculty development, their motivation to progress increases. Faculty development helps bridge the gap between teacher capacity and the standards required by ECPS. This makes career progression seem achievable rather than overwhelming. Therefore, tailored training and goal-setting support are vital in maintaining teacher engagement.

Interestingly, Leadership Role Accessibility and Recognition and Incentives Availability are also significantly correlated with both attitudes and perceived opportunities for teachers. Teachers who feel that leadership roles and rewards are within reach tend to develop a more optimistic view of ECPS. This suggests that structural barriers or lack of transparency could hinder engagement. When teachers perceive the system as exclusive or biased, it negatively affects their drive to advance. Therefore, efforts to democratize leadership pathways and recognize a broader range of contributions are essential. Providing clear criteria and support can help mitigate such negative perceptions.

The findings reveal some contrast between school heads and teachers in terms of how they perceive specific components of ECPS. While school heads place stronger emphasis on organizational support and leadership access, teachers focus more on career goals, satisfaction, and development programs. This difference can be attributed to their roles and positions within the system. School heads are often responsible for supporting and assessing teachers, thus their concerns revolve around systems-level support. Teachers, on the other hand, are more concerned

with how to meet criteria and access growth opportunities. Recognizing this divergence can guide more role-specific interventions in ECPS training and implementation.

Both groups, however, demonstrate a common need for ongoing professional development and a culture that supports growth and recognition. Professional growth is not just a matter of policy but of practice and environment. The study underscores the importance of fostering a school culture where both leaders and teachers are empowered to pursue advancement. This can be achieved through mentoring, collaborative learning, and institutional alignment. With strong development programs in place, the gap between readiness and expectations can be narrowed. Continuous learning must be institutionalized as a part of career progression.

Finally, the study supports the view that attitudes and perceived opportunities are interconnected and influence engagement with ECPS. Positive correlations across nearly all career development indicators confirm that holistic support, career planning, and clear pathways are essential for successful implementation. For ECPS to succeed, both school heads and teachers must believe in its value and feasibility. Programs must address both cognitive (attitude) and structural (opportunity) dimensions of career development. Policy alone is not enough it must be backed by supportive practices, leadership, and resources. Ultimately, a well-implemented ECPS can transform public school careers into growth-oriented, goal-driven professional journeys.

III.   CONCLUSIONS

There is a strong and statistically significant positive relationship between the attitudes of school heads toward the Expanded Career Progression System (ECPS) and their perceived level of opportunities within the system. This indicates that more favorable attitudes among school heads are associated with greater recognition and access to career advancement opportunities. Their perception is influenced by factors such as career goals, navigation ability, and perceived organizational support. Thus, leadership mindset plays a pivotal role in how ECPS is implemented and understood at the institutional level.

Similarly, teachers also demonstrated a strong and positive correlation between their attitudes toward ECPS and their perceived career advancement opportunities. Teachers who exhibit positive attitudes are more likely to believe that the ECPS offers clear and attainable pathways for growth. This suggests that motivational and cognitive factors significantly influence how teachers engage with professional progression frameworks. Consequently, enhancing teacher attitudes through support and information is key to ECPS success.

Among both groups, Career Goals, Faculty Development Programs, and Recognition and Incentives Availability emerged as significant factors influencing both attitudes and perceived opportunities. These findings highlight that individual aspiration, access to development programs, and institutional acknowledgment of performance are crucial elements for successful career progression. Therefore, comprehensive capacity-building programs and reward systems should be integral to ECPS.

School heads' perceptions are more strongly aligned with organizational support, leadership accessibility, and faculty rewards, while teachers are more affected by career satisfaction, development programs, and goal clarity. This distinction reflects their differing roles and expectations within the education system. Recognizing and addressing these distinct needs can help tailor more effective ECPS interventions for each group. A one-size-fits-all approach may not fully support optimal engagement across all levels of school personnel.

The overall findings confirm that both attitudes and perceived opportunities are essential and interconnected components in determining the successful implementation of the ECPS. Strengthening one without the other may not yield the desired outcomes in teacher or leadership career advancement. Therefore, future policy implementations should simultaneously address motivational, structural, and developmental factors. Only then can ECPS function as a fully integrated career progression system that meets the needs of both teachers and school leaders.

IV.   RECOMMENDATIONS

1. To ensure both teachers and school heads fully understand the components, processes, and benefits of ECPS, schools should conduct regular seminars and workshops. These efforts will clarify misconceptions and strengthen positive attitudes toward the system.

2. Schools and DepEd divisions should institutionalize continuous professional development that aligns with career progression pathways. Training should focus on competency building, innovation, and leadership development.

3. Provide supportive structures such as mentoring programs, peer coaching, and administrative backing to help educators progress within the system. Strong support systems lead to more favorable perceptions and increased engagement.

4. Teachers and school heads should be encouraged to align their Individual Plans for Professional Development (IPPDs) with their long-term career goals. This ensures relevance and motivation in pursuing ECPS qualifications.

5. DepEd should develop and distribute toolkits or digital platforms to help educators better understand career progression routes, eligibility requirements, and application processes.

6. To foster growth, experienced educators should mentor junior teachers on how to meet ECPS standards and document performance effectively.

7. Recognition, both monetary and non-monetary, must be consistently given to those who exhibit excellence and achieve career milestones. These incentives should be aligned with ECPS goals.

8. Leadership opportunities, such as becoming department heads or coordinators, should be made more available and transparent, particularly for those aiming for Master Teacher levels and beyond.

9. Simplify documentation requirements and reduce bureaucratic delays that may discourage educators from pursuing career progression.

10. Professional development and support systems should be customized to the different roles, expectations, and motivations of school heads and teachers.

11. Feedback loops should be created where teachers and school heads can express challenges, and data can be gathered to assess effectiveness and areas for improvement.

12. Schools should use teacher performance data, feedback, and self-assessments to inform personalized progression strategies for educators.

13. Create opportunities for shared learning among teachers, such as Learning Action Cells (LACs), focused on career planning and best practices in performance documentation.

14. Government support through funding should prioritize teacher and leadership development programs as part of ECPS success.

15. School culture should promote continuous learning, growth, and belief in the potential of every teacher to move forward in their careers through ECPS

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