



# Examining the MATATAG Curriculum's Ecosystem: Forging Insights, Sharpening Foresight

**ALMA RUBY C. TORIO**

*Assistant Secretary for Curriculum and Teaching*

# Streamlined curriculum

Teachers do not have  
time to teach all allocated  
learning competencies.



# Premise (Design)

# Merge InterConnected Concepts

BEFORE

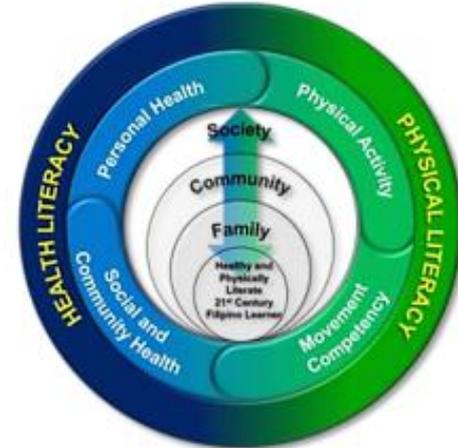
Music  
Arts  
PE  
Health



NOW

Music and Arts

PE and Health



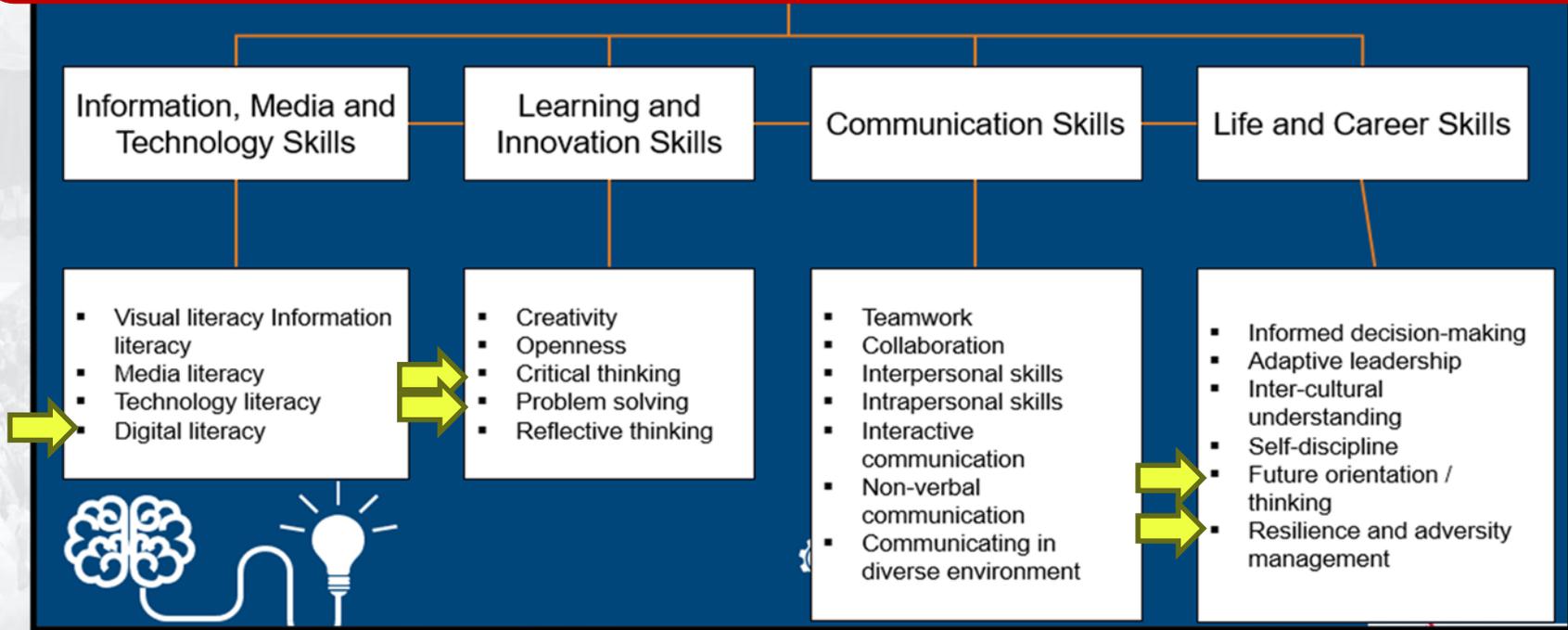
# Strengthened Literacy & Numeracy (Foundational Skills)

- **Students are not reaching expected/minimum standards in curriculum content. This starts in early grades and goes through to senior high school (SHS).**
- **Many students lack prerequisite skills and knowledge for the grade-level curriculum.**

# Better articulation of the 21<sup>st</sup> Century Skills in the Revised K to 12 Curriculum

Students are not building higher order thinking/ 21st century skills (even though these are expected by the curriculum).

# CLEARER INTEGRATION OF 21<sup>ST</sup> CENTURY SKILLS



# INTENSIFIED VALUES EDUCATION



Systematic and explicit integration of DepEd core values in all learning areas across grade levels



Increased time allotment for GMRC and VE across grade levels



Specific values to be developed and assessed for each content across grade levels



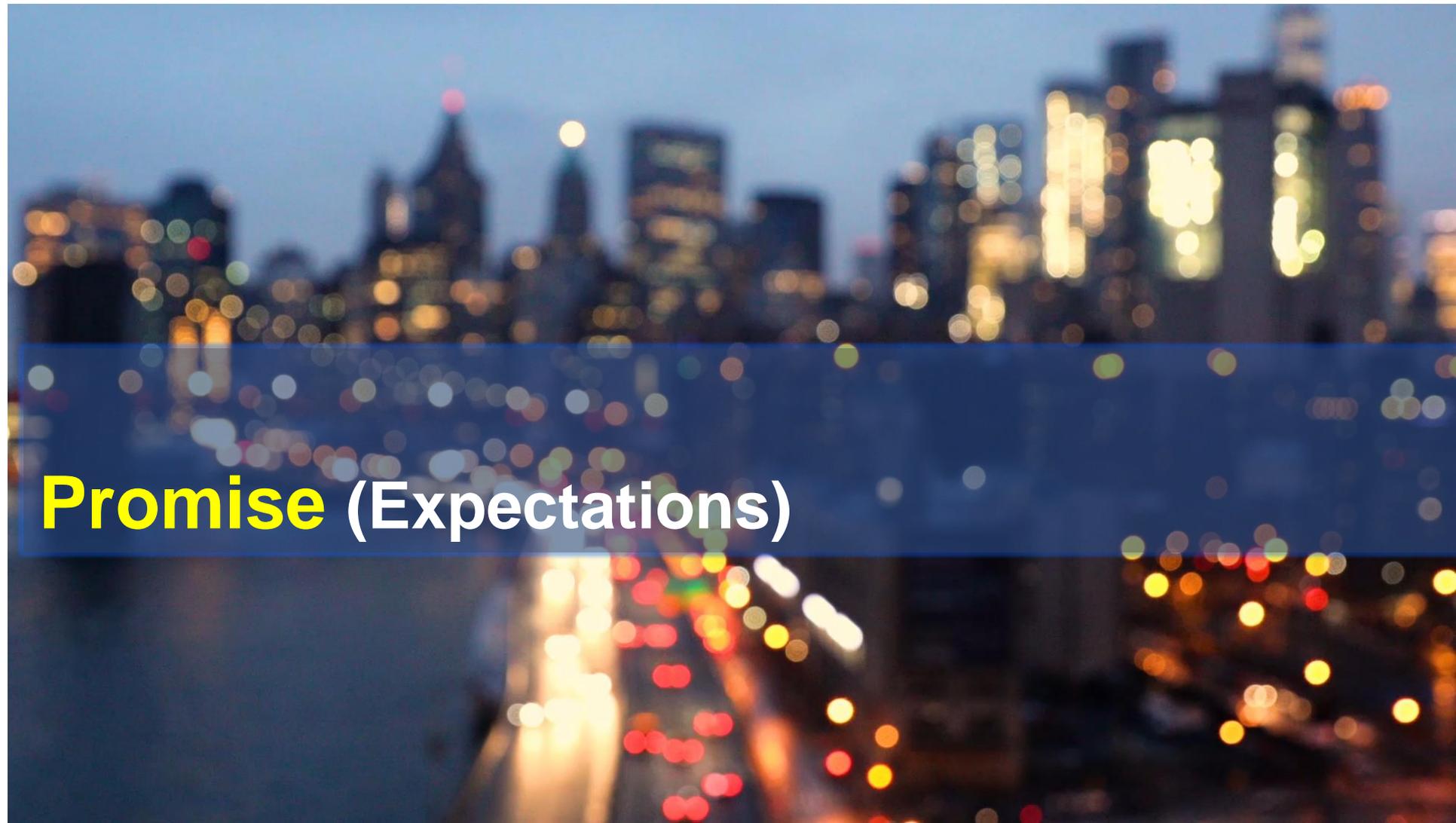
Involvement of home, school and community in values formation

# Strengthening Peace Education and other transformative education frameworks

There's a need to build students' socio-emotional skills facilitates achievement of learning outcomes.

“Education is no longer about teaching students something alone; it is more important to be teaching them to **develop a reliable compass and the navigation tools (transversal competencies)** to find their own way in a world that is increasingly complex, volatile and uncertain.”





**Promise** (Expectations)



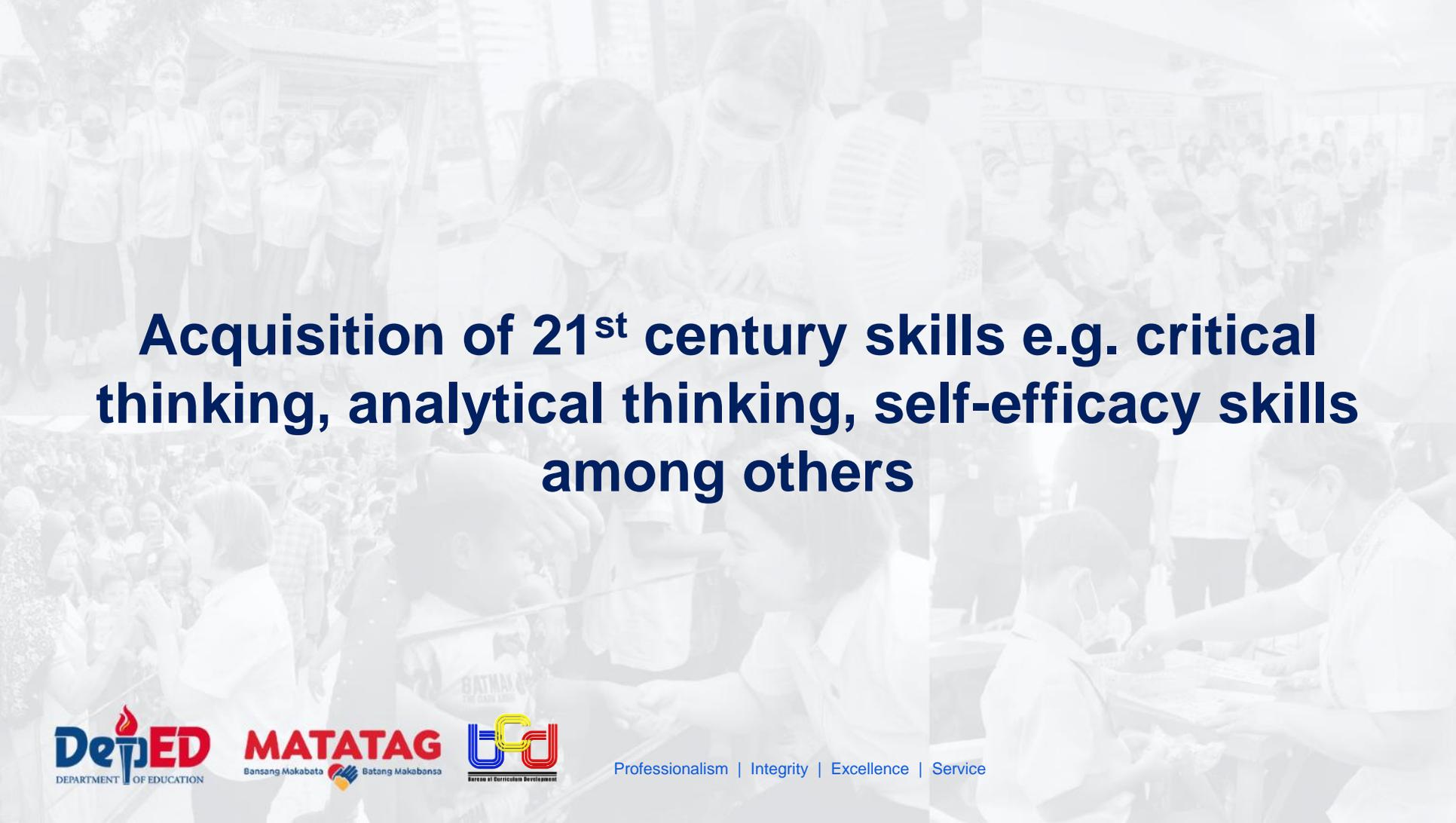
# Strengthened foundational skills among learners



# Mastery of competencies and standards appropriate to grade level



# Realization of universal and cultural values



**Acquisition of 21<sup>st</sup> century skills e.g. critical thinking, analytical thinking, self-efficacy skills among others**



# Improvement of scores in large scale assessments both national and international



# **Perils** (Challenges)

**Access to quality textbooks/instructional materials is limited in some schools.**

**SOURCES:**

- SEA-PLM ACTRC's Curriculum
- Review project ACTRC's Science Curriculum project

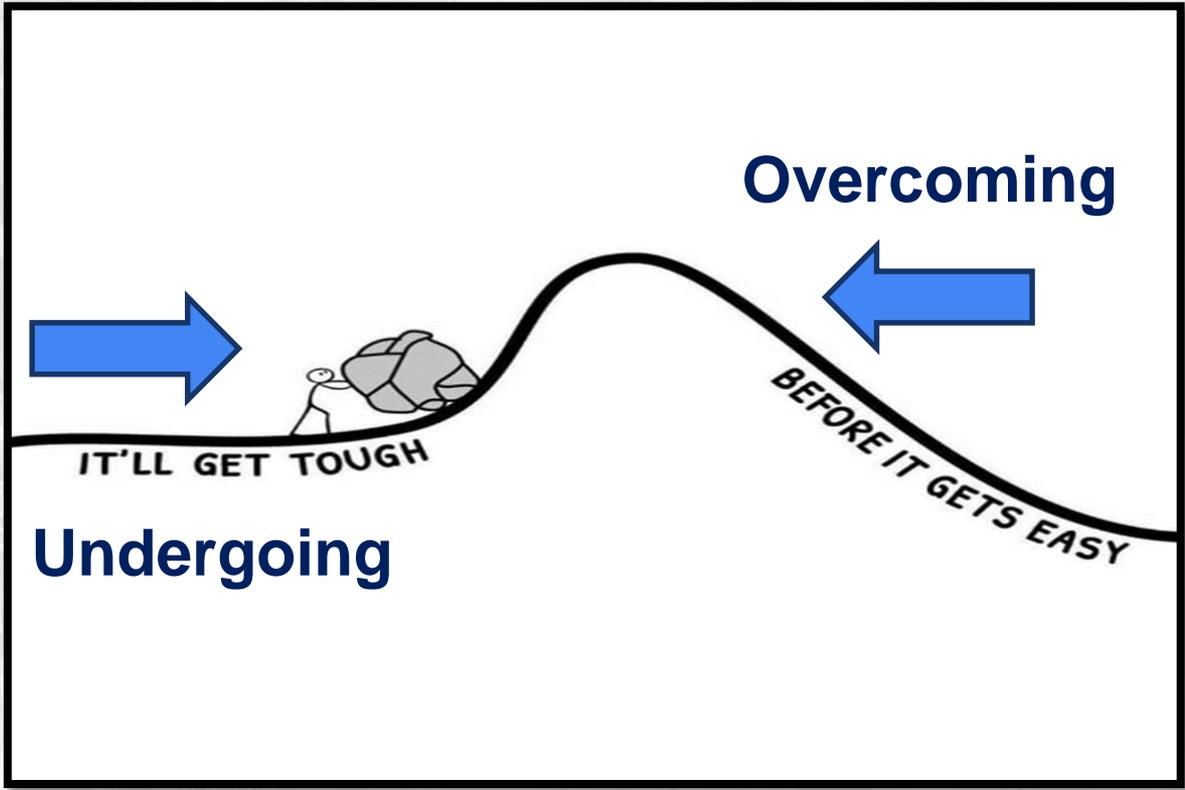
**Current national testing designs and analyses do not support system level monitoring of student learning outcomes.**

**SOURCES:**

- ACTRC's Curriculum Review project



# Challenges on teacher agency both for pre- service and in-service





**Possibilities** (Opportunities)

- **Making the test data available for researchers and analysts to aid us in making evidence-based policy decisions.**
- **Current national testing designs and analyses do not support system level monitoring of student learning outcomes.**

- **Strong school leadership and management**



# Needs-based retooling and upskilling



- **Capacity Building**

**Optimizing the use of technology, both online and offline, to ensure that learners have opportunities to learn even during ‘education in emergencies’**



Professionalism | Integrity | Excellence | Service



# Continue the establishment of Inclusive Learning Resource Centers (ILRCs)

***Maraming salamat!!!***

