

The Promise of the College Readiness of the Grade 12 Graduate: Issues and Concerns

PHILIPPINE EDUCATION CONFERENCE
SMX CONVENTION CENTER, PASAY CITY
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R.A. 10533 – An Act Enhancing the Basic Education System By Strengthening Its Curriculum and Increasing The Number of Years For Basic Education, Appropriating Funds Therefor and For Other Purposes

Enhanced Basic Education Act of 2013

Curriculum Enhancement Strategy

Elementary	JHS		College		
<ol style="list-style-type: none"> Current advanced topics are moved up to JHS Retained topics are enhanced 	<ol style="list-style-type: none"> Current advanced topics are moved up to SHS Retained topics are enhanced 	Basic subjects that repeat JHS topics (by implementation) are pushed down in the SHS	GEC (51/63 units)  NGEC (36 units)		
			Core (24 units) <ol style="list-style-type: none"> Understanding the Self Readings in Philippine History The Contemporary World Mathematics in the Modern World Purposive Communication Art Appreciation Science, Technology & Society Ethics 	Electives (9 units) <ol style="list-style-type: none"> Must conform the philosophy and goals of General Education; Apply an inter- or cross-disciplinary perspective; and Draw materials, cases or examples from Philippine realities and experiences, and not just from those of other countries. 	Mandated by Law (3 units) <ol style="list-style-type: none"> Life and Works of Rizal

K to 12 Program in the Philippines

The K to 12 Philippine Basic Education Curriculum Framework

Context

- *Philosophical & legal bases
- *Nature of the learner
- *Needs of the learner
- *Needs of national & global community

Holistically-developed Filipino w/ 21st century skills

*Being & becoming a whole person

Skill	Learning Area
Learning & innovation	Math & Science
Life & career	Arts & Humanities
Effective communication	Language
Information, media, & technology	Technology & Livelihood Education

- * Curriculum support system
- * Monitoring & evaluation system

Features of the K to 12 Curriculum

Learner-centered, inclusive & research-based

Inclusive, culture-responsive, culture-sensitive, integrative & contextualized, relevant & responsive

Standard & competence based, seamless, decongested

Flexible, ICT-based, & global

Curriculum Exits

Higher Education

Employment

Entrepreneurship

Middle level skill devt

Basic Education

(Provides Basic Necessary Skills)

College Readiness Standards

Higher Education

(Pursues and communicates truth in academic freedom)

College Readiness Standards (in implementation preparation documents)

- refer to the combination of:

- knowledge,
- competencies, and
- reflective thinking

necessary for high school graduates to participate and succeed—without remediation—in entry-level undergraduate courses in higher education.

College Readiness Standards (in implementation preparation documents)

Cover the following subject areas:

- ❖ Science: Chemistry, Physics, Biology, and Earth Science
- ❖ Mathematics (including Statistics)
- ❖ English
- ❖ Filipino
- ❖ Literature
- ❖ Humanities
- ❖ Social Studies

College Readiness Standards (in implementation preparation documents)

with 2 detailed sets of standards:

1. content (subject area- or discipline-specific)
2. competence (also discipline-specific)

College Readiness Standards (in implementation preparation documents)

The adoption of CRS by the Department of Education led to...

Curriculum Guide of Subjects in Every Core Learning Area

K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL – CORE SUBJECT

Grade: 11
Core Subject Title: General Mathematics

Semester: First Semester
No. of Hours/Semester: 80 hours/semester
Prerequisite (if needed):

Core Subject Description: At the end of the course, the students must know how to solve problems involving rational, exponential and logarithmic functions; to solve business-related problems; and to apply logic to real-life situations.

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCIES	CODE
Functions and Their Graphs	The learner demonstrates understanding of... 1. key concepts of functions.	The learner is able to... 1. accurately construct mathematical models to represent real-life situations using functions.	The learner... 1. represents real-life situations using functions, including piece-wise functions.	M11GM-Ia-1
			2. evaluates a function.	M11GM-Ia-2
			3. performs addition, subtraction, multiplication, division, and composition of functions	M11GM-Ia-3
			4. solves problems involving functions.	M11GM-Ia-4
	2. key concepts of rational functions.	2. accurately formulate and solve real-life problems involving rational functions.	5. represents real-life situations using rational functions.	M11GM-Ib-1
			6. distinguishes rational function, rational equation, and rational inequality.	M11GM-Ib-2
			7. solves rational equations and inequalities.	M11GM-Ib-3
			8. represents a rational function through its: (a) table of values, (b) graph, and (c) equation.	M11GM-Ib-4
			9. finds the domain and range of a rational function.	M11GM-Ib-5
			10. determines the: (a) intercepts (b) zeroes; and (c) asymptotes of rational functions	M11GM-Ic-1
			11. graphs rational functions.	M11GM-Ic-2
			12. solves problems involving rational functions, equations, and inequalities.	M11GM-Ic-3

College Readiness Standards – CRS

Expects K to 12 Curriculum to connect students with local, national and global communities concerns and challenges.

21st Century Skills

set of abilities that students need to develop in order to succeed in the information age (with a connection with local, national and global communities concerns and challenges)

Preparing 21st century learners for college and the careers of the future

CRS Expectation from K to 12 Curriculum CMO 20 s. 2012

3 Types of Partnership for 21st Century Skills

Learning Skills

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

Literacy Skills

- Information Literacy
- Media Literacy
- Technology Literacy

Life Skills

- Flexibility
- Initiative
- Social Skills
- Productivity Leadership

Therefore, Grade 12 graduates (K to 12 Curriculum completers)

1. Produce all forms of texts based on:

- Solid grounding on Philippine experience and culture;
- An understanding of the self, community and nation;
- Application of critical and creative thinking and doing processes;
- Competency in formulating ideas/arguments logically, scientifically, and creatively; and
- Clear appreciation of one's responsibility as a citizen of a multicultural Philippines and a diverse world.

Therefore, Grade 12 graduates (K to 12 Curriculum completers)

2. Systematically apply knowledge, understanding, theory, and skills for the development of the self, local, and global communities using prior learning, inquiry, and experimentation.

Therefore, Grade 12 graduates (K to 12 Curriculum completers)

3. Work comfortably with relevant technologies and develop adaptations and innovations for significant use in local and global communities;

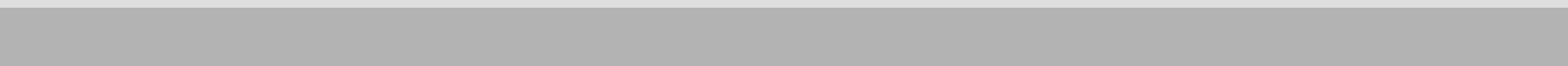
Therefore, Grade 12 graduates (K to 12 Curriculum completers)

4. Communicate with local and global communities with proficiency orally, in writing, and through new technologies of communication; and

Therefore, Grade 12 graduates (K to 12 Curriculum completers)

5. Interact meaningfully in a social setting and contribute to the fulfillment of individual and shared goals, respecting the fundamental humanity of all persons and the diversity of groups and communities.

WHY?



GE Goals (CMO 20 s.2012)

Prepare student for demands of 21st century life

Lay groundwork for development of a professionally competent, humane and moral person

Enable student to locate her/himself in the community and the world and engage in it meaningfully

General outcomes (CMO 20 s.2012)

Holistic development of the person, conscious of his/her identity as an individual, a Filipino, and member of the global community

Understanding and appreciation of ways of knowing the self, society, world, and environment

Specific outcomes (CMO 20 s.2012)

Appreciation of the
human condition

Capacity to personally
interpret the human
experience

Ability to view the contemporary
world from both Philippine and
global perspectives

Self-assuredness in
knowing and being
Filipino

Specific outcomes (CMO 20 s.2012)

Capacity to reflect critically on shared concerns and think of innovative, creative solutions guided by ethical standards

Aptitude in tackling problems methodically and scientifically

Ability to appreciate and contribute to artistic beauty

Specific outcomes

(CMO 20 s.2012)

Understanding and respect for
freedom of religion and belief in God

Ability to contribute
personally and
meaningfully to the
country's development

What awaits Grade 12 graduates in college?

W/ College Courses that were pushed down to SHS

- **Reduced Units in GEC**

(Sec 3, CMO 20 s. 2013)

From 63/51 to 36 units

24 units of core courses

9 units of elective courses

3 units on the life & works of Rizal

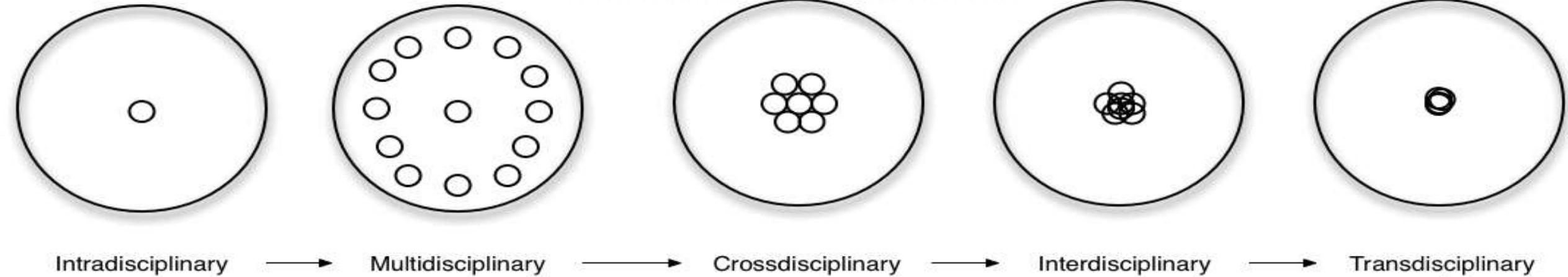
36 units (RGEC/NGEC)

- **Approach in Teaching Courses in GEC (RGEC/NGEC)**

Core courses are inter-disciplinary and are stated broadly enough to accommodate a range of perspectives and approaches (Sec 3, CMO 20 s. 2013)

GE Electives apply inter- or cross-disciplinary perspective (#2, Sec 4, CMO 20 s. 2013)

Disciplinarity



working within a single discipline

people from different disciplines working together, each drawing on their disciplinary knowledge.

Relating to, or making use of several disciplines at once. This acknowledges that there are differences between disciplines in “how the work is done”, but doesn’t have a way to bridge these differences. How do you know which discipline is more important at any one time?

viewing one discipline from the perspective of another

Coordinated effort involving two or more academic disciplines. Finding a middle ground of sorts?

integrating knowledge and methods from different disciplines, using a real synthesis of approaches.

The process of combining two or more disciplines, fields of study or professions., but is also attempting to synthesis them into something new.

creating a unity of intellectual frameworks beyond the disciplinary perspectives.

approaches that transcend boundaries of contentional approaches this attempts to get around the issue of methods of thinking completely by working from the problem space out.



Issues and Concerns

1. COLLEGE ELIGIBILITY and QUALIFICATION to PROGRAM CHOICE

Grade 12 completer

Higher Education Institutions

**ALL SHS completers are eligible for college (implied in RA 10533 –
exits of the Philippine K to 12 Basic Education Curriculum)**

Subject to Institutional Policies of the accepting HEI

Subject to Institutional Policies of the accepting HEI

(respecting the articulation of SHS Core Learning Areas with NGEC Core Courses)

- All Grade 12 graduates can enrol in NGEC without content and process intervention

Articulation of Core Learning Areas (K to College)

PROFILE OF An HEI GRADUATE (HEI VMG Dependent) + COLLEGE READINESS STANDARDS

**K + G1 to G6
+ G7 to G10**

G11 to G12

HEI CORE (NGEC & HEI MDC)

Legend: ■ Sample Subjects



Science, Technology, & Society

Electives

Formation Courses

Subject to Institutional Policies of the accepting HEI

(respecting the articulation of SHS Core Learning Areas with NGEC Core Courses)

- If SHS track is not aligned with program choice
 - Possible Strategy
 - Diagnostic Test
 - If qualifies, then enrolls in professional course . Otherwise, add units (bridging units) to required units .
 - Implication:
 - Mapping of prerequisites per professional course
 - Prerequisites provided in SHS specialized subjects – for diagnostic test schedule (1st year Summer)
 - Given the context, there is advantage in scheduling NGEC courses in 1st Year

Course Distribution

K to 12 = GEC - 1

SAMPLE

1 st Year				2 nd Year		3 rd Year		4 th Year	
Sem 1		Sem 2		Sem 3					
Formation Course	2								
				Elective 2	3				
NSTP1	3	NSTP 2	3	Elective 3	3				
Understanding the Self	3	Readings in Philippine History	3						
Purposive Communication	3	The Contemporary World	3						
Art Appreciation	3	Life & Works of Rizal	3						
Mathematics in the Modern World	3	Science, Technology & Society	3						
		Ethics	3						
		Elective 1	3						
TOTAL UNITS	17		21		6				

2.Preparation for multi-/inter-/cross- disciplinary learning

Demand from SHS Institutions

- Provide intradiscipline mastery in core learning areas

Higher Education Institutions

Intradisciplinary learning in GEd courses implies non-compliance with the minimum requirement in teaching
NGEC

Multi- /Inter- disciplinarity of Core Courses

NGEC CORE & GMC	Description	Multi- /Inter- disciplinarity			Equiv. Units	
		Subj 1	...	Subj n		
Understa nding the Self	Nature of identity; factors and forces that affect the development and maintenance of personal identity				3	6
Readings in Philippine History	Selected primary sources on different periods of Philippine history				3	

Multi-/Inter- disciplinary of Core Courses

NGEC CORE & GMC	Description	Multi- /Inter- disciplinarity			Equiv. Units	
		Subj 1	...	Subj n		
The Contemp orary World	Globalization and its impact on individuals, communities and nations, challenges and responses				3	6
Mathema tics in the Modern World	Nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life				3	

Multi- /Inter- disciplinary of Core Courses

NGEC CORE & GMC	Description	Multi- /Inter- disciplinary			Equiv. Units	
		Subj 1	...	Subj n		
Purposive Communication	Writing, speaking and presenting to different audiences and for various purposes				3	6
Art Appreciation	Nature, function and appreciation of the arts in contemporary society				3	

NGEC CORE & GMC	Description	Multi- /Inter- disciplinarity			Equiv. Units	
		Subj 1	...	Subj n		
Science, Technology & Society	Interactions between science and technology and social, cultural, political and economic contexts which shape and are shaped by them; specific examples throughout human history of scientific and technological developments				3	3

Multi-/Inter- disciplinaryity of Core Courses

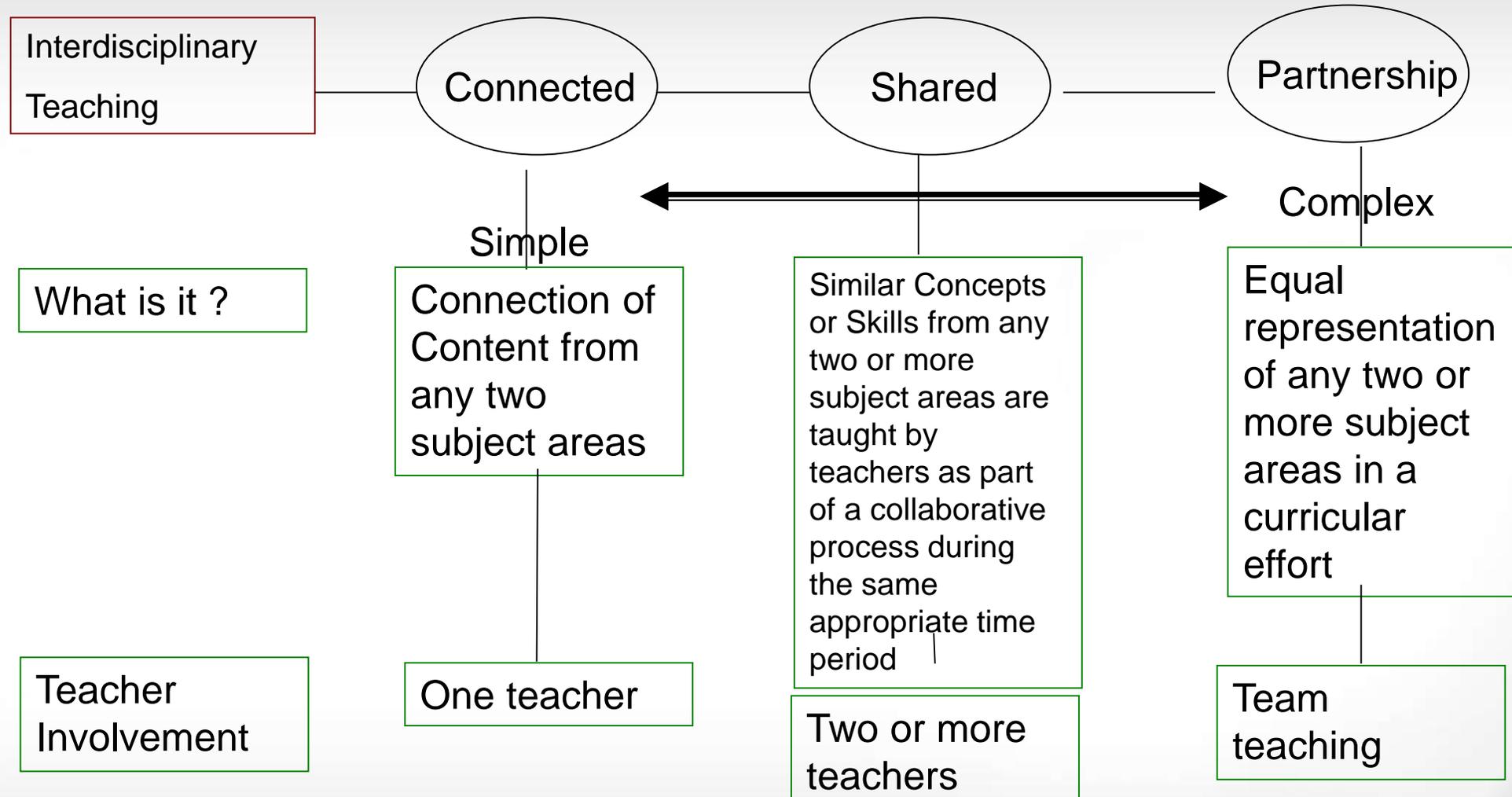
NGEC CORE & GMC	Description	Multi- /Inter- disciplinaryity			Equiv. Units	
		Subj 1	...	Subj n		
Ethics	Principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources				3	6
Life & Works of Rizal					3	

Multi-/Inter- disciplinary of Core Courses

SAMPLE

AdDU Mission KRA (1 – 9)	New AdDU College Core Courses	Description	Mission-driven Multi- /Inter- disciplinary			Equiv. Units	
			Philosophy & Theology	Other Key Courses To address the Mindanao Culture & History	Other Disciplinary Courses /Topics		
4	Understanding the Self	Nature of identity; factors and forces that affect the development and maintenance of personal identity	Philo – approaches in understanding self Theology – Understanding through the image & likeness of God	History, Sociology – Cultural Identity,	Science – understanding self being in the world; care for environment	3	3

HEI Concern: FACULTY LOADING MECHANISM (for NGEAC)



Which model to follow?

HEI Concern: FACULTY LOADING MECHANISM for NGEC

- intradiscipline preparation of faculty
 - ▣ Faculty by discipline ensures teaching loads
 - Possible Effect: more core (mission-driven) courses added resulting congested curriculum
- Possible Strategy:
 - ▣ Plan first, not Implement first
 - Avoids load positioning of faculty by discipline resulting to intradiscipline teaching of NGEC

In summary ...

College Readiness Standards ...

(represent the expectations of higher education systems from K to 12 curriculum completer)

GIVEN (BY LAW)

ISSUES AND CONCERNS

Serve as one of the bases of the Curriculum Guide of the basic education subjects

Therefore, every G12 graduate (K to 12 Curriculum completer) is college ready.

Issue #1: G12 graduate college eligibility & qualification to program choice

Issue #2: G12 graduate preparation for multi-/inter-/cross-disciplinary learning

Assumption:
Articulated
SHS Curriculum and
NGEC

Concerns with HEd:
1. Institutional Admission Policy
2. Curriculum implementation strategy

Concerns with HEd:
1. strict compliance with the required minimum approach in teaching NGEC

1.a. Faculty load positioning of faculty by discipline

JHS	SHS	HEd NGEC (Core & GM Courses)
Prerequisite Knowledge, Skills & Attitude	Essential Knowledge, Skills & Attitude	Target Exit Knowledge, Skills & Attitude
PREREQUISITES	REQUISITES	POSTREQUISITES

Thank you!

