

Teacher Education and the K to 12

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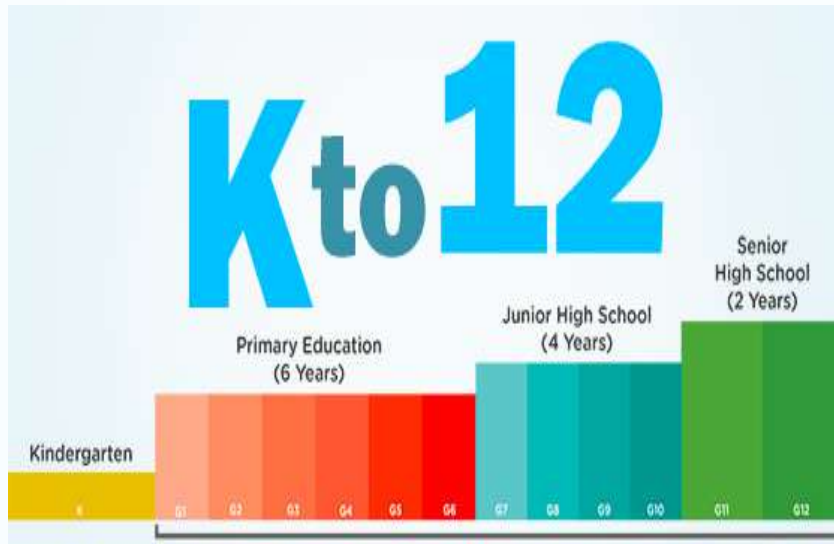


PNU

Challenges



Challenges



Malasakit, Pagbabago,
at Patuloy na Pag-unlad





ASEAN

Community 2015

ประชาคมอาเซียน



K-12

Basic Education Program

Batang K-12, Handa sa Trabaho o Kolehiyo, Handa sa Mundo



CORE SUBJECTS AND 21st CENTURY THEMES

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

LIFE AND CAREER SKILLS

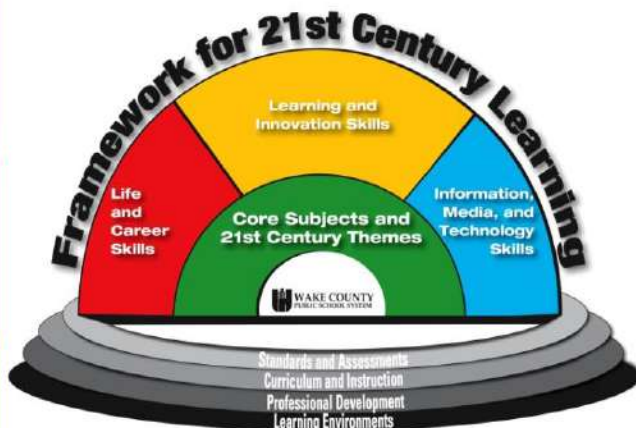
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

LEARNING AND INNOVATION SKILLS

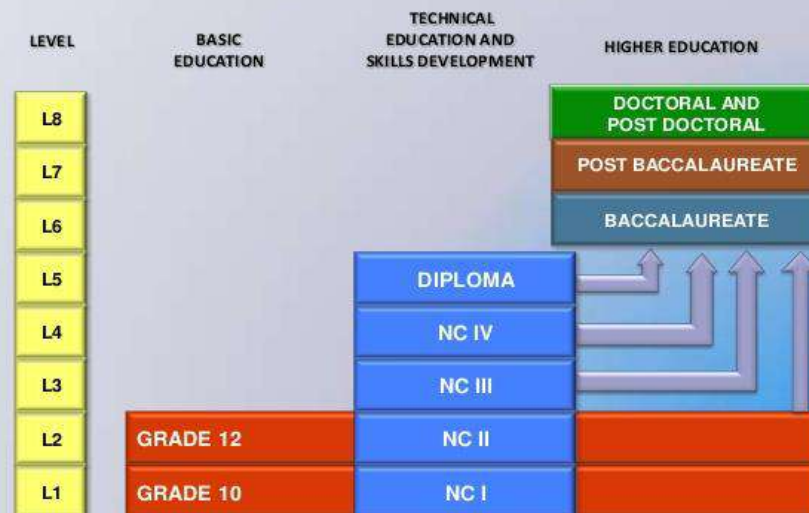
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy



THE PHL QUALIFICATIONS FRAMEWORK



The K to 12 Curriculum

Intended Curriculum



Implemented Curriculum



Attained Curriculum



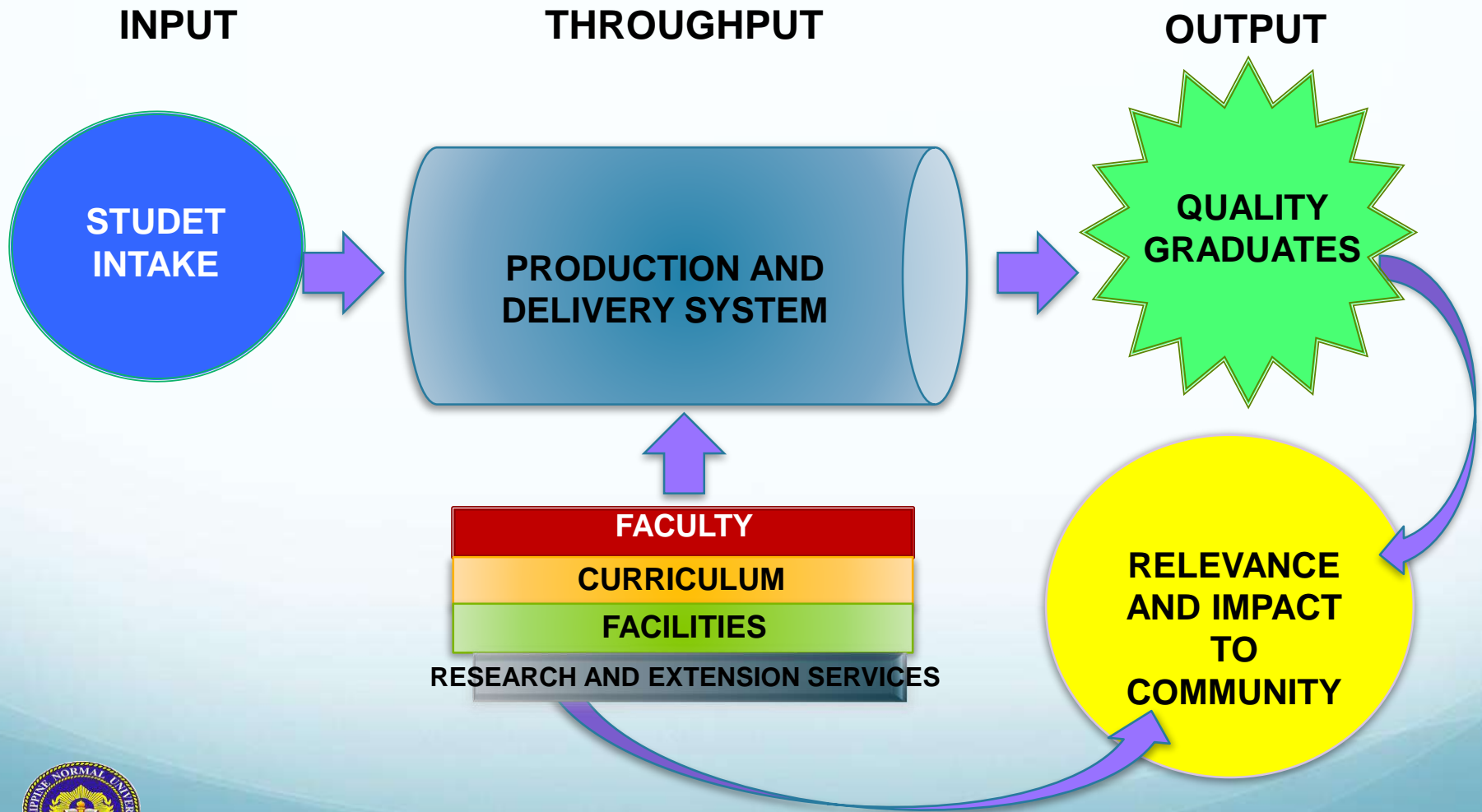
Achieved Curriculum

SCHOOL GRADUATION

IMPACT TO COMMUNITY AND COUNTRY

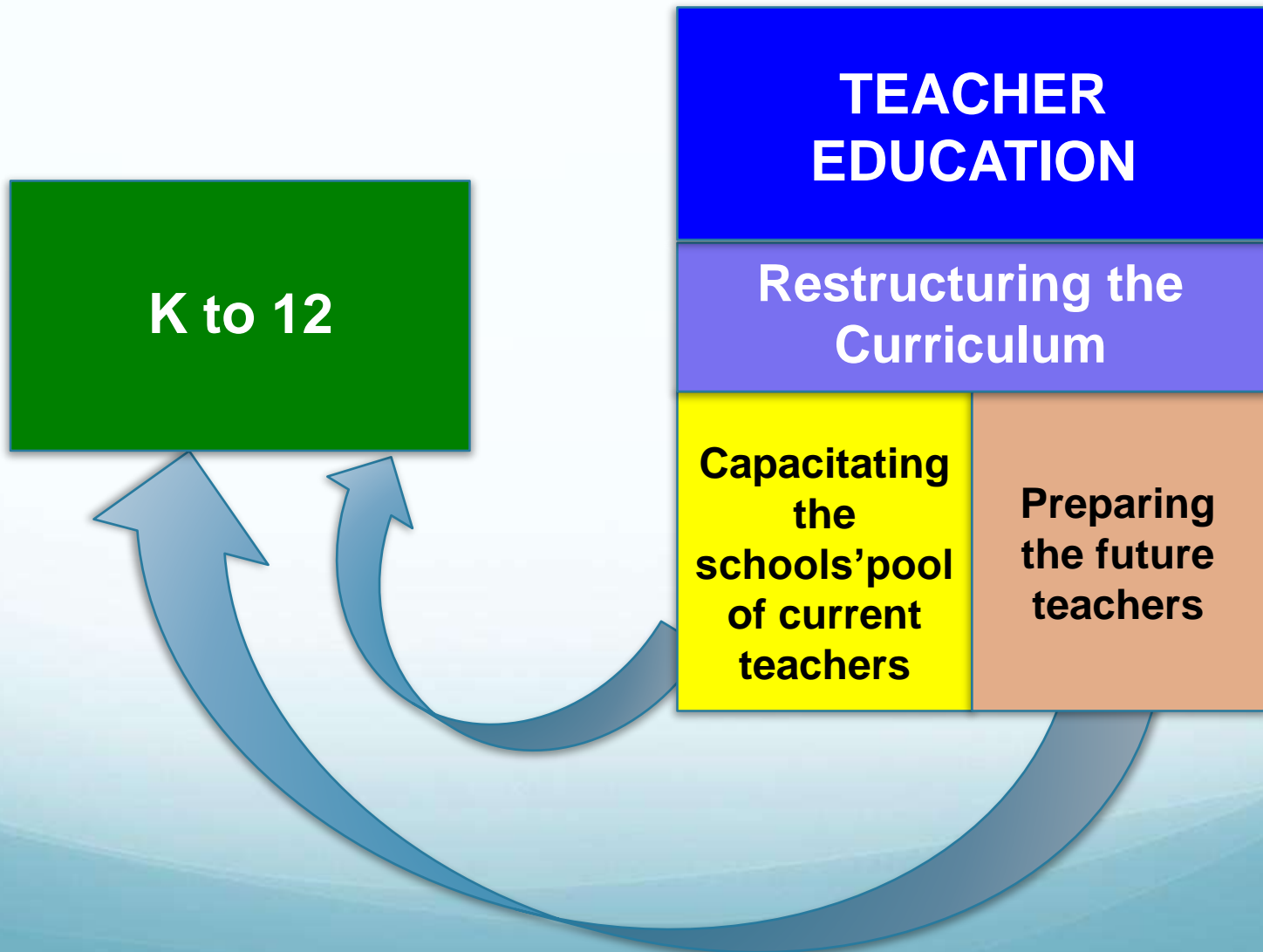


The Education Delivery System

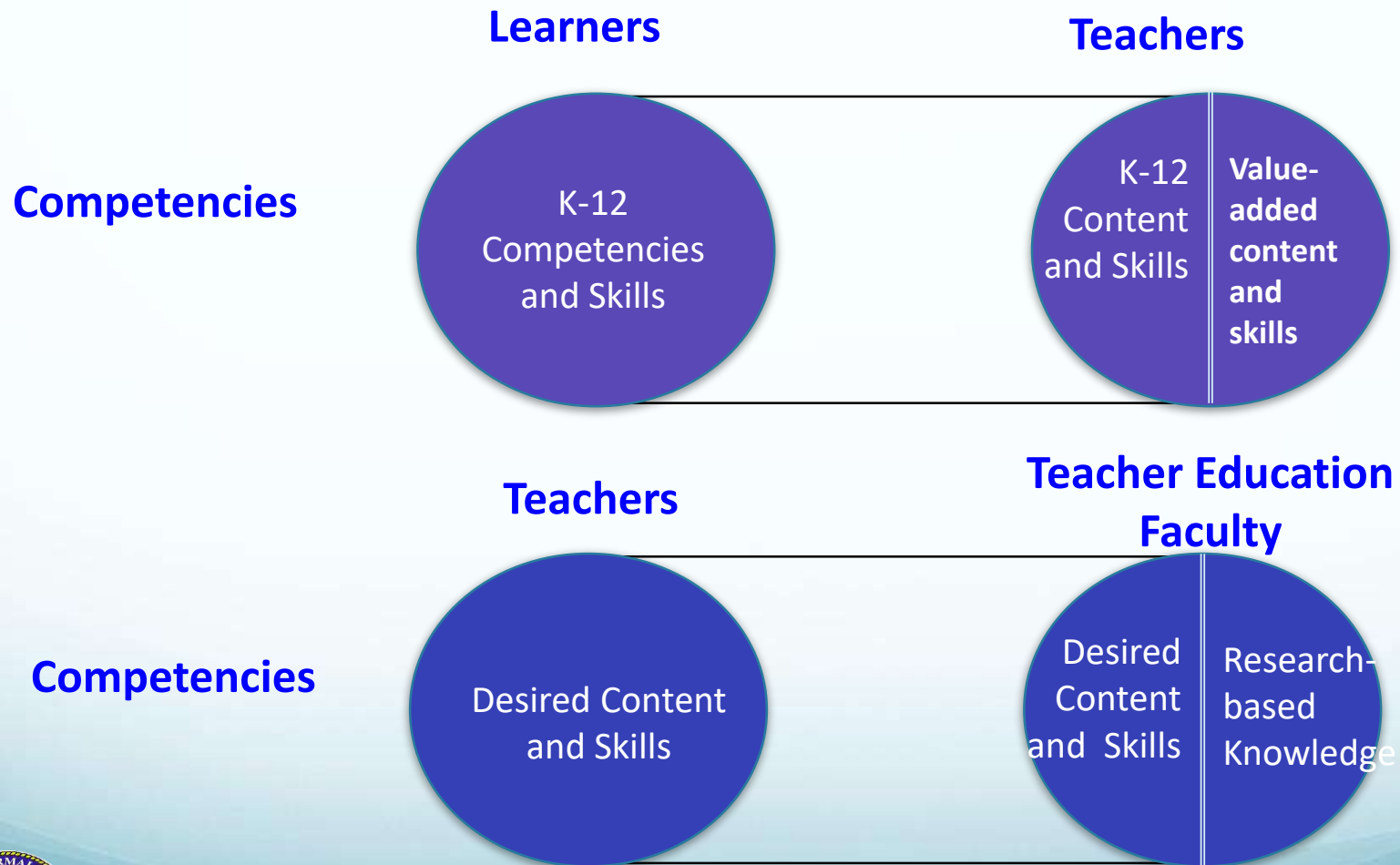


REFORM PROGRAM

THE RESPONSE



What Should Teachers Know? The New Paradigm



Teacher Education

CONTENT

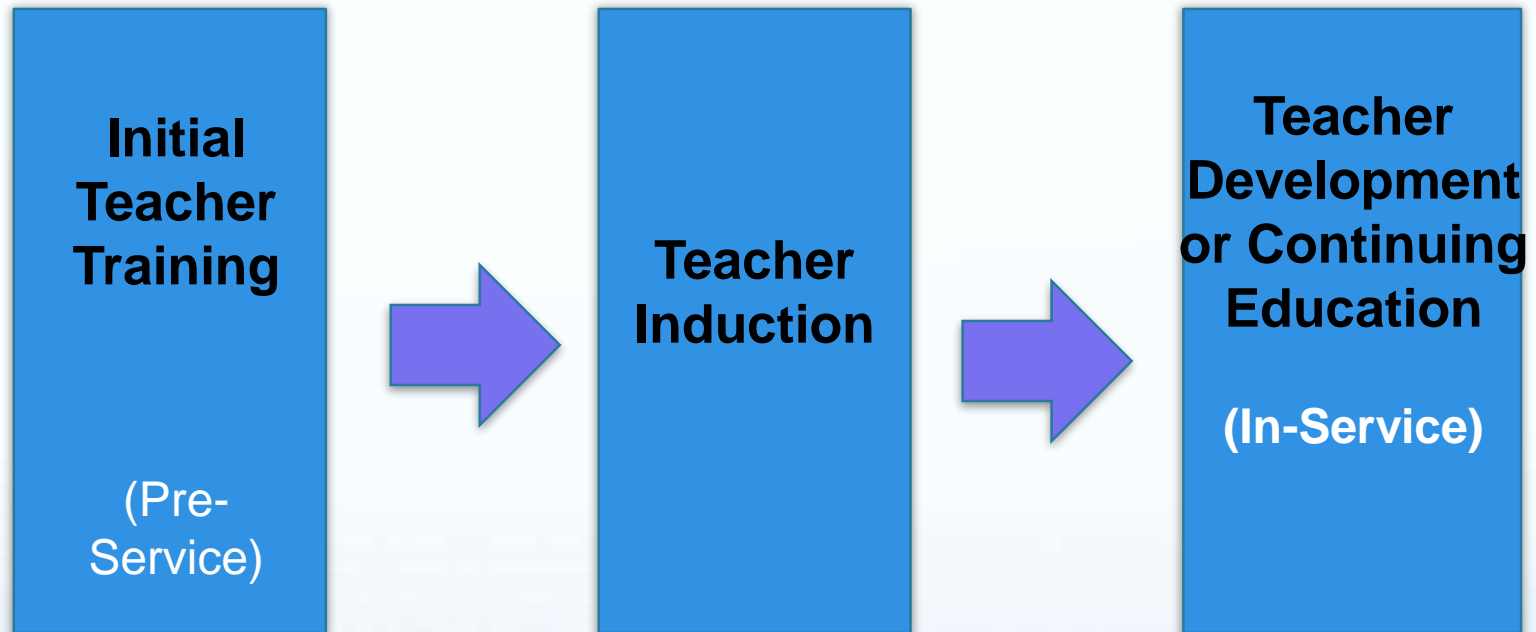
PEDAGOGIES

TECHNOLOGIES

OTHERS



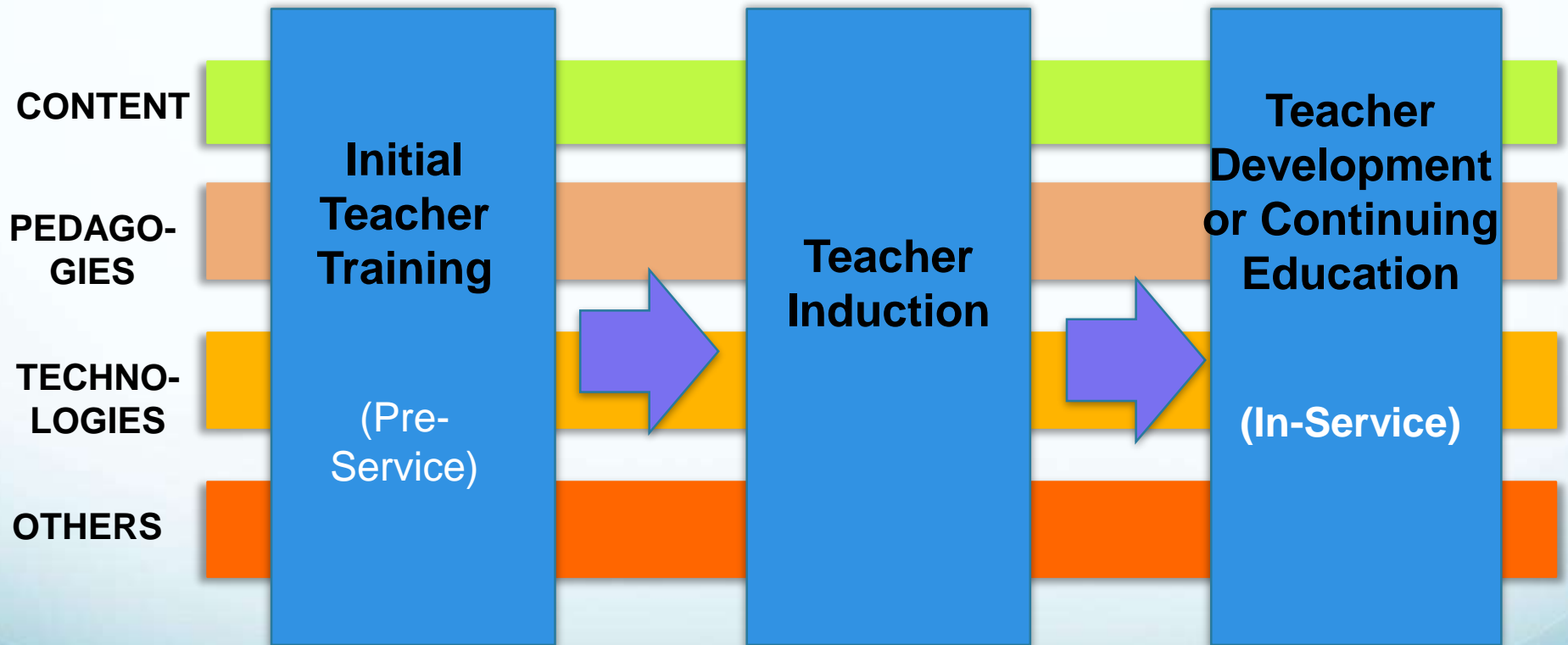
Teacher Education



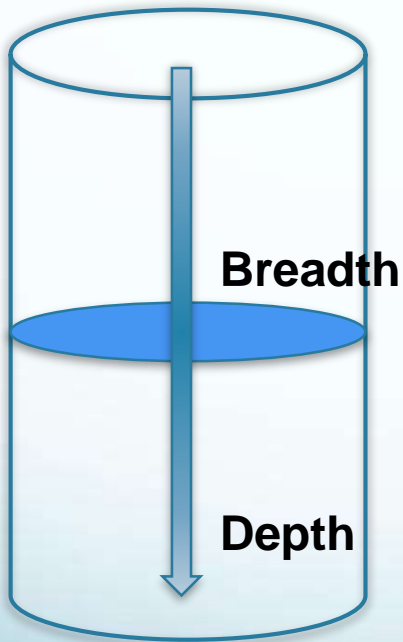
Source: https://en.wikipedia.org/wiki/Teacher_education



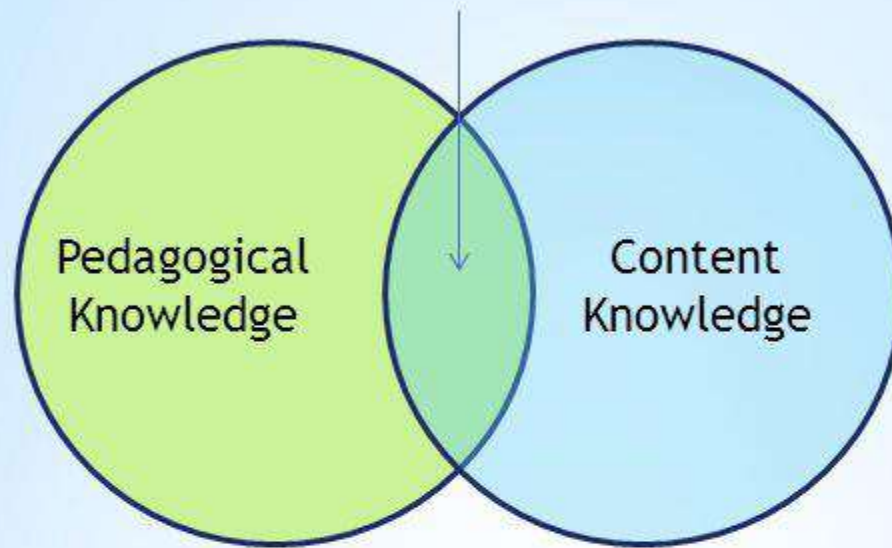
Teacher Education



- ☐ Scope
- ☐ Sequence
- ☐ Continuity
- ☐ Integration



Pedagogical Content Knowledge



Content Knowledge:
Teachers know and understand the subjects they teach, as well as theories, procedures, and frameworks.

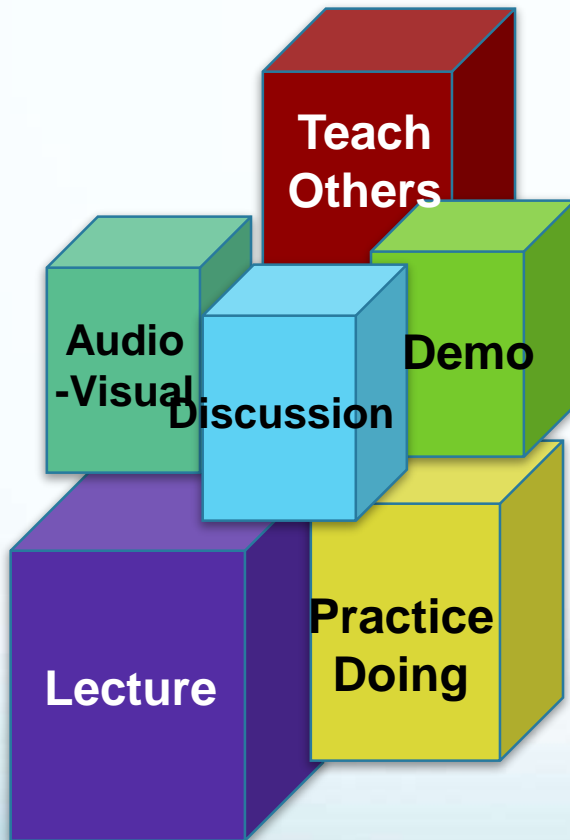
Pedagogical Knowledge:
Teachers know the techniques and methods for instruction, including classroom management, lesson planning, and student evaluation.

Pedagogical Content Knowledge:

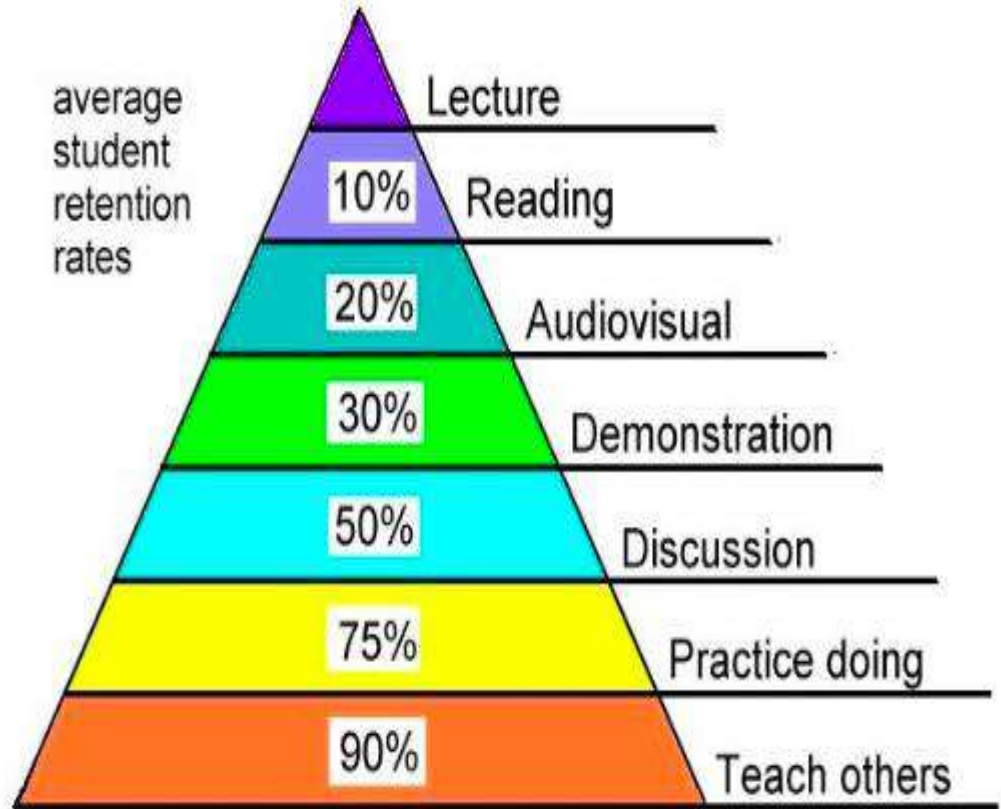
Teachers can transform the subject matter for instruction, and finding different ways to represent the material.

*** PCK Model
(Shulman, 1986)**

INSTRUCTIONAL FORMAT



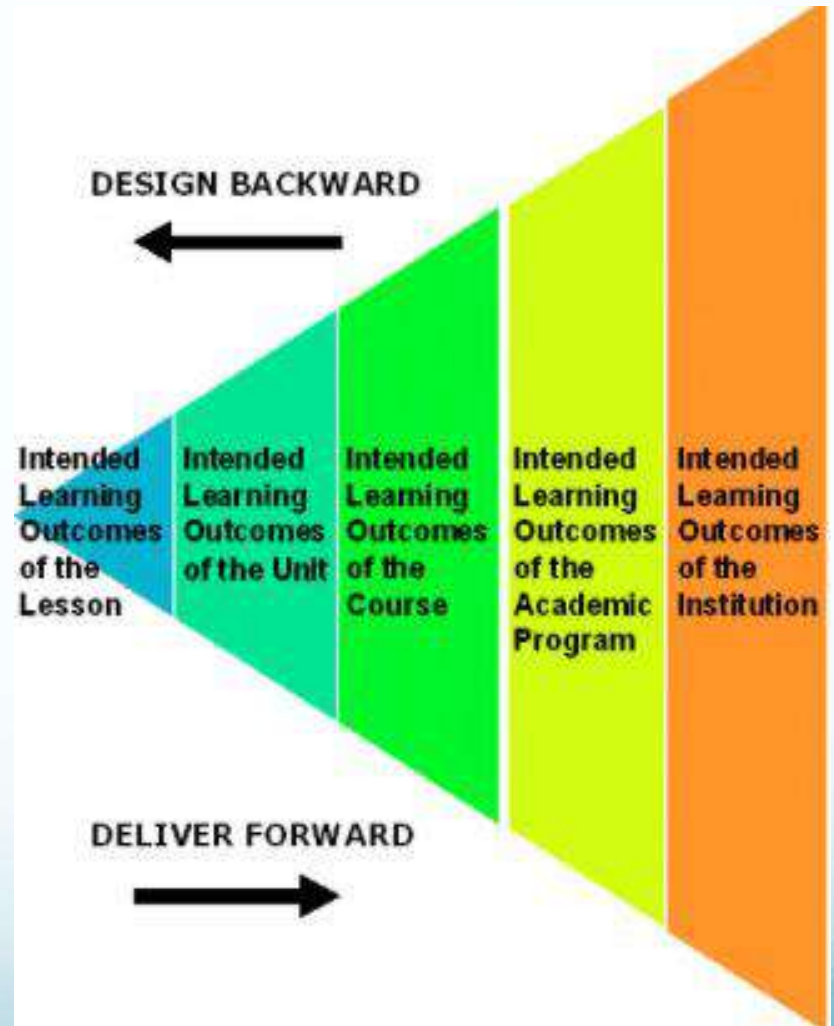
Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

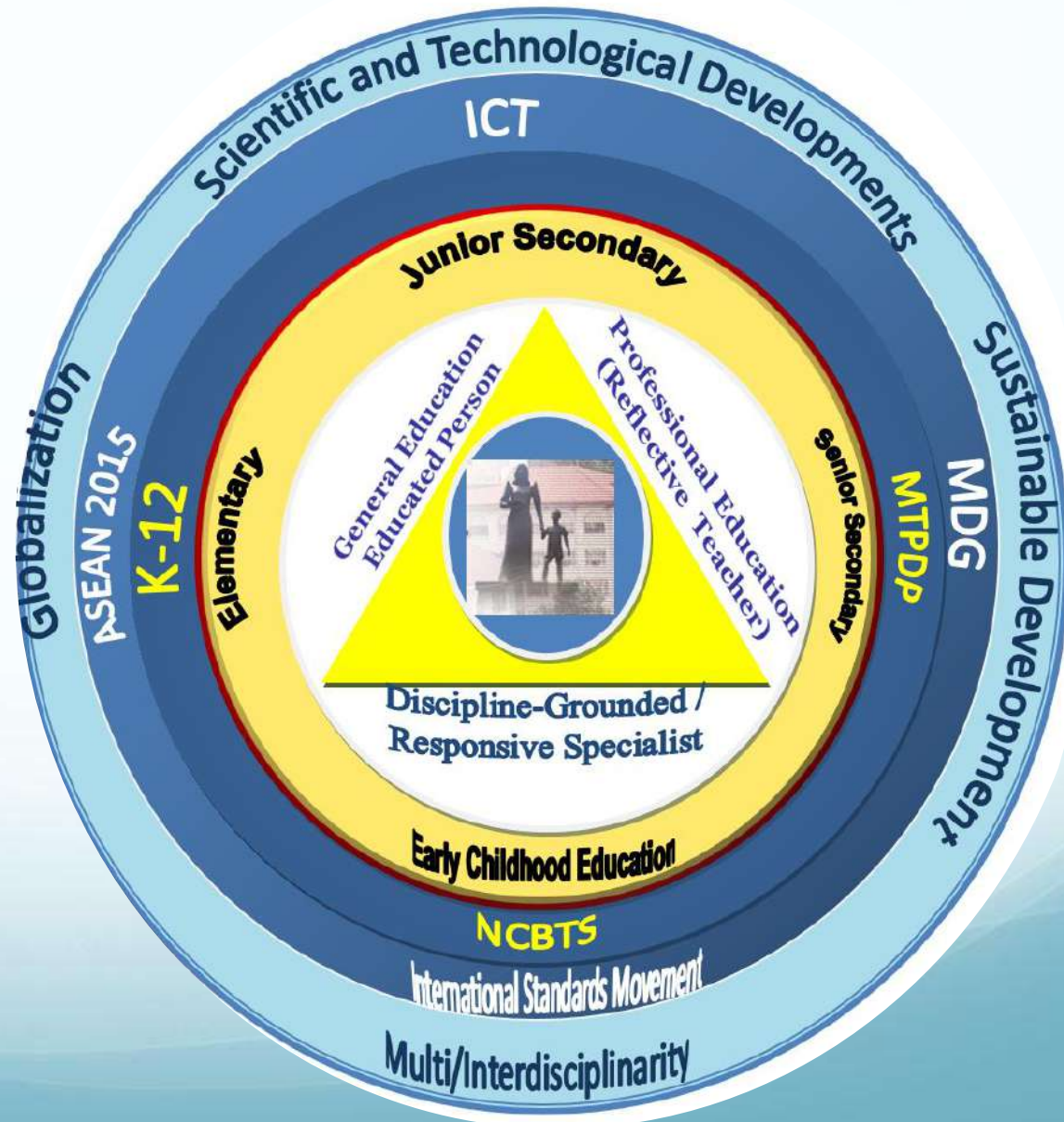


Curriculum Development Process





OUTCOMES BASED TEACHER EDUCATION CURRICULUM (OBTEC) FRAMEWORK (Undergraduate)

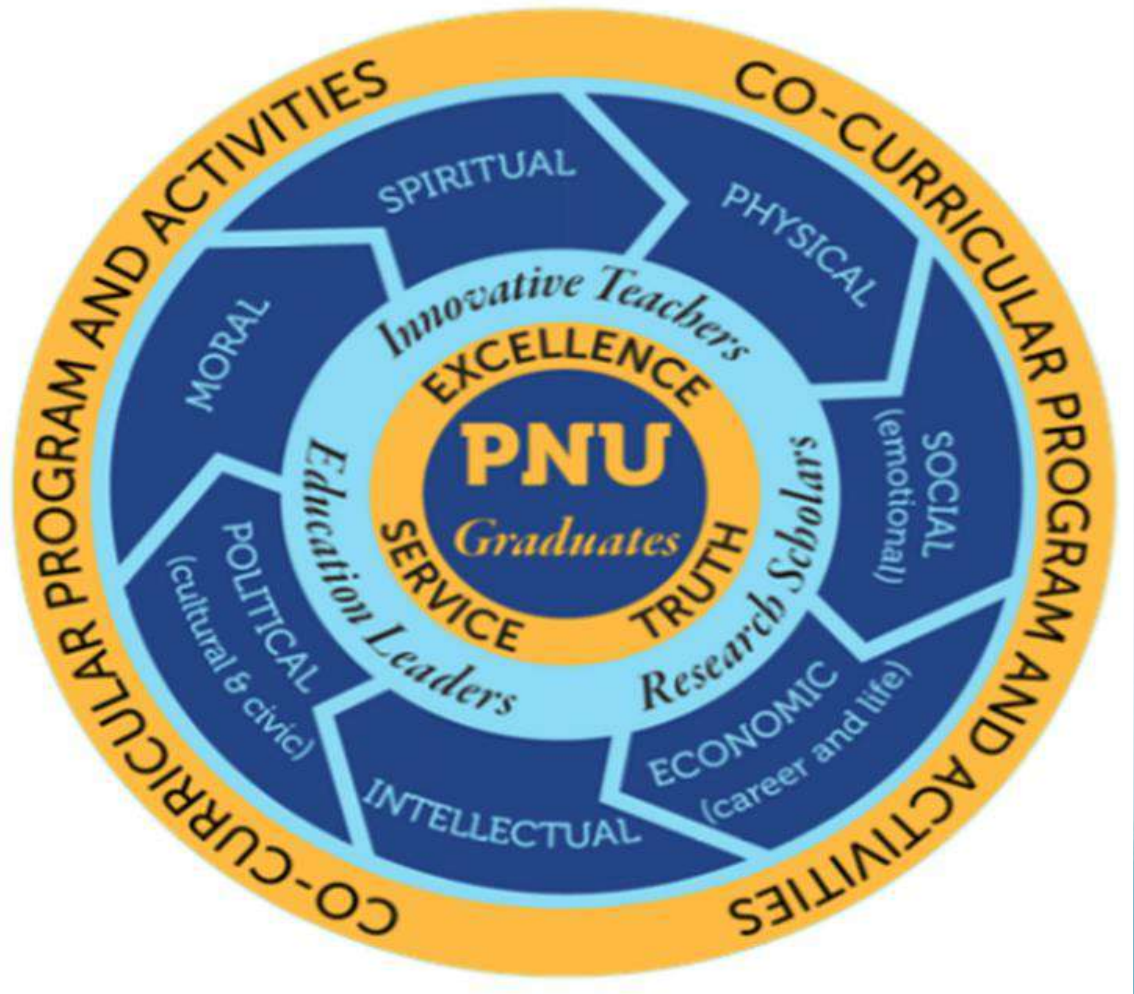


- **Discipline- Grounded**
- **Internationally – Benchmarked**
- **K-12 Responsive**

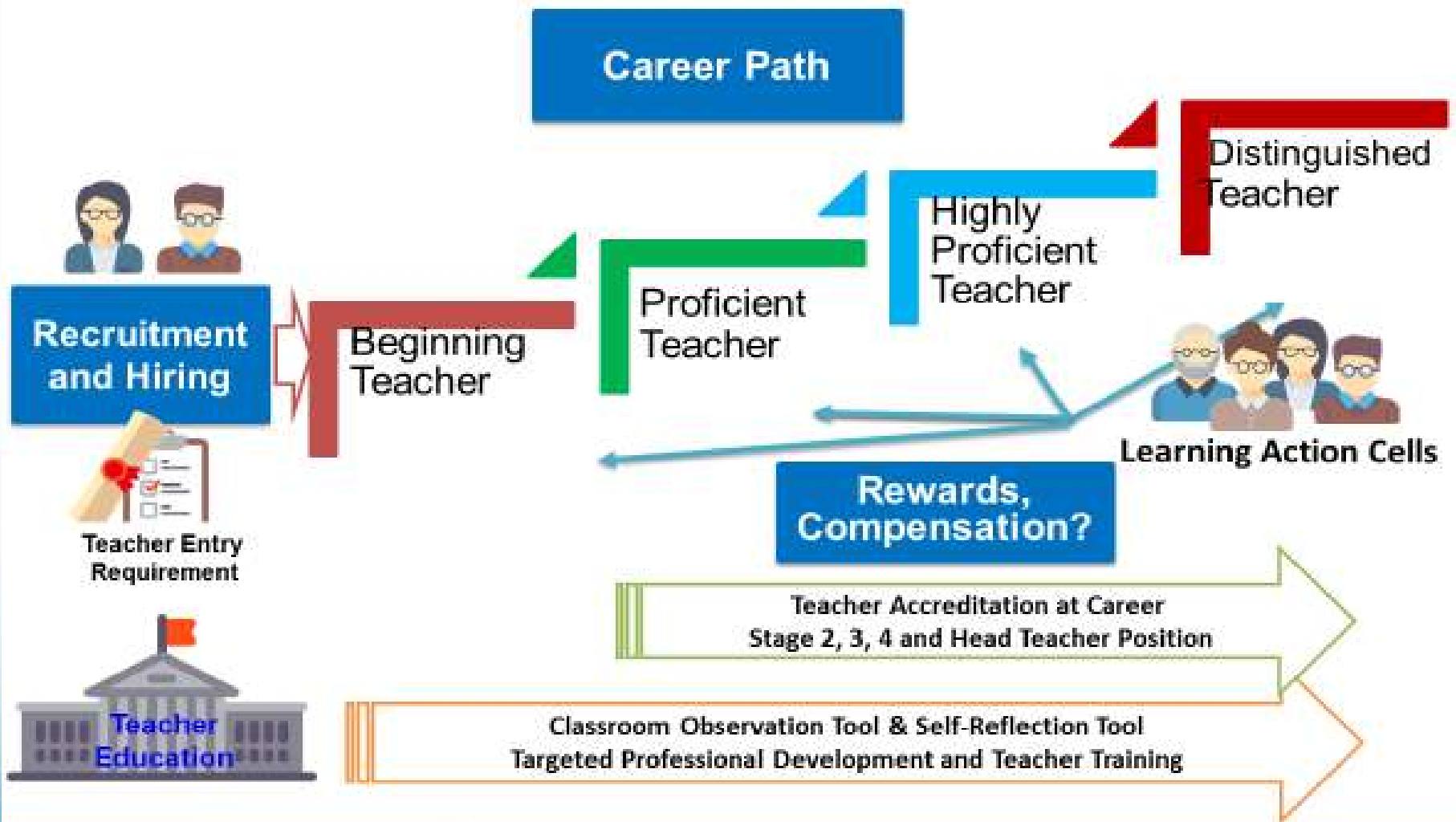




Outcomes-Based Co-Curricular Program (OBCCuP)



PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (PPST)



K to 12

Implementation

- DepEd support for teacher training, instructional materials development
- CHED support for Senior HS materials development
- Involvement of universities in delivery of SHS

Issues

- Limitations on time and resources
- Teacher Capability for higher level subjects

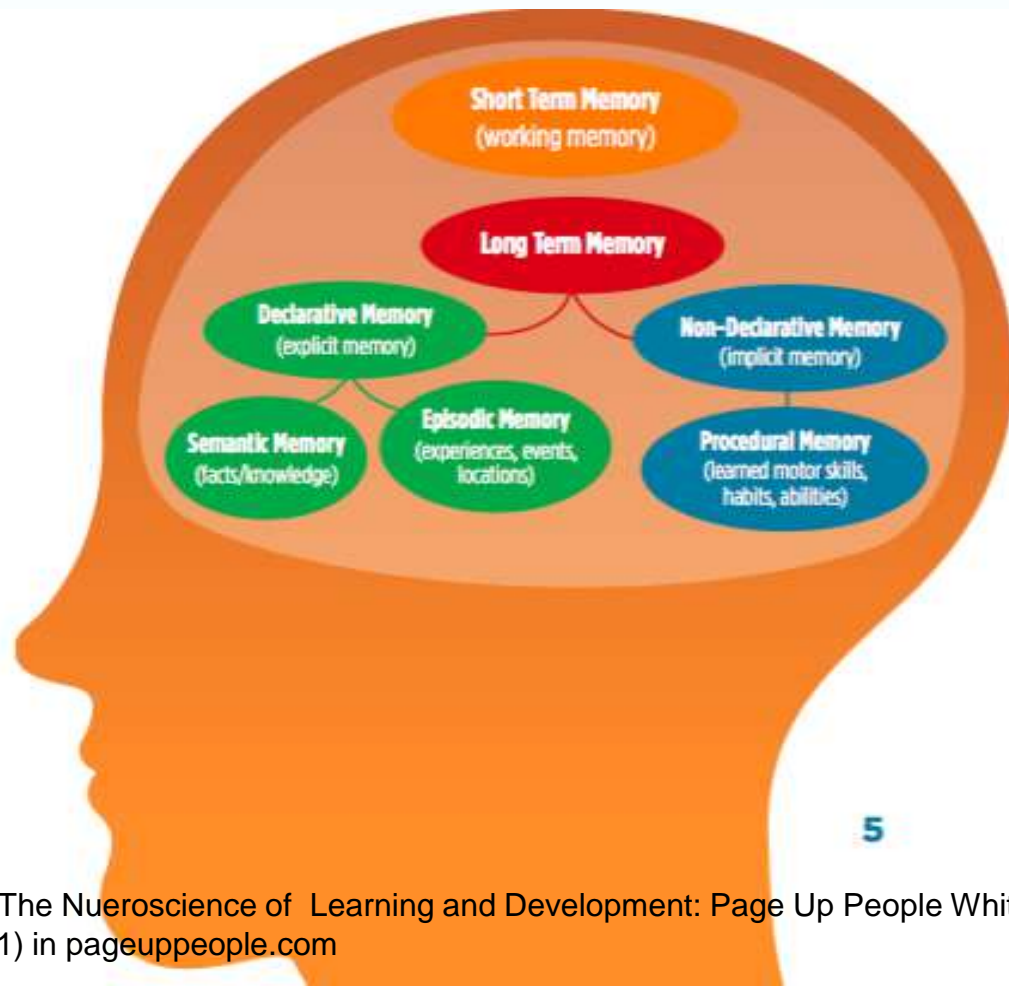
Challenges

- Teacher training, recruitment and development
- Assessment tools
- Learning environment and facilities
- Understanding the learner for appropriate pedagogical approaches



The Learner

Brain Studies and Education Neuro Science



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The Learner

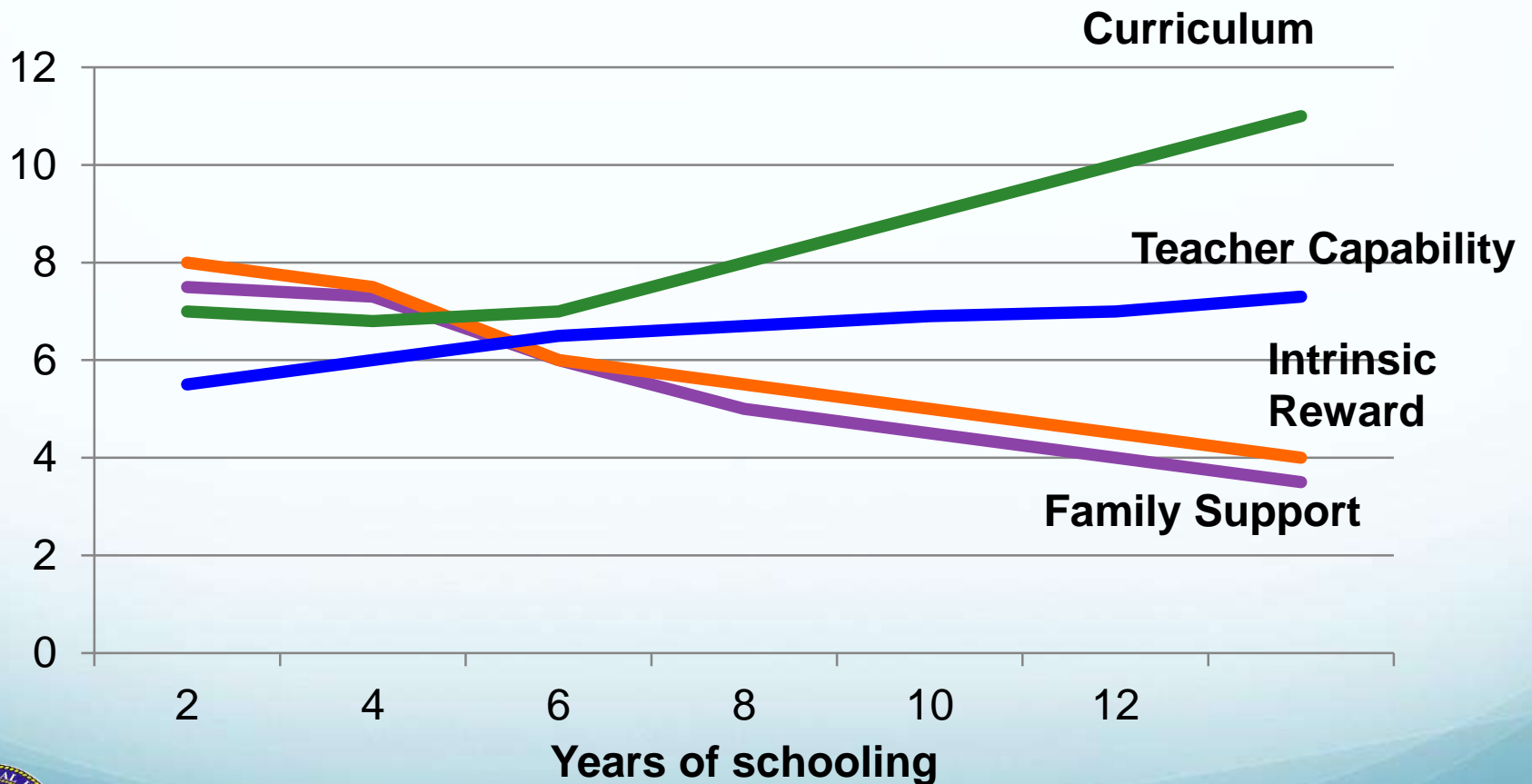


- Both *nature* and *nurture* affect the learning brains
- The brain is *plastic*
- The brain's response to reward is influenced by expectations and uncertainty
- The brain has mechanisms for self regulation
- Education is a powerful form of cognitive enhancement
- There are individual differences with basis in the brain
- Neuroscience informs adaptive learning technology

Source: Neuroscience: Implications for education and lifelong learning (2011)



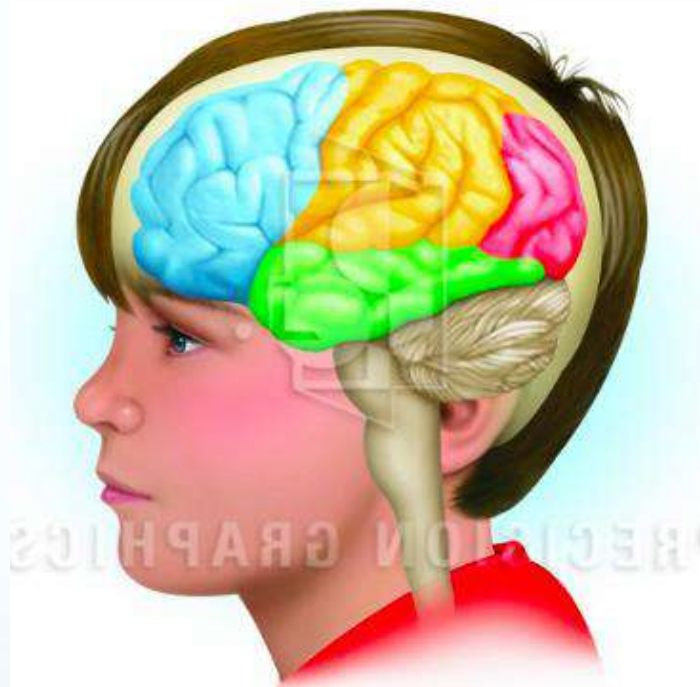
What factors affect Mathematics Performance?



Growth vs Fixed Mindset




Understanding the Learner



K to 12



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thank
you



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