

Implementation of SHS: Current Efforts of TEIs/HEIs

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About K to 12: The Last Word (Maybe?)

‘The K to 12 basic education program rolled out by the preceding term led by Br. Armin Luistro should be seen in light of the challenge of raising the quality of education. K to 12 is not just about adding school years for basic education to be at par with international norm; it is foremost about the content and the intended outcomes in terms of upgrading education quality.’ -Dr. Leonor M. Briones, DepEd Secretary, Lecture at the Education Summit 2016, Nov. 3, 2016

About Senior High School

Republic Act 10533 or the Enhanced Basic Education Act of 2013 approved on May 15, 2013, which adds two years of senior high school, is about developing an enhanced basic education curriculum that will make every learner ready for higher education or work anywhere, equipped with 21st century skills (learning and innovation skills; effective communication skills; and life and career skills).

Status of enrolment in Grade 11*

*DepEd Data, 2016

- Enrolment in the first year of senior high school in 2016, which many believed will result in massive drop-outs, turned out much better than anticipated based on the data gathered by DepEd.
- As of August 2016, 1,517,310 have enrolled in Grade 11.
- Of this, 1,460,970 were from the 1,483,388 Grade 10 completers. Or 98.4%.
- 54,262 were *Balik-aral* students and 2,378 were passers of DepEd's Accreditation and Equivalency Test.

Enrolment in SHS for SY 2016-2017*

*DepEd Data, Aug. 2016

TRACKS	PUBLIC	PRIVATE	SUCs	TOTAL
A. Academic	419,963	475,562	29,494	925,019
1. ABM	67,179	145,659	6,618	219,456
2. HUMMS	71,069	67,717	5,943	144,729
3. STEM	54,581	159,325	14,024	277,930
4. GAS	227,061	100,198	2,909	330,159
5. Pre-baccalaureate Maritime	73	2,672	-	2,745

Table 1

Cont. Table 1

Enrolment in SHS for SY 2016-2017*

*DepEd Data, Aug. 2016

TRACKS	PUBLIC	PRIVATE	SUCs	TOTAL
B. Tech-Voc-Livelihood	392,808	199,089	11,054	602,951
C. Sports	1,693	1,239	243	3,175
D. Arts and Design	2,602	2,978	321	5,901
TOTAL	817,066	678,868	41,112	1,537,046

Current Efforts of TEIs/HEIs in Implementing SHS

Schools Surveyed	Track/s offered
Bukidnon State University (BuKSU)	All tracks
Mariano Marcos State University (MMSU)	ABM, STEM
Palawan State University (PalSU)	ABM, STEM
Polytechnic University of the Philippines (PUP)	All tracks
Western Mindanao State University (WMSU)	STEM, Academic, Tech-Voc (ICT, H.E.), Sports

Schools Surveyed

Are all SUCs

Has a established laboratory school

Are all comprehensive universities

Has opened SHS beginning SY 2016-2017

BukSU

Challenges Encountered

- Lack of classrooms
- Delayed release of vouchers
- Grade 10 completers have not been issued their voucher certificate number
- Lack of materials
- Need to train teachers for SHS
- Need for assessment tools

Efforts to Address the Challenges

- Requested DepEd/CHED to provide training of SHS teachers
- Requested COEs/CODs to provide teacher training
- Invited practitioners in diff. fields (accountants) to teach
- Invited the college faculty to teach in SHS
- Developed assessment strategies for SHS

MMSU

Challenges Encountered

- Lack of qualified faculty to teach SHS
- Delayed release of DepEd vouchers

Efforts to Address the Challenges

- Invited college faculty to teach SHS
- Limited the enrolment in their laboratory school
- Designated a SHS coordinator who liaise with DepEd
- Identified classrooms for SHS students
- Limited hiring of new faculty

PalSU

Challenges Encountered

- Lack of qualified faculty to teach SHS
- Lack of classrooms and facilities
- Lack of instructional materials/textbooks
- Need to train teachers in SHS
- Need for assessment tools
- Lack of syllabi
- Need for appropriate teaching methodologies
- Need for parents' cooperation and support

Efforts to Address the Challenges

- Requested DepEd/CHED to provide training to SHS teachers
- Requested COEs/CODs to train their teachers
- Requested for more funding from DEpEd/CHED
- Invited college faculty to teach in SHS
- Developed assessment tools and instructional materials/textbooks

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PUP

Challenges Encountered

- Lack of classrooms and facilities
- Lack of textbooks
- Need to train teachers in SHS
- Need for assessment tools
- Lack of syllabi
- Need for appropriate teaching methodologies
- Delayed release of DepEd vouchers

Efforts to Address the Challenges

- Requested DepEd/CHED to provide training to SHS teachers
- Invited practitioners in diff. fields
- Requested for more funding from DEpEd/CHED
- Invited college faculty to teach in SHS
- Developed assessment strategies for SHS
- Hired more teachers in particular content areas

WMSU

Challenges Encountered

- Lack of classrooms and facilities (laboratories)
- Need to train teachers in SHS
- Lack of syllabi
- Need for appropriate teaching methodologies
- Delayed release of DepEd vouchers
- Behavior and absences of students
- College faculty have to adjust their teaching methodologies

Efforts to Address the Challenges

- Developed instructional materials/textbooks
- Developed assessment strategies
- Requested for more funding from DEpEd/CHED
- Invited college faculty to teach in SHS
- Hired more teachers in particular content areas
- Conducted close monitoring of classes to improve attendance

‘The SHS program is a very good opportunity for the students to be ready for college. It is an avenue for the JHS completers to be placed in the right track, right course, and right decision.

The program gives (a) chance to students to master concepts.’ - from Mr. Reynaldo T. Oton, Principal, BukSU

'We experienced less problems because we limited our enrolment in our laboratory school. We also limited hiring of new faculty and farmed out subjects in SHS to our regular college faculty displaced by the non-freshmen admission.' - from
Dr. Eliza T. Samson, Dean, College of
Teacher Education, MMSU

‘There is a felt need to orient also some key personnel, such as the people in finance, registrar’s office, those serving as coordinators and guidance counselors, especially because we need to work with DepEd.’ - from Ms. Eunice T. Viray, Palawan State University

‘The SHS has been successfully implemented. There are plenty of challenges but with everyone’s cooperation, the overall result is encouraging. PUPSHS is able to cope with DepEd requirements and other SUCs are benchmarking with PUP.’ -
from Dr. Manuel M. Muhi, VPAA; Dr. Ma. Junithesmer D. Rosales, Dean, College of Education; Prof. Corazon C. Tahil, Principal, PUPSHS, and Ms. Jerissa Gallora, OVPAA Staff

‘There is a need for mass hiring of visiting lecturers to handle SHS subjects. Tertiary faculty need to adjust in teaching/handling SHS subjects.’ - from Eng’r. Elsa Saavedra, WMSU

Observations/Conclusions

- The SHS program is not as difficult to implement as many have predicted if the school is willing to face the challenges it brings.
- Many adjustments have to be made to effectively and efficiently implement it.
- The SHS implementation must be a team effort. The faculty, management, and staff must cooperate closely.
- A study on the SHS implementation must be done to determine how it can still be effectively delivered. Results will be helpful to DepEd.
- Continuous training of SHS teachers should be done, especially for teaching the new courses and equipping them with assessment strategies.

Conclusions

- Best practices of SUCs implementing SHS must be shared with DepEd schools and vice versa.
- Knowledge sharing and collaboration must be undertaken between SUCs and DepEd schools to ensure the sustainability of the SHS program.
- Assessment strategies for SHS must be developed.
- Instructional materials and textbooks for SHS must be developed.
- We could learn more from the experience of other countries in offering SHS to improve our own implementation.

Thank you!