

Senior High School : Its Implications to Policies and Programs in Teacher Education

Brenda B. Corpuz

- **Teacher is the key to curriculum implementation .**
- **Teacher is the single most important factor in the learning of a child.**

Intended Learning Outcomes

- Explain salient features of the K to 12 Curriculum based on the RA10533 and its IRR
- Draw the implications of these salient features to teacher education

Teacher
Education



K to 12
Curriculum

IRR of RA 10533 , Sec 7 . Teacher Education and Training

...the CHED, in coordination with the DepED and relevant stakeholders, shall ensure that the Teacher Education curriculum offered in these Teacher Education Institutes (TEIs) will meet necessary quality standards for new teachers.

- How should TEI s prepare the teacher for the basic education curriculum - the K to 12 Curriculum?

SEC. 3. *Basic Education.* — Basic education ...encompasses **kindergarten, elementary and secondary education as well as alternative learning systems** for out-of-school learners and those with special needs. - RA 10533

We need teachers

for

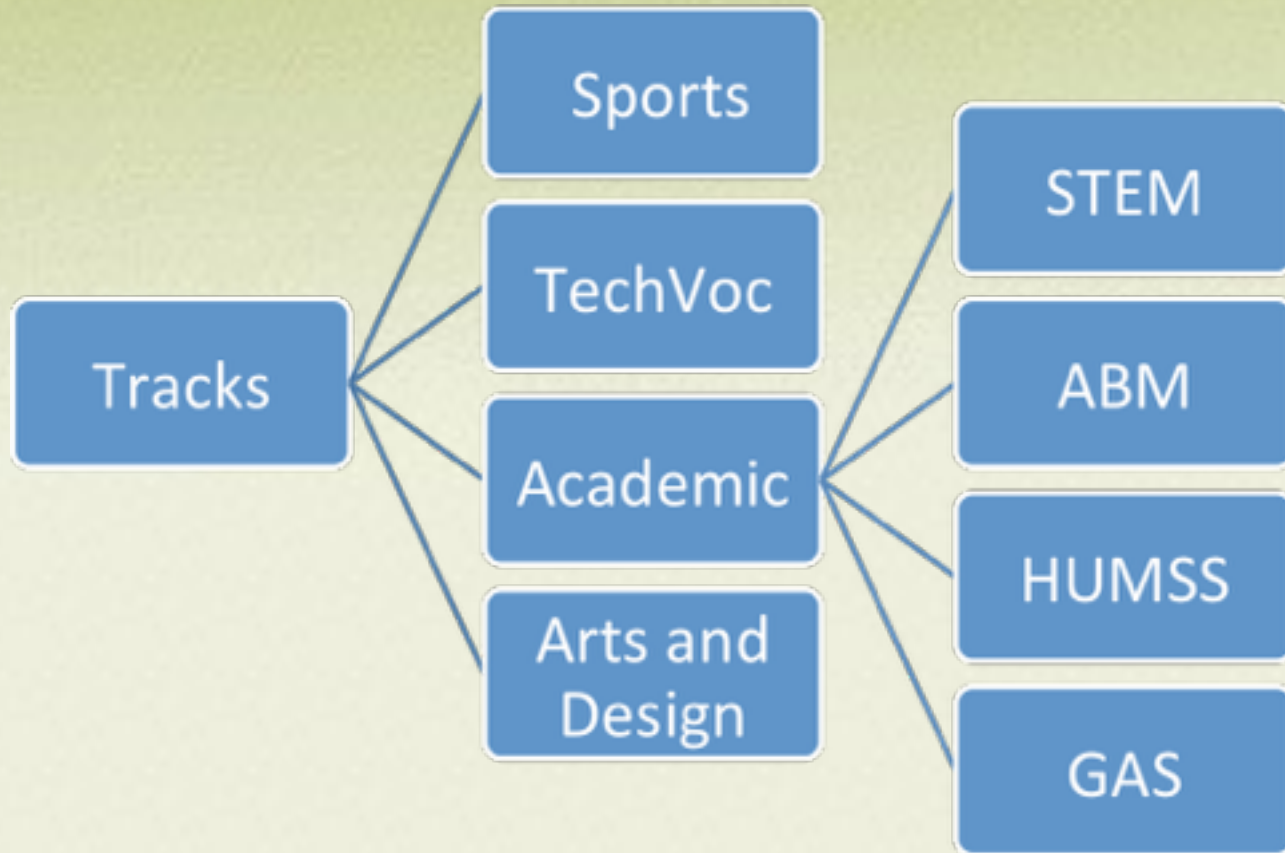
- kindergarten
- elementary education
- secondary education (SHS)
- **alternative learning systems for out-of-school learners and those with special needs**

RA 10533 . SEC. 2. *Declaration of Policy.* —... it is hereby declared the policy of the State that every graduate of basic education shall be an **empowered individual** who has learned ...the **foundations for learning** throughout life, the **competence to engage in work** and be **productive**, the ability to **coexist in fruitful harmony** with local and global communities, the **capability to engage in autonomous, creative, and critical thinking**, and the **capacity and willingness to transform others and one's self**.

K to 12 Graduate

- Ready for work - employment
- entrepreneurship
- Ready for College -
- Ready for life and for the world

Tracks and Strands



...

We need teachers

who can teach the students choosing any of the track and strand

...

We need TLE teachers
with NC II and Certified Trainers (TM)

For K to 3

... instruction, teaching materials and assessment shall be in the regional or native language of the learners.

We need capable teachers to implement the MTB-MLE

Standards and Principles in the Development of the Enhanced Basic Education Curriculum (RA10533)

The DepED shall adhere to the following:

(a) The curriculum shall be learner-centered, inclusive and developmentally appropriate;

IRR

**Section 8. Inclusiveness of Enhanced
8.1. Programs for the Gifted and
Talented.** These shall refer to
comprehensive programs for the gifted
and talented learners in all levels of
basic education.

8.2. Programs for Learners with Disabilities. These shall refer to the comprehensive programs designed for learners with disabilities which may be home-, school-, center- or community-based.

IRR

8.3. Madrasah Program. This shall refer to the comprehensive program using the Madrasah curriculum prescribed by the DepEd, in coordination with the Commission on Muslim Filipinos, for Muslim learners in public and private schools.

IRR

8.4 Programs for Indigenous Peoples

IRR

8.5. Programs for Learners under Difficult Circumstances - programs for learners under difficult circumstances, such as, but not limited to: **geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices.**

Programs for the Gifted and Talented

Programs for Learners with Disabilities

Inclusive Education

Madrasah Program
Programs for Learners under
Difficult Circumstances.

**Indigenous Peoples (IP)
Education Program.** This shall
refer to the program . that

RA 10533

(c) The curriculum shall be culture-sensitive;

(d) The curriculum shall be contextualized and global;

RA 10533

(h) The curriculum shall be flexible enough to enable and allow schools to **localize, indigenize** and enhance the same based on their respective educational and social contexts.

The production and development of locally produced teaching materials shall be encouraged
...

BS Non-Education Graduates

- Be prepared for the LET

IRR

10.3. Production and Development of Materials. The production and development of locally produced teaching and learning materials shall be encouraged.

Equip teachers

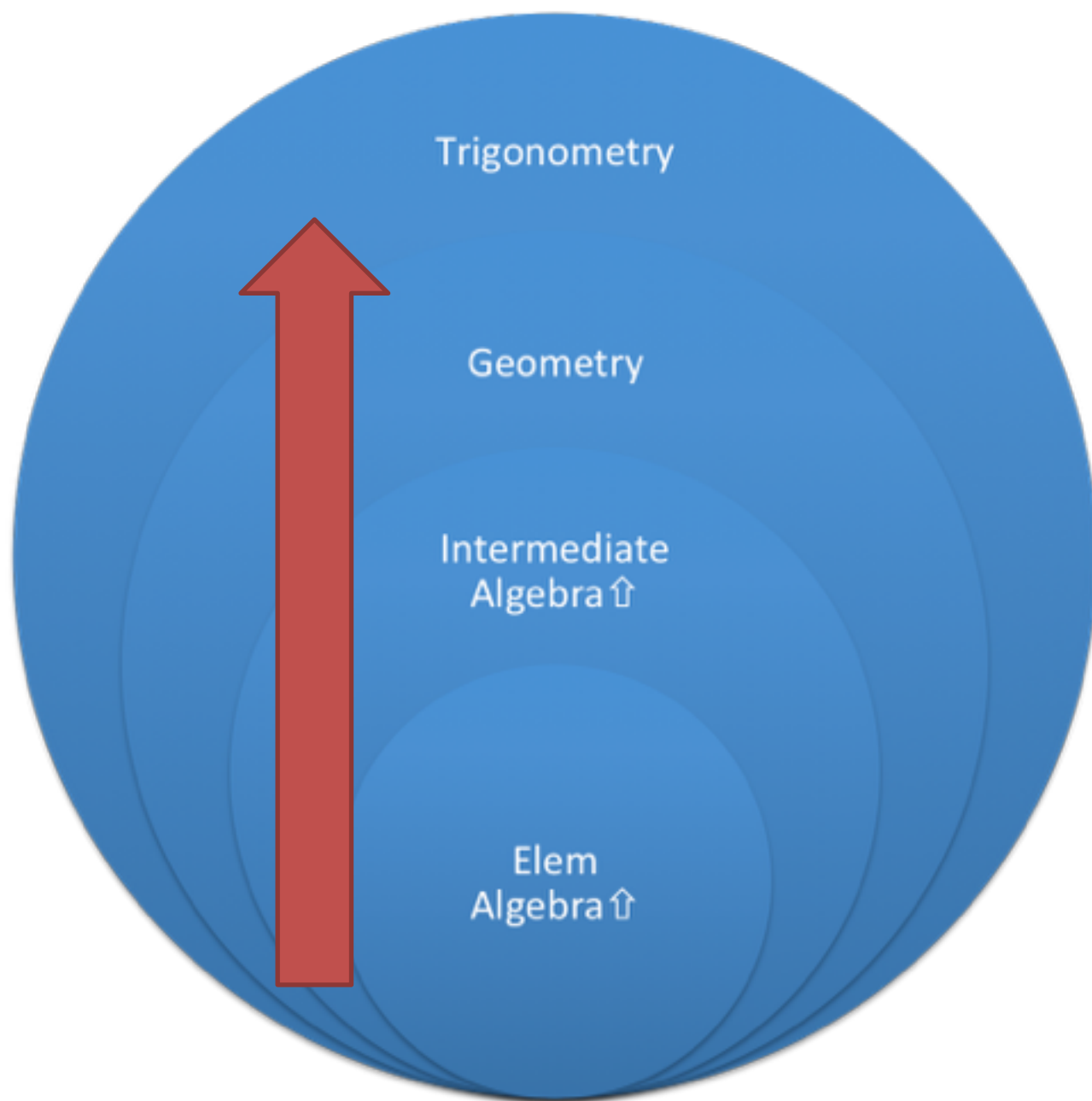
**with the skill to produce and
develop local teaching-learning
materials - MTB-MLE**

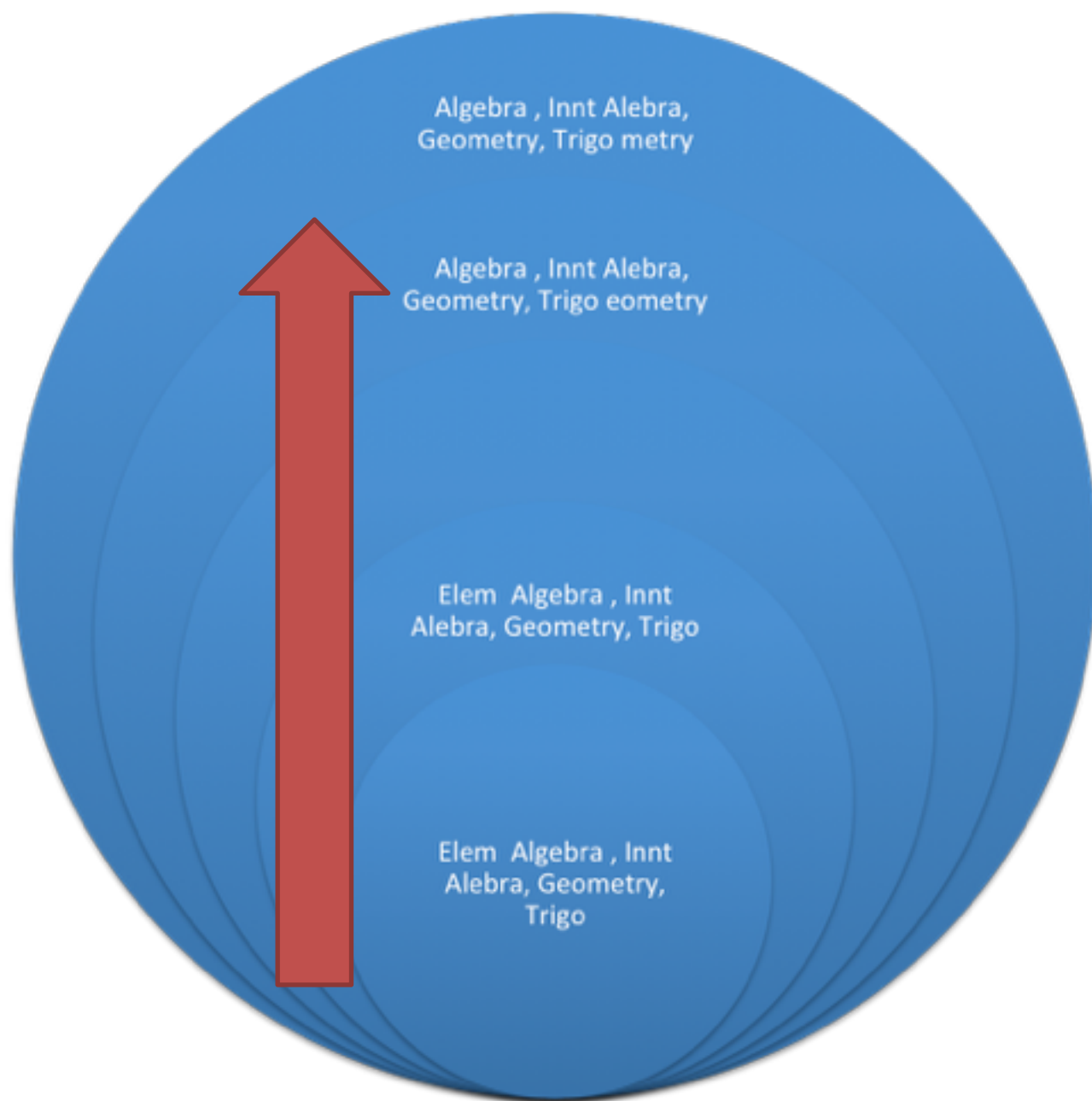
RA 10533

(e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;

RA 10533

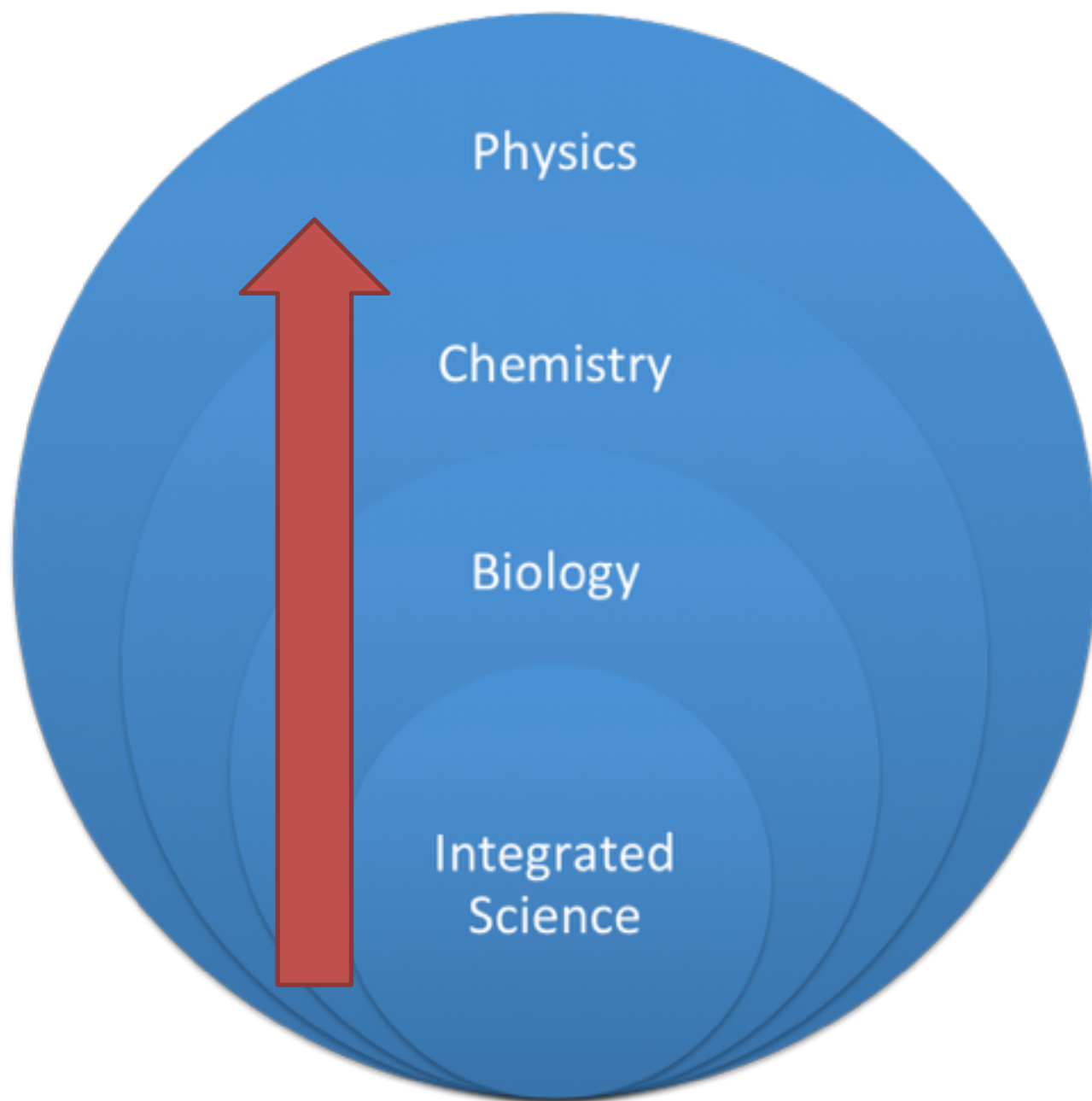
The curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level.

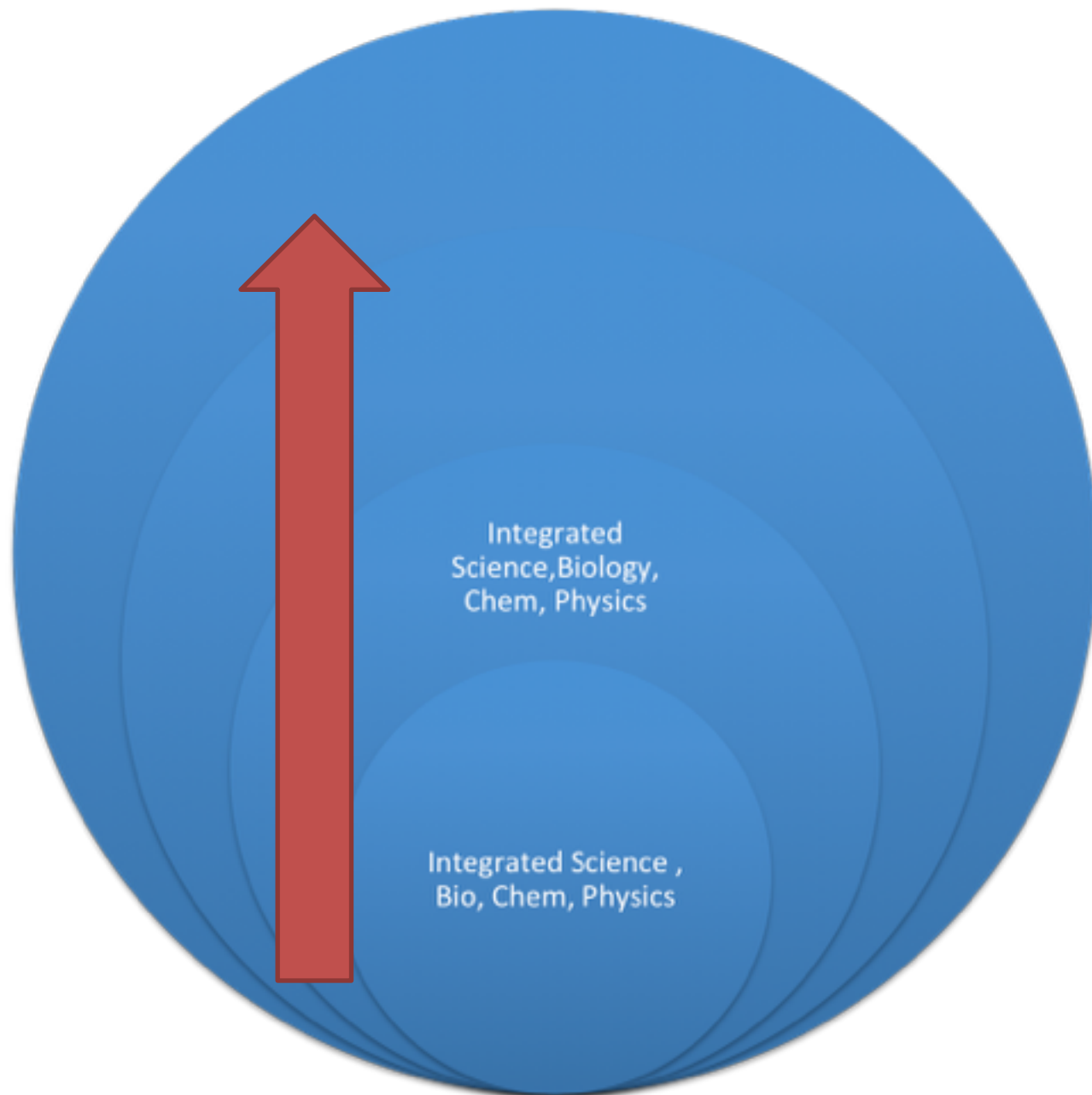




Math Teacher

- Should be able to teach all - Elem Algebra, Intermediate Algebra, Geometry , Trigonometry
- Integrative in approach





We need to prepare Science Teachers

- Who can teach all of these - Integrated Science, Biology, Chemistry and Physics
- Not only Biology , Chemistry, Physics
- Integrative in approach

The Animal School : A Fable

by George Reavis

Once upon a time the animals decided they must do something heroic to meet the problems of a “new world” so they organized a school. They had adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming. In fact, better than his instructor. But he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school so nobody worried about that, except the duck.

The rabbit started at the top of the class in running but had a nervous breakdown because of so much makeup work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of the treetop down. He also developed a “charlie horse” from overexertion and then got a C in climbing and D in running.

The eagle was a problem child and was disciplined severely. In the climbing class, he beat all the others to the top of the tree but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well and also run, climb and fly a little had the highest average and was valedictorian.

A Big
THANK
you!

A large, hand-drawn red heart outline is positioned to the left of the text, partially overlapping the word 'THANK'.