



K to 12 Toolkit



Reference Guide for Teacher Educators, School Administrators and Teachers

2012



K T O 12 T O O L K I T

Resource Guide for Teacher Educators, School
Administrators and Teachers

2012

Philippine Copyright 2012

Southeast Asian Ministers of Education Organization (SEAMEO)
Regional Center for Educational Innovation and Technology (INNOTECH)

ISBN 978-971-0487-58-5

All rights reserved.

No part of this publication may be reproduced or distributed in any form or
any means or stored in a database or retrieval system without prior written
permission of SEAMEO INNOTECH.

<http://www.seameo-innotech.org>

MESSAGE FROM THE DEPARTMENT OF EDUCATION

We are embarking on what is arguably the most comprehensive basic education reform initiative ever done in the country since the establishment of the public education system more than a century ago. The challenges are great and the task is daunting, but I am confident that through all of you, the brave and selfless men and women who have taken up the noble vocation of teaching, there is nothing we cannot accomplish together.

And what is it exactly we aim to achieve? It is easy to fixate on the obvious with regard to the K to 12 Basic Education Program. Yes, together we will make early childhood education a reality for all Filipinos and not just for those who can afford to pay. Yes, together we will fundamentally reform the basic education curriculum so that our learners have a true mastery of basic competencies and a more deliberate path to the world of work and entrepreneurship or are better prepared for higher learning.

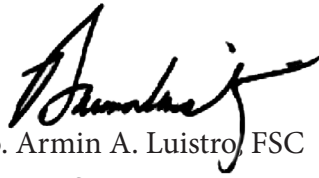
But beyond these lofty goals, we are all here to rebuild the basic education system that Filipinos from every walk of life, background, and persuasion deserve. We are here to make basic education work.

The impetus for meaningful education reform is clear: the realities of our modern world require a different kind of Filipino. The Filipino must be a lifelong learner. The Filipino must be holistically developed. The Filipino must be globally-oriented and locally-grounded. Ang Bagong Pilipino – higit sa pagiging maka-tao, maka-Diyos, maka-bayan, at maka-kalikasan—ay kailangan magtaglay ng kasanayan at pananaw na angkop sa 21st Century. Ito po ang layunin ng K to 12 Program, na mabigyan ng sapat at pantay na pagkakataon tungo sa isang disente at marangal na buhay ang bawat Pilipino.

I hope all of you are as excited and as fired up as I am, along with the countless others who have painstakingly worked on every facet of the K to 12 Program, to see this reform measure through. There will always be those who doubt our capacity and question our sincerity. There will always be those who, while respectful of our intentions, fundamentally disagree with the approaches we choose to take. This may come as a surprise, but I welcome the scrutiny and to a certain extent, even the cynicism. Basic education should inspire passions or society writ large is simply neglecting its responsibility of nurturing its members. But to everyone, those who agree with us and especially to those who disagree, I have a simple message: the Department is here to serve all of you. I genuinely believe that the K to 12 Program, along with the broader basic education reform agenda of this government, will benefit every Filipino.

Marami pong salamat sa walang sawa ninyong paglilingkod sa ating mga kabataan at mag-aaral. Kadalasan po ay sadyang mahirap ang pagtugon sa tawag ng ating katungkulan. The job may seem thankless and futile at times, but please keep the faith.

Years and decades from now, we will all collectively look back at this period as a time of immense flux and more importantly, of incredible courage and dedication. It is never easy to reform a system as huge and as entrenched as basic education. But with all of you in the frontlines, hindi lang po kakayanin kundi kayang-kaya natin!

A handwritten signature in black ink, appearing to read 'Armin A. Luistro', with a stylized flourish at the end.

Bro. Armin A. Luistro, FSC

Secretary

Department of Education

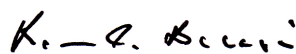
MESSAGE FROM SEAMEO INNOTECH

The widespread international commitment to realize Education for All (EFA) solidifies the inherent value of basic education not only for individual development but also for the overall social development of any nation.

The Philippines' commitment to EFA is being realized with the fulfillment of EFA Plan of Action 2015 Critical Task No. 5, which mandates lengthening its cycle of basic education to 12 years. As such, President Benigno Simeon Aquino III, in his first State of the Nation Address (SONA) in July 2010, made it a priority to lengthen the education cycle in the country. Aligned with the current administration's commitment, the Philippine Department of Education (DepEd) is now implementing the K to 12 Education Program.

The Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) has been providing support to DepEd, first by undertaking a regional review of the curricula of four Southeast Asian countries—Brunei Darussalam, Malaysia, Singapore, and the Philippines. The study affirmed that basic education in the country must undergo reforms to meet the demands of the twenty-first century. Furthermore, SEAMEO INNOTECH has committed to allocate funds to develop K to 12 collaterals, including a K to 12 Toolkit to assist the DepEd in relaying important information that is critical to the full understanding of the K to 12 education reform initiative.

SEAMEO INNOTECH hopes that with the publication of this K to 12 Toolkit, the teachers, school heads, and other education stakeholders will be better informed and be more supportive of the critical and urgent task of reforming education through the K to 12 Education Program.



Dr. Ramon C. Bacani

Center Director

SEAMEO INNOTECH

TABLE OF CONTENTS

Introduction	1
Section 1: General Information	7
The Meaning of K to 12	7
The Vision of K to 12	7
The New Learning Goals	9
Significant Changes in the Curriculum	10
Significant Changes in the Education Structure	13
The Transitional Arrangement from the 2002 BEC/2010 SEC to K to 12 Curriculum	14
Section 2: Reforms in Kindergarten	15
The Importance of Kindergarten	15
The Implementation of Mandatory Kindergarten	15
Age Requirement for Kindergarten Program	16
Curriculum for Kindergarten Classes	16
Learning Activities in Kindergarten	18
Assessment in Kindergarten	18
Medium of Instruction in Kindergarten	20
Section 3: Reforms in Elementary Education	21
Key Changes in the Elementary Education Level	21
Mother Tongue-Based Multilingual Education (MTB MLE)	22
First Language as a Learning Area	22
Mother Tongue as Medium of Instruction	23
Time Allotment per Learning Area	23
Section 4: Reforms in Secondary Education	25
Key Changes in the Secondary Education Level	25
The Career Pathways	27
Models of Career Pathways	27
Technical Vocational Track	29
Case 1: Don Bosco Technical College High School Department	29
Case 2: San Pedro Relocation Center National High School	30
Academic Track	31
Case 1: Manila Science High School	32
Time Allotment per Learning Area	33

Section 5: The K to 12 Learning Areas	35
The Learning Areas	35
Integrated Language Arts	36
Mathematics	37
Science	39
Edukasyon sa Pagpapakatao	40
Araling Panlipunan	42
Music, Arts, Physical Education and Health (MAPEH)	43
Technology and Livelihood Education (TLE)	46
The Learning Areas in Senior High School	47
Section 6: The Alternative Delivery Modes	49
Alternative Delivery Modes (ADMs): Providing Access to Education	49
ADMs for Elementary	50
ADMs for High School	51
Section 7: The K to 12 for Alternative Learning System	53
Education for All through Alternative Learning System (ALS)	53
ALS Programs	54
Changes to ALS under K to 12 Education Reform	55
Section 8: Reforms in the Assessment System	57
Features of K to 12 Assessment	57
The Classroom Assessment	58
The Ratings of Learning Outcomes	58
The National Assessment System to K to 12 Education Program	60
Section 9: The K to 12 Teacher	61
Attributes of K to 12 Teachers	61
Roles of Teachers in the K to 12 Education Program	63
Section 10: K to 12 Frequently Asked Questions	65

INTRODUCTION

Improving the Philippine Education System through the K to 12 Education Program



The Philippines is committed to achieving its Education for All (EFA) goals not only for the development of each Filipino, but also for the overall social and economic progress of the country. Part of the Philippine Education For All Plan of Action 2015, is Critical Task No. 5, “the expansion of basic education, targeting that by 2015, the Philippines has lengthened its cycle of basic education schooling to make it twelve years.”

The Department of Education (DepEd) and allied stakeholders are responding to the urgent and critical need to improve the quality of basic education in the Philippines through a major education reform known as K to 12, which means kindergarten and the six years of elementary and six years of secondary education. The reform includes decongesting and enhancing the basic education curriculum for learners to master basic competencies, lengthening the cycle of basic education to cover kindergarten through year 12. Expanding the basic education by adding kindergarten and two years in high school ensures that graduates earn the necessary skills and reach the employable age to qualify entrance into the world of work, if they desire or need to do so. On the other hand, graduates who opt to go to tertiary education are deemed better prepared for college study/work.

Educational Reforms



Expanding the duration of basic education. The Philippines is the only country in Southeast Asia and one of the only three countries in the world with a ten-year program prior to entry to the university.

Two more years of basic education will be added to the existing four-year high school program to extend the basic education from ten years to 12 years. Aside from two years in high school, one year of kindergarten has now become part of basic education.

The K to 12 basic education curriculum will prepare students with life skills that they earn while schooling. The curriculum will enable students to acquire Certificates of Competency (COCs) and National Certifications (NCs) issued by the Technical Skills Development Authority (TESDA). These NCs signify that K to 12 graduates have acquired middle level skills and will have better opportunities for gainful employment. The additional years will also ensure that K to 12 graduates are better prepared for college.

Comparison of the Duration of Primary to Pre-University Education in Southeast Asia

Country	Years of Primary Education	Years of Secondary Education		Total Primary and Secondary	Pre-university	Total Basic and Pre-university Education Duration
Brunei Darussalam	6	2/3	3	11/12	2/3	13/14/15
Cambodia	6	3	3	12	1 (foundation year)	13
Indonesia	6	3	3	12	1 (foundation year)	13
Lao PDR	5	3	3	11	2 (foundation years)	13
Malaysia	6	3	2	11	2/3	13/14
Myanmar	5	4	2	11	1	12
Philippines	6	4	0	10	-	10
Singapore	6	2	2/3	10/11	2/3	12/13/14
Thailand	6	3	3	12	-	12
Timor-Leste	6	3	3	12	-	12
Vietnam	5	4	3	12	2/3 (junior college)	14/15

Source: SEAMEO INNOTECH, 2012. *K to 12 in Southeast Asia: Regional Comparison of the Structure, Content, Organization, and Adequacy of Basic Education, Philippines*

Main Features of the Enhanced K to 12 Curriculum. In the old curriculum, so much knowledge, skills, and values were expected to be learnt by students within a limited period of time. Moreover, learning tended to be more focused on content, which was fragmented and disintegrated. These could be some reasons why many Filipino students failed to master the competencies and gain lifelong learning skills necessary for a productive life.

The K to 12 Education Program addresses these shortcomings by reforming the basic education curriculum. The following are some features of the curriculum:

- The K to 12 curriculum is **decongested**. The new curriculum focuses on understanding for mastery and has removed the unnecessarily repeated competencies.

- The K to 12 curriculum is **seamless**. This ensures smooth transition between grade levels and continuum of competencies through spiral progression where learning of knowledge, skills, values, and attitudes increases in depth and breadth. There is also continuity of competencies and standards from elementary to secondary level through a unified curriculum framework. The unified standards and competencies ensures integration of what learners learn across grade levels and across learning areas for a more meaningful learning.
- The K to 12 curriculum is **relevant and responsive** as it centers on the Filipino learner; it is developmentally appropriate (age appropriate) and focuses on succeeding in the 21st century. Moreover, the curriculum responds to the needs of the community: an agricultural town may offer agricultural elective courses; a coastal area, fishery elective courses; an urban area, industrial arts. Learning will be systematically matched with labor market requirements.
- K to 12 Curriculum is **enriched**. It uses integrative, inquiry-based and constructive approaches to develop the competencies of learners.
- K to 12 curriculum is **learner-centered**. It focuses on the optimum development of the Filipino child.

Benefits of the K to 12 Reforms



To Individuals and Families

The improvement that K to 12 education program brings will provide the following benefits to Filipino learners and their families:

- Learners with decongested study loads have more time to master the desired learning competencies. Further, they will be given opportunity to learn beyond academics through a career pathways program, thus allowing for a more holistic development with life skills.
- Graduates will not only gain a high school diploma but they will acquire Certificate of Competencies or National Certification in their field of specialization.
- Graduates will be better prepared for higher education.
- Families can better afford education as the cost of the additional two years in high school is significantly lower than longer collegiate or university level.
- Moreover, one year preschool is now mandatory and is provided for free through Republic Act 10157.

For the Society and the Economy

K to 12 will contribute to economic growth bringing progress to society and to the nation.

Research studies show that:

- Each additional year brings 10% increase in wage earnings¹.
- Longer time spent in education increases likelihood of employment².
- An additional year increases the average 40-year growth rate in Gross Domestic Product by about 0.37 percentage points³.
- A year of schooling typically shows a 25-30 percent rate of return⁴.

A more educated society may lead to higher rates of investment, make everybody more productive through the ability to introduce new and better production methods; and lead to introduction of new technologies (Hanushek, 2005).

For Regional and International Recognition and Competitiveness

The K to 12 education program is designed to overcome the inherent limitations of ten-year basic education. With K to 12, learning and quality of education will improve. As Filipino students learn better, it is expected that the Philippines will improve its performance in international academic examinations and gain international recognition of Filipino professionals.

- Academic degrees of Filipino graduates will now be recognized in other countries.
- The K to 12 curriculum ensures that studies, diplomas, and degrees of Filipinos are recognized as widely as possible.
- Significant changes in the world's education standards brought by globalization increased cross-border provision, and continued expansion of education that have resulted in increased quality assurance of education.

SECTION I: GENERAL INFORMATION



1.1. The meaning of K to 12

K to 12 means Kindergarten and the 12 years of elementary and secondary education. Kindergarten refers to the five-year old cohort that takes a standardized kindergarten curriculum. Elementary education refers to primary schooling that involves six years of education (Grades 1 to 6). Secondary education refers to four years of junior high school (Grades 7 to 10) and two years of senior high school (Grades 11 to 12).

1.2. Vision of K to 12

"We need to add two years to our basic education. Those who can afford pay up to 14 years of schooling before university. Thus, their children are getting into the best universities and the best jobs after graduation. I want at least 12 years for our public school children to given them an even chance of succeeding."

-President Benigno Aquino III

The K to 12 Basic Education Program aims to produce Filipino graduates who are holistically-developed with 21st century skills prepared for higher education, middle-level skills development, employment, and entrepreneurship. Having quality education as a long-term solution to underemployment, malnutrition, and poverty and is line with the agenda of the Aquino administration.

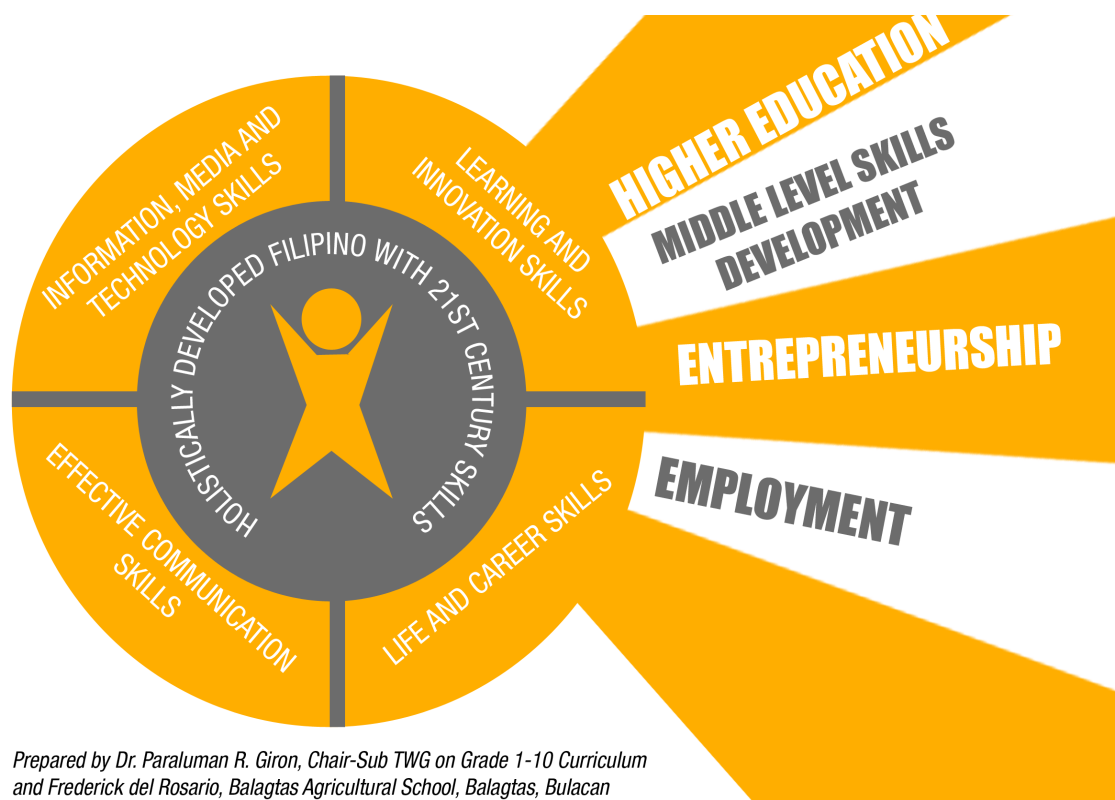
Filipino graduates are envisioned to:

- Possess sufficient mastery of basic competencies (e.g., literacy, numeracy, problem solving, etc) to develop themselves to the fullest;
- Be emotionally developed and competent to live a meaningful life;
- Be socially aware, pro-active, and involved in public and civic affairs and contribute to the development of a progressive, just and humane society;
- Be adequately prepared for the world of work or entrepreneurship or higher education;
- Be legally employable; and
- Be globally competitive.

In addition, they are characterized as graduates who:

- Possess healthy mind and body
- Have a solid moral and spiritual grounding
- Appreciate and care for humanity, the world, and environment
- Are proud to be a Filipino

The K to 12 Graduate



1.3. The New Learning Goals

The K to 12 Curriculum is focused on the learner's acquisition of the 21st century skills as follows:

1. Learning and Innovation skills
 - 1.1 Creativity and curiosity
 - 1.2 Critical thinking, problem solving, and risk-taking
 - 1.3 Adaptability, managing complexity and self-direction
 - 1.4 Higher-order thinking and sound reasoning
2. Information, media, and technology skills
 - 2.1 Visual and information literacies
 - 2.2 Media literacy
 - 2.3 Basic, scientific, economic, and technological literacies
 - 2.4 Multicultural literacy and global awareness

3. Effective Communication Skills
 - 3.1 Teaming, collaboration and interpersonal skills
 - 3.2 Personal, social, and civic responsibility
 - 3.3 Interactive communication
4. Life and Career Skills
 - 4.1 Flexibility and adaptability
 - 4.2 Initiative and self-direction
 - 4.3 Social and cross-cultural skills
 - 4.4 Productivity and accountability
 - 4.5 Leadership and responsibility

1.4. Significant Changes in the Curriculum

Prior to K to 12 Education, the elementary and secondary schools were using the 2002 Basic Education Curriculum (BEC). Then in 2010, the Secondary Education Curriculum (SEC) was introduced in high school in school year 2010-2011. Both the BEC and SEC aim for functional literacy. The K to 12 Curriculum aims for holistic development and acquisition of 21st century skills.

The BEC 2002 focuses on the development of reading skills and values of self-reliance and patriotism. It also puts emphasis on interactive learning approaches and integrative teaching approaches which integrate competencies and values within and across the learning areas.

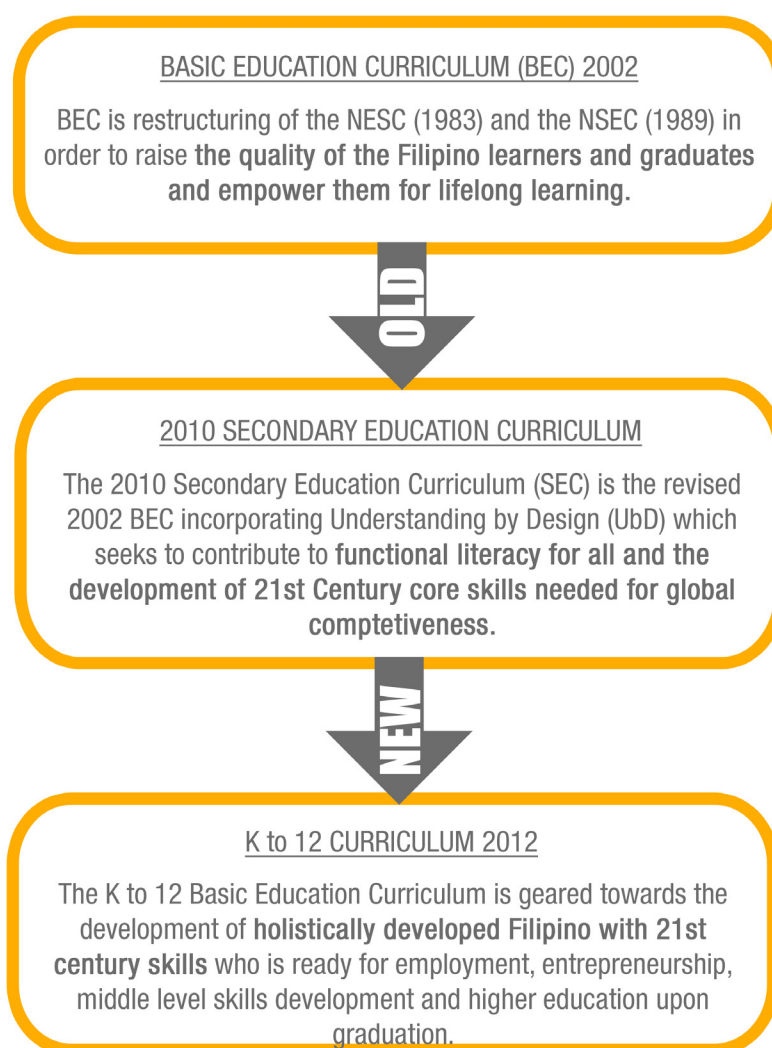
On the other hand, SEC 2010, which follows an Understanding by Design (UbD) framework, focuses on setting of learning standards and teaching for understanding. It provides a personalized approach using special curricular programs. It likewise develops readiness and passion for work and lifelong learning. Moreover, SEC 2010 takes into consideration the various contexts and support systems surrounding the Filipino learners.

The K to 12 curriculum considers every aspect of development of the learners so that graduates will be holistically developed, equipped with 21st century skills and prepared for employment, entrepreneurship, middle level skills or higher education.

In developing the K to 12 curriculum, various philosophical and legal bases were taken into consideration. As a learner-centered curriculum, K to 12 considers the nature and the needs of the learners. Moreover, it responds to the local and global needs.

The K to 12 curriculum likewise affirms the important role that various stakeholders play in education such as administrators in the various levels of DepEd, other government agencies, non-government organizations, private sector, and the learners' family and community. It also entails curriculum and instructional supports.

Comparison of the Curriculum of the Old Education and K to 12 Education



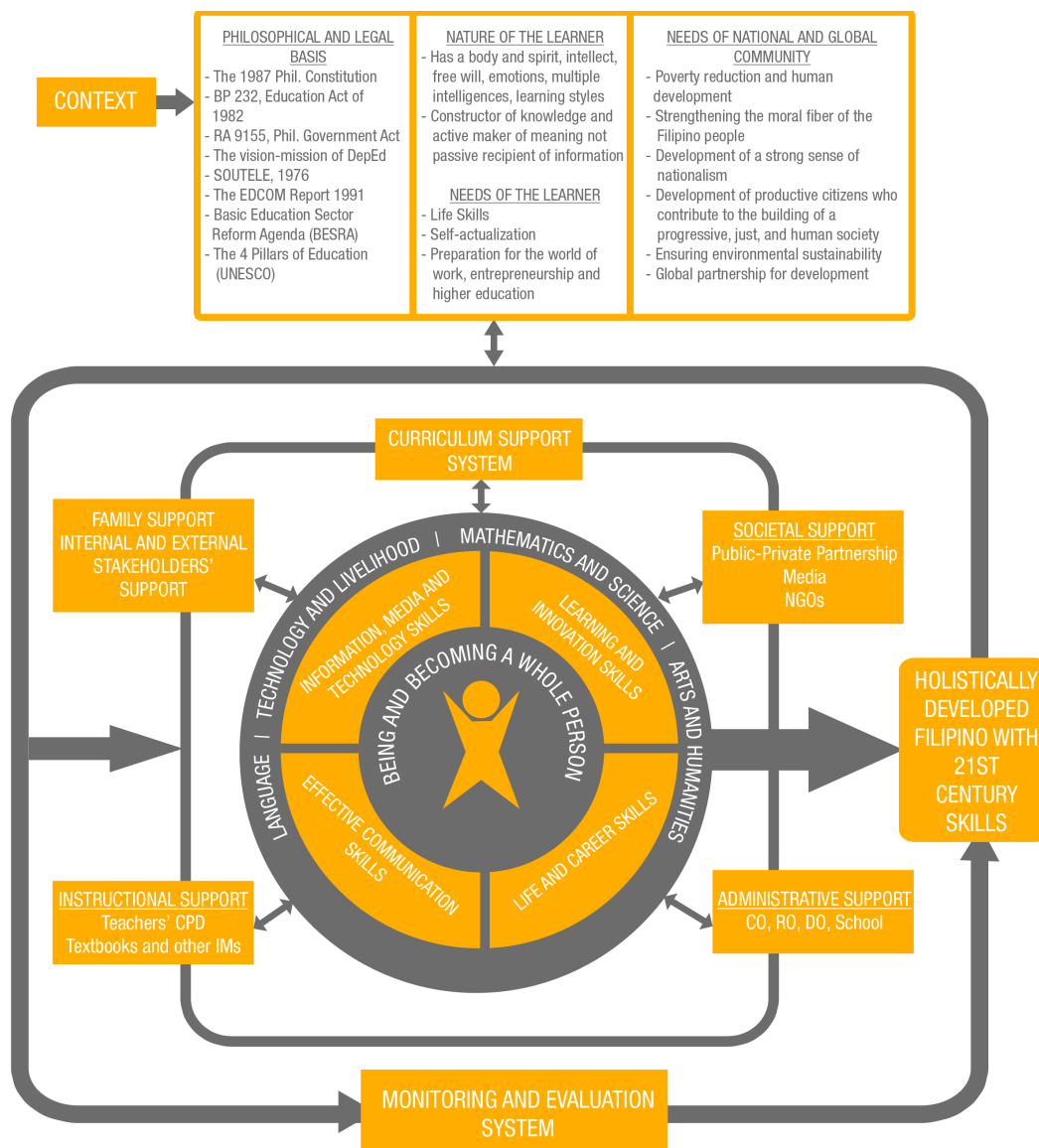
The K to 12 basic education curriculum framework shows that the K to 12 basic education curriculum has the following salient features:

- It focuses on the **holistic development** of the learner .
- It is **outcome-based** as it prepares learners for:
 - 1) higher education,
 - 2) middle level skills,
 - 3) employment, and
 - 4) entrepreneurship
- It is anchored on the **principles** of:
 - 1) inclusive education,
 - 2) learners' growth and development,
 - 3) teaching and learning, and
 - 4) assessment.

The desired outcomes of the K to 12 program are defined in expectancies which are in the form of content and performance standards that are specified in the curriculum of each learning area:

- **Content standards** are what the students should know (facts and information), what they do (process or skills), and what understanding they construct as they process the information. The students are expected not only to understand but also to demonstrate what they learn, thus providing evidence of learning.
- **Performance standards** are what students do or how they use their learning and understanding. The students are expected to produce products and/or performances to prove that they can apply what they learn in real-life situations.

K to 12 Curriculum Framework



Source: K to 12 Basic Education Program, March 2012

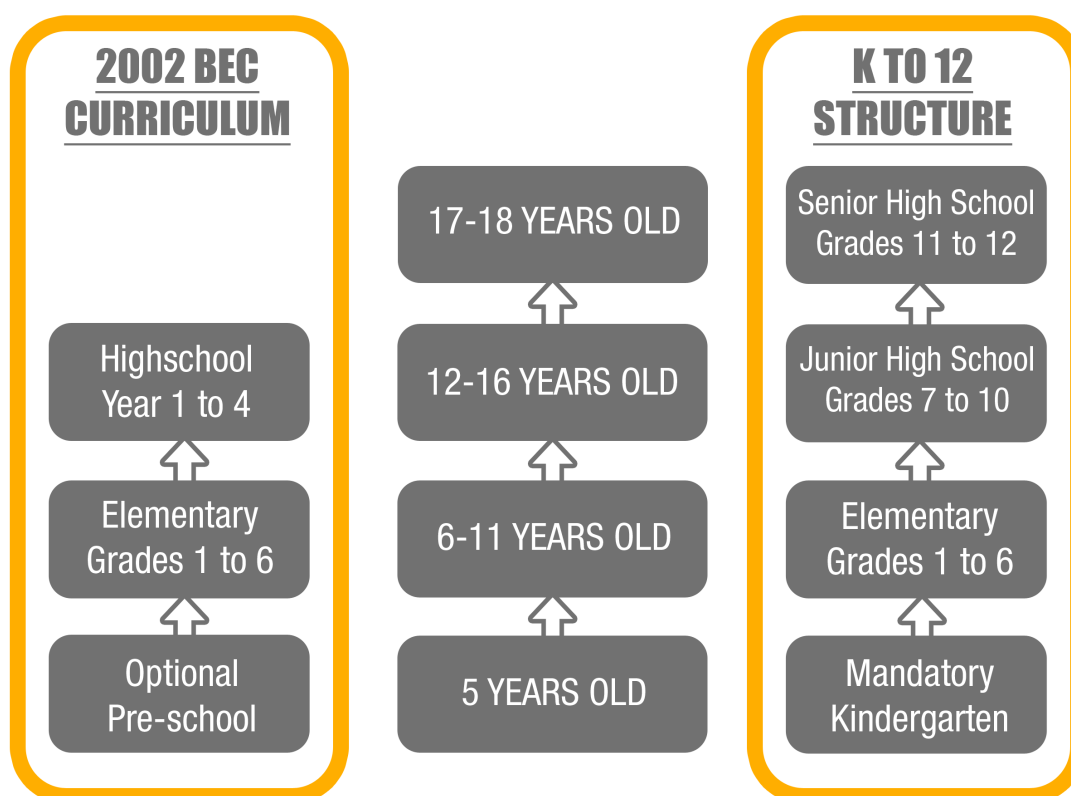
1.5. Significant Changes in the Education Structure

One of the major changes brought about by the K to 12 reform is on the education structure. Previously, preschool was not compulsory, that is, pupils could enrol in Grade 1 with or without having gone through preschool. Under K to 12 and with the Kindergarten Act, preschool education for five-year-old children becomes mandatory before entering elementary school.

There will be the same six years of elementary education, but students entering secondary level will begin their junior high school as Grade 7. Junior High School is for four years (Grades 7 to 10) and Senior High School (SHS) is for two years (Grades 11 to 12).

The additional two years of SHS would mean that the high school graduates are better prepared for whatever path they will choose, and they are of legal age (18 years old) to be lawfully employed.

Comparison of the 2002 BEC and K to 12 Education Structure

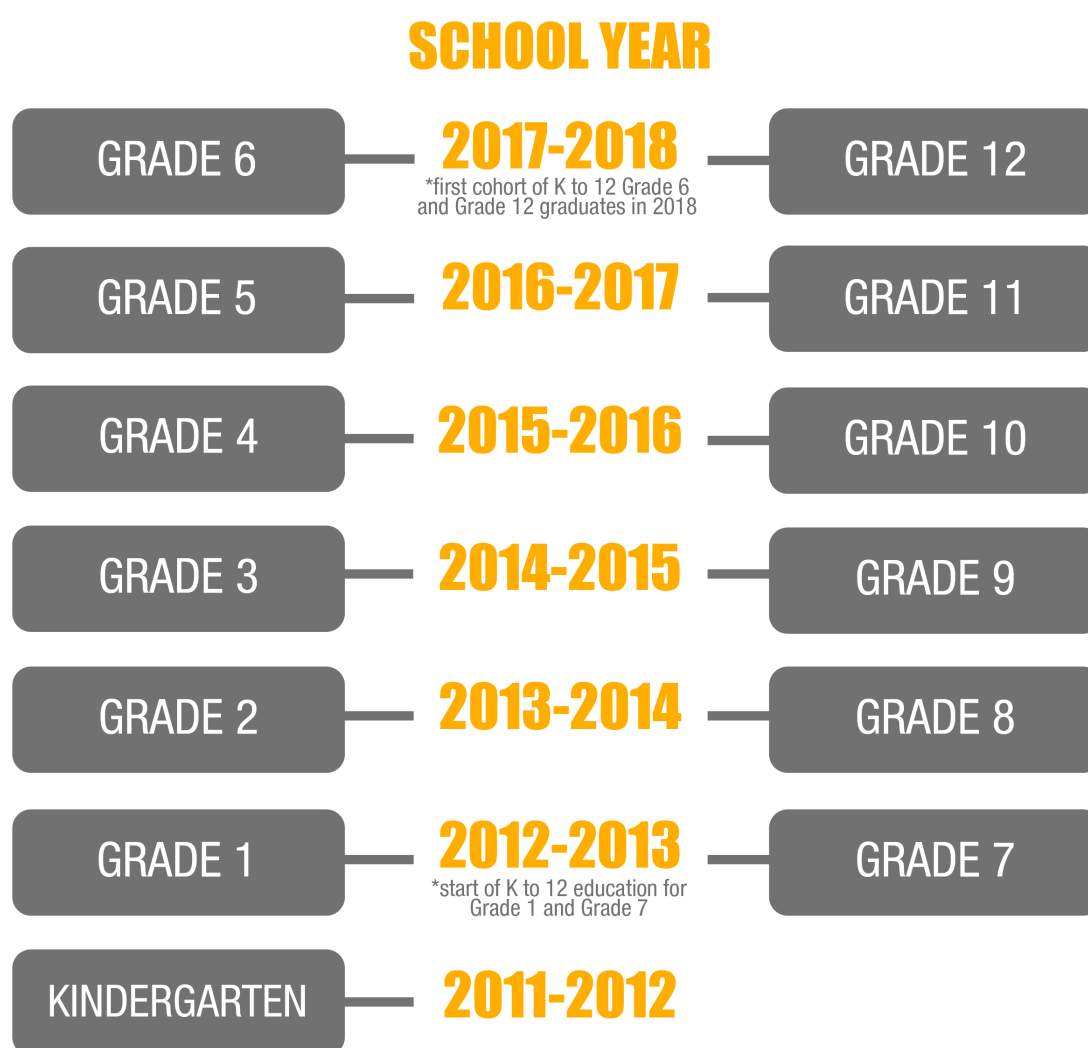


1.6. The Transitional Arrangement from the 2002 BEC/2010 SEC to the K to 12 Curriculum

The implementation of the K to 12 program will be phased. Universal kindergarten was offered starting SY 2011-2012. By SY 2012-2013, the new curriculum will be offered to incoming Grade 1 as well as to incoming junior high school students (Grade 7). The target of DepEd is to put in place the necessary infrastructure and other necessary arrangements needed to provide Senior High School (SHS) education by SY 2016-2017.

Prior to the introduction of senior high school in school year 2016-2017, DepEd has identified selected schools that can serve as model senior high schools. These schools will offer senior high school by June 2012.

Implementation Schedule of K to 12



SECTION II: REFORMS IN KINDERGARTEN



2.1. Importance of Kindergarten

Education for children in the early years lays the foundation for lifelong learning and for the total development of a child. The early years of a human being, from 0 to 6 years, are the most critical period when the brain grows to at least 60-70% of adult size⁵.

Education for All (EFA) 2015, to which the Philippines is committed, emphasizes the crucial role that early childhood education (ECE) plays in the child's brain development, listing ECE as Goal 1, that is, to expand and improve the comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

2.2. Implementation of Mandatory Kindergarten

With the enactment of Republic Act 10157 on 20 January 2012, kindergarten is now mandatory and compulsory for all five-year-old learners. Kindergarten, as the first stage of the basic education system, becomes a requirement for entrance to Grade 1.

The DepEd is empowered to oversee and supervise the operation of public and private kindergarten programs, to develop the kindergarten curriculum aligned with the universally accepted standards, to develop teaching strategies and introduce innovative programs, and to prescribe recruitment standards and development programs for kindergarten teachers.

2.3. Age Requirement for Kindergarten Level

All five-year-old children shall avail of the free and compulsory kindergarten education program.

2.4. Curriculum for Kindergarten Classes

Central to the kindergarten curriculum is the child who is envisioned to be prepared for life. It is anchored on the developmental practices and leading early childhood education principles and approaches.

There are no formal subjects in kindergarten. Instead, there are six developmental domains, namely:

- 1) character/values development,
- 2) physical health and motor development,
- 3) social and emotional development,
- 4) cognitive/intellectual development,
- 5) creative/aesthetic development, and
- 6) language literacy and communication.

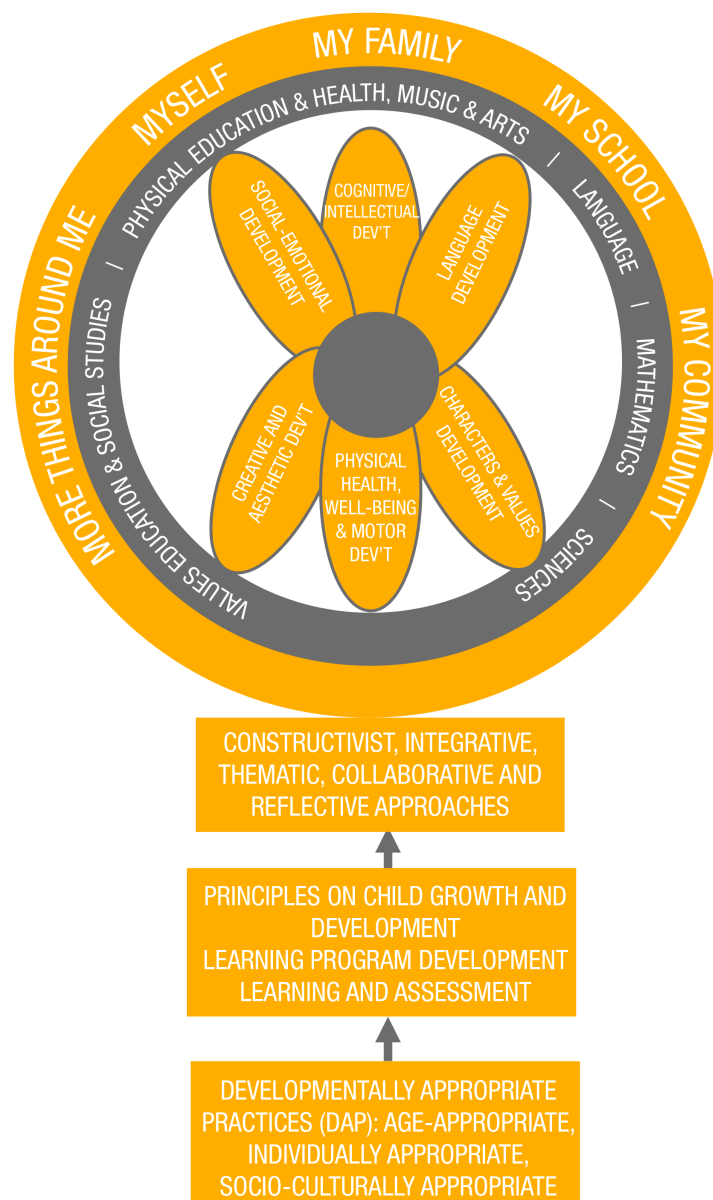
Based on the above domains, learning areas are identified. These domain-based learning areas are designed for the smooth transition into content-based curriculum of Grades 1 to 12. Thus, education from kindergarten, elementary, and secondary is seamless.

Curricular themes integrate the learning and developmental domains. There are six curricular themes, namely:

1. **Myself** – concepts and ideas that help the learner understand himself/herself better so that he/she will develop as an individual.
2. **My Family** – concepts, ideas, practices that guide the child to be responsible and proud of himself/herself and his/her family.

3. **My School** – concepts, ideas, practices, and situations that help the child understand how to be an individual and socialize with other learners, teachers, school personnel, and other members of the school.
4. **My Community**– concepts, ideas, practices, situations, and responsibilities that the learner should acquire and understand so that he/she will become a functional and responsive member of the community.
5. **More Things Around Me** – all other concepts, ideas, practices, situations, and responsibilities not covered by themes 1 to 4 but which may be relevant to the community, culture, and interest of the learner.

Kindergarten Curriculum Framework



Source: K to 12 Kindergarten Advisory Team,
April 2012

2.5. Learning Activities in Kindergarten

Teaching–learning activities are play-based considering the developmental stage of kindergarten pupils. Some of the activities cited in the kindergarten act are as follows:

- Two-track method (storytelling and reading, listening to stories, oral communication activities);
- Interactive activities;
- Playing manipulative games; and
- Experiential, small group discussions and total physical response.

2.6. Assessment in Kindergarten

Kindergarten follows several general guiding principles on learning assessment development:

- Assessment is done to monitor learning, know child's progress and report this to parents.
- Assessment is essential to identifying the child's total developmental needs and does not determine academic achievement.
- Assessment is best conducted on a regular basis so that a timely response may be made to improve learning.
- The results of the assessment of learning of a child shall be kept strictly confidential.
- Ratings should be qualitative/descriptive and not only numerical.
- The family and community may be informed of the general outcomes of learning in the early years so as to encourage further cooperation and partnerships.

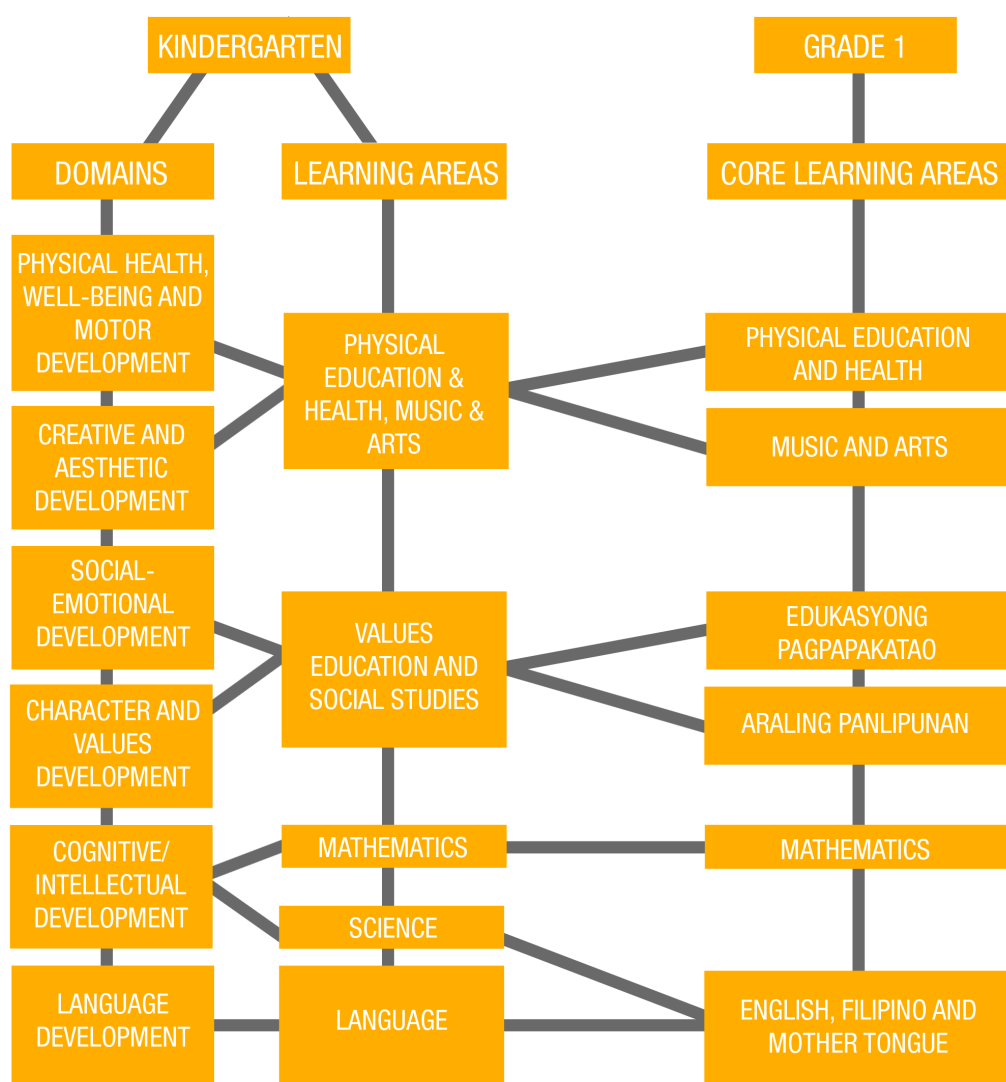
To measure the child's readiness for Grade 1, DepEd will use the School Readiness Assessment Examination (SReA). SReA is aligned with the standards and competencies for five-year-old children. It is an assessment prior to entry to Grade 1 of basic education. The language of the SReA will be the mother tongue.

Through SReA, Grade 1 teachers have an accurate and reliable view of the child's concepts and skills when they begin school. This is helpful in planning appropriate lessons, activities, and instructional materials.

The SReA assessment tool consists of two parts:

- **Part 1** consists of 50 items that measure the development of basic competencies.
- **Part 2** consists of a list of questions for the parents to determine their child's developmental skills in socio-emotional and self-help domains.

Kindergarten to Grade 1 Transition Program



Source: K to 12 Kindergarten Advisory Team, April 2012

2.7. Medium of Instruction in Kindergarten

The kindergarten up to Grade 3 adopts mother tongue-based multilingual education (MTB MLE). The mother tongue of the learners is the primary medium of instruction for teaching and learning in kindergarten level up to Grade 3 (see discussions on MTB MLE in Section 3).

SECTION III: REFORMS IN ELEMENTARY EDUCATION



3.1. Key Changes in the Elementary Curriculum

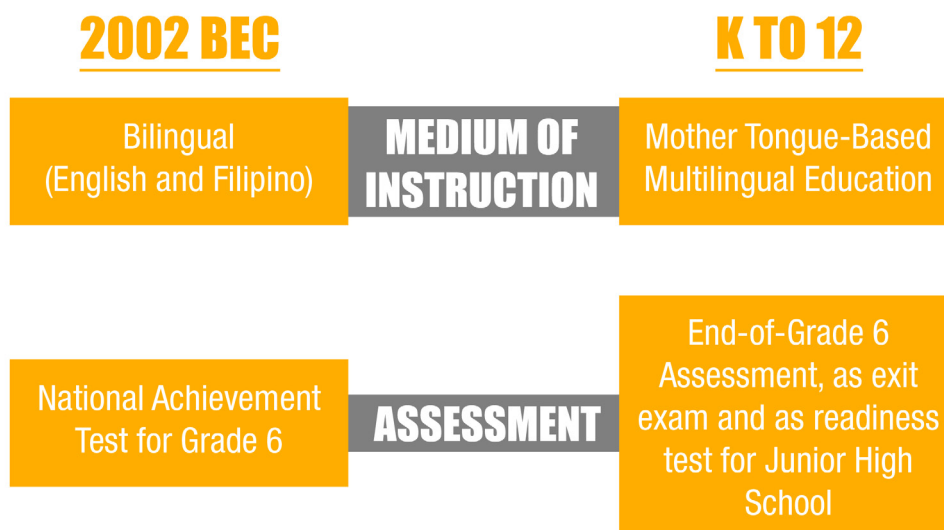
There are several changes in the new K to 12 elementary education curriculum. These changes include:

1. **Medium of instruction:** From the use of bilingual education (English and Filipino), the K to 12 will be institutionalizing the Mother Tongue-Based Multilingual Education from Grades 1 to 3. The Mother Tongue will be the medium of instruction from Grades 1 to 3.
2. **Learning areas:** Mother Tongue will be an additional learning area under K to 12 from Grades 1 to 3. Music, Arts, Physical Education and Health (MAPEH) is taught starting Grade 1.
3. **Assessment:** Grade 6 NAT will be replaced by an End-of-Grade 6 Assessment and will serve both as an exit examination for Grade 6 and entrance examination for Grade 7.

3.2. Mother Tongue-Based Multilingual Education (MTB MLE)

The mother tongue or the child's first language will be used as the primary medium of instruction from preschool until at least Grade 3. The mother tongue will be the main vehicle to teach understanding and mastery of all subjects such as mathematics, science, Araling Panlipunan, Edukasyon sa Pagpapakatao, Music, Arts, Physical Education and Health (MAPEH), Filipino and English. Mother tongue as a subject and as a language of teaching will be introduced in Grade 1 for conceptual understanding. Other languages are introduced as separate subjects starting Grade 2. Oral and written Filipino are introduced in the first semester and oral English in the second semester.

Comparison of the 2002 BEC and the K to 12 Elementary Education



3.2.1 First Language as Learning Area

Twelve major languages shall be offered as a learning area and utilized as language of instruction starting school year 2012-2013. They are as follows:

- Tagalog
- Kapampangan
- Pangasinense
- Iloko
- Bikol
- Cebuano
- Hiligaynon
- Waray
- Bahasa-sug
- Maguindanaoan
- Meranao
- Chabacano

3.2.2. Mother Tongue as Medium of Instruction

The mother tongue will be the medium of instruction from kindergarten to Grade 3. Bridging or transition to Filipino and English as language of instruction will be introduced in Grade 3.

Medium of Instruction at the Elementary Level

Learning Area	Medium of Instruction per Grade Level					
	G1	G2	G3	G4	G5	G6
Language Arts						
-Filipino	Filipino					
-English	English					
-Mother Tongue	Mother Tongue					
Science			MT	English		
Mathematics	Mother Tongue			English		
Araling Panlipunan (AP)	Mother Tongue			Filipino		
Edukasyong Pantahanan at Pangkabuhayan (EPP)				Filipino		English
MAPEH	Mother Tongue			Filipino		
Edukasyon sa Pagpapakatao	Mother Tongue			Filipino		

3.3. Time Allotment per Learning Area

Aside from scope and content of the curriculum, time allotted to the study of each learning area was also adjusted under the K to 12 education program. Time allotment per subject is the minimum period for class interaction.

At the elementary level, the daily time allotment for English and Filipino subjects has been reduced while additional time is given to the new learning area under language, which is Mother Tongue. The time allocation for Mathematics and Araling Panlipunan was also decreased. On the other hand, more time was added to Edukasyong Pantahanan at Pangkabuhayan. This reduction does not mean less time for study as K to 12 allows for learning time to be extended to off-school learning experiences at home or in the community. The pupils are expected to produce an output or perform tasks that will be credited to them.

Comparison of the Learning Areas and Time Allotment of the 2002 BEC and the K to 12 Curriculum

Learning Areas	2002 BEC Curriculum (minutes per day)	K to 12 Education (minutes per day)	
English	60-90	LANGUAGES	30-50
Filipino	60-70		30-50
Mother Tongue (Grades 1 to 3)	none		50
Mathematics	60-70	50	
Science (Grades 3 to 6)	40-60	50	
Araling Panlipunan	40-60	40	
Edukasyon sa Pagpapakatao	MAKABAYAN	20-30	30
Music, Arts, PE, and Health		40	40
Edukasyong Pantahanan at Pangkabuhayan (Grades 4 to 6)		40	50

Sample Class Program for Grade I

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:15	Pambansang Awit	Pambansang Awit	Pambansang Awit	Pambansang Awit	Pambansang Awit
7:15-7:25	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
7:25-7:55	Edukasyon sa Pagpapakatao	Edukasyon sa Pagpapakatao	Edukasyon sa Pagpapakatao	Edukasyon sa Pagpapakatao	Edukasyon sa Pagpapakatao
7:55-8:45	Mother Tongue	Mother Tongue	Mother Tongue	Mother Tongue	Mother Tongue
8:45-9:15	Filipino	Filipino	Filipino	Filipino	Filipino
9:15-9:35	RECESS				
9:35-10:15	Araling Panlipunan	Araling Panlipunan	Araling Panlipunan	Araling Panlipunan	Araling Panlipunan
10:15-10:45	English (Oral Fluency) 2nd semester	English (Oral Fluency) 2nd semester	English (Oral Fluency) 2nd semester	English (Oral Fluency) 2nd semester	English (Oral Fluency) 2nd semester
10:45-11:35	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:35-1:00	LUNCH				
1:00-1:30	Remediation, Reinforcement, Enrichment Activities or Optional Religious Instruction	Remediation, Reinforcement, Enrichment Activities or Optional Religious Instruction	Remediation, Reinforcement, Enrichment Activities or Optional Religious Instruction	Remediation, Reinforcement, Enrichment Activities or Optional Religious Instruction	Remediation, Reinforcement, Enrichment Activities or Optional Religious Instruction
1:30-2:10	MAPEH	MAPEH	MAPEH	MAPEH	MAPEH
TOTAL	240/270	240/270	240/270	240/270	240/270

Source: DepEd Order 31, s2012

SECTION IV: REFORMS IN SECONDARY EDUCATION

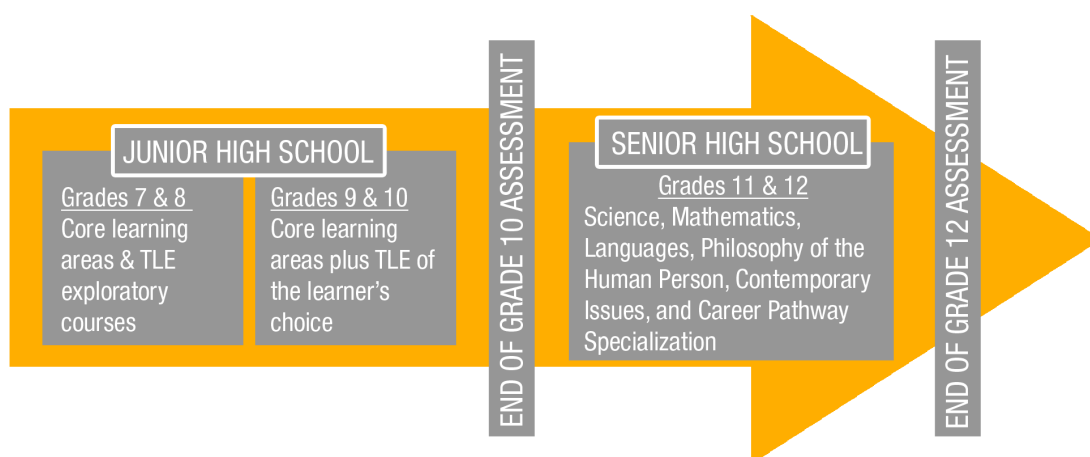


4.1 Key Changes in Secondary Education

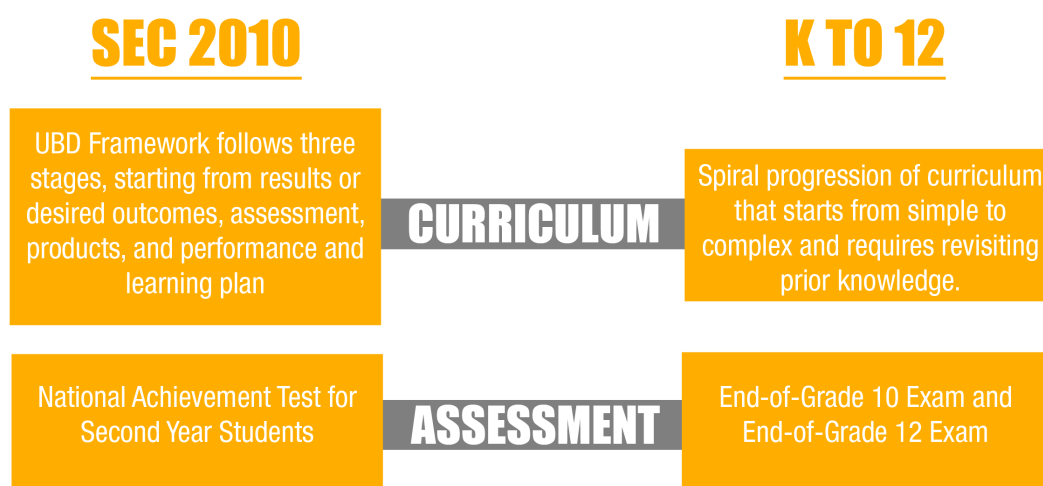
Secondary education is undergoing significant changes under the K to 12 Education Program. These changes are in structure, curriculum, and assessment.

Structure: With the K to 12 curriculum, secondary education consists of four years of junior high school, Grades 7 to 10, and two years of senior high school, Grades 11 to 12.

K to 12 Secondary Education Structure



Comparison of the 2010 SEC and the K to 12 Secondary Education



Curriculum: In the SEC 2010, Science and Mathematics are taught using the discipline-based approach. All subjects are taught following the three stages of Understanding by Design (UbD) identifying desired results, determining acceptable evidence, and planning instruction.

On the other hand, the K to 12 curriculum follows the spiral approach wherein learning is a process of building upon previously learned knowledge. Through this, students are able to master the desired competencies by revisiting the subject several times and relating new knowledge or skills with the previous one. Moreover, students progress in their learning as it entails going from simple to more complex knowledge or skills.

In the K to 12 Education Program, the spiral progression approach will be used in teaching Science, Mathematics, Araling Panlipunan, MAPEH and Edukasyon sa Pagpapakatao.

Assessment: The National Achievement Test (NAT) taken by second year students will be replaced by an end-of-Grade 10 Examination. It is envisioned that the end-of-Grade 12 Examination is the exit examination of the secondary level and at the same time the entrance examination for college.

4.2. Career Pathways

K to 12 Education Program offers Career Pathways or optional courses that students select from a number of choices. It offers opportunities for specialization in academic, technical-vocational, and entrepreneurship. At Grades 7 and 8, students will study exploratory subjects by taking four Technology and Livelihood Education (TLE) courses for each Grade. At Grades 9 and 10, TLE specializations are offered, then at Grades 11 and 12 career pathway specializations are offered. Career pathways lead to eligibility for Certificate of Competency (COC), which TESDA issues to individuals who satisfactorily demonstrate competence on a particular or cluster of units of competency. The COC leads to certification beginning with NC 1 which indicates the performance of a routine and predictable task, requiring little judgement and supervision, and NC 2, the performance of a prescribed range of functions.

Aside from certification of TESDA, other recognition may be issued by other government or non-government agencies. For instance, art-related career pathways may be assessed by the National Commission for Culture and Arts (NCCA); sports-related career pathways may be assessed by the Philippine Sports Commission (PSC); and foreign languages may be assessed by TESDA or foreign language institutes.⁶

4.2.1. Models for Career Pathways

When SEAMEO INNOTECH was tasked to review the Philippine curriculum in support of the K to 12 education reform, it made regional, as well as national comparability of the Philippine curricular offerings. One particular area of study that SEAMEO INNOTECH undertook was the curriculum technical-vocational schools, particularly the privately-run Don Bosco Technical College and government-run San Pedro Relocation Center National High School, and science schools, particularly Manila Science High School of DepEd. Although their curriculum will be subjected to change along with the K to 12 education reform, their curricular approach can give us a glimpse of pathways in academic and technical-vocational tracks.

Career Pathways from Grade 7 to 12

Grade Levels	Academics	Electives			Certification
		Academic	Tech-Voc Offering	Entrepreneurship	
12 11	Core competencies + Career Pathways-Specialization	Advanced Science Advanced Mathematics Languages Journalism Arts and Sports	Home Economics 1. Nail Care NC II 2. Care Giving NC II 3. Tailoring NC II 4. Dressmaking NC II 5. Commercial Cooking NC II 6. Bread and Pastry Production NC II 7. Household Services NC II	Novelty and Crafts	National Certification II Horizontal/Vertical Transfer
10 9	Core competencies + TLE Specialization	Others	Agri-Fishery 8. Agriculture Crop Production NC I 9. Horticulture NC II 10. Animal Production NC II 11. Aquaculture 12. Food "Fish" Processing NC II		National Certification II National Certification I Certificate of Competencies
8	Exploratory Tech-Voc Electives focused on 5 common competencies: - Mensuration and Calculation -Use of Tools and Equipment -Interpretation of Plans/Drawing -Occupational Health and Safety -Maintenance of Tools and Equipment		Industrial Arts 13. Automotive Servicing NC I 14. Carpentry NC II 15. Plumbing NC II 16. Masonry NC I 17. Tiles Setting NC II 18. Mechanical Drafting NC I 19. Electrical Installation and Maintenance NC II 20. Consumer Electronics Servicing II 21. Handicrafts Production NC I 22. Shielded Metal Arc Welding NC I 23. Refrigeration & Aircon Servicing (DOMRAC) NC II 24. Computer Hardware Servicing NC II		

Source: K to 12 Basic Education Program, March 2012

Technical-Vocational Track

Since 2007, technical-vocational education has been given emphasis by DepEd through the Strengthened Technical-Vocational Education Program (STVEP) as a result of the National Career Assessment Examination (NCAE) for school year 2006-2007. NCAE revealed that 58.03% of the 1.3 million graduating students have inclination towards entrepreneurship and in the areas of technical-vocational education while only 3.76% have the aptitude for college. STVEP likewise responded to the large gap in unfilled technical positions in industry by gearing students into becoming duly certified highly skilled workforce. Aside from going into the labor market, graduates of technical-vocational education have the option to pursue post secondary education or college or to venture into entrepreneurship.

Students of the regular and technical-vocational schools take the same core subjects in regular DepEd schools, i.e., English, Filipino, Science, Mathematics, Social Studies, MAPEH, and Values Education. The difference lies in the offering of exploratory technical and vocational subjects.

In the technical-vocational schools, exploratory courses are offered in Grade 7. Specialization begins in Grade 8. In the regular secondary schools, exploratory courses are offered in Grades 7 and 8 and specialization starts in Grade 9.

Case 1: Don Bosco Technical College High School Department⁷

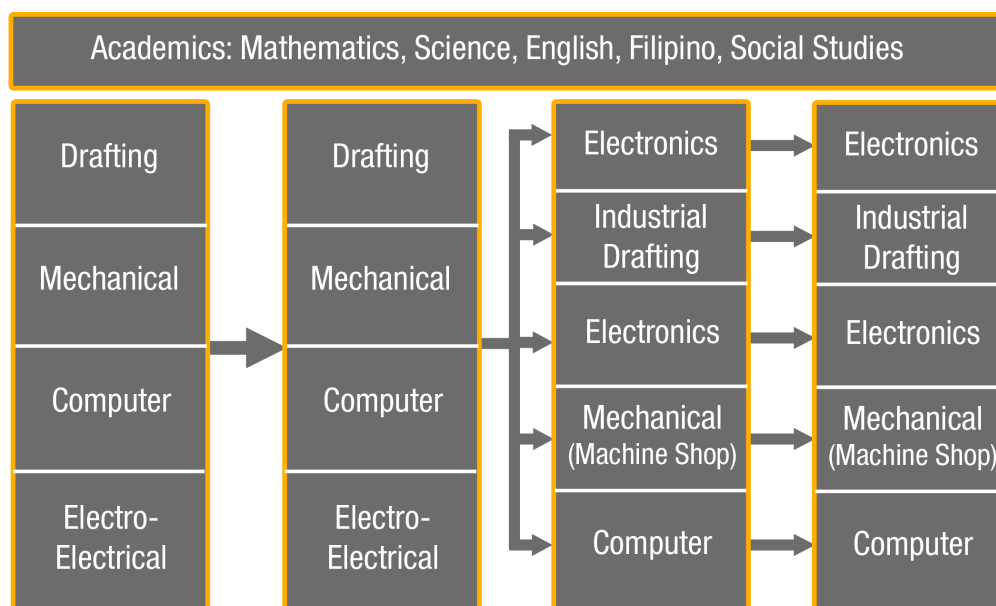
The Don Bosco Technical College (DBTC) is a private catholic institution that prepares learners for human, spiritual, emotional, and moral formation so they are ready to face the challenges of the world, in a spirit of service and love for others, especially the marginalized.

The High School Department of DBTC offers a dual curriculum program that covers the DepEd curriculum (Mathematics, Science, English, Filipino, Social Studies, Christian Living, Physical Education, and Music) plus a technical curriculum, that is, general technology for first and second years and technical specialization in third and fourth years in the following field: electronics, industrial drafting, industrial electronics, mechanics, and computer.

DBTC prepares its students for any academic course that they wish to pursue in college and its technical program. Graduates who wish to pursue engineering course are given an edge. The Technical High School program aims to develop fundamental knowledge, attitude, skills and habits, which would prepare the students for future studies in engineering and other fields in technology.

Technical High School Program of Don Bosco Technical College

FIRST YEAR SECOND YEAR THIRD YEAR FOURTH YEAR



Case 2: San Pedro Relocation Center National High School ⁸

San Pedro Relocation Center National High School (SPRCNHS) was transformed from a traditional general high school to an applied academics school through Project APEX (Applied Academics for Excellence) piloted in 2002. APEX is a five-year education project of the local government of Laguna in partnership with the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH). The project focused on developing academically and technically prepared high school graduates ready to pursue higher education and or a career of choice.

Then in school year 2007-2008, as a technical-vocational high school, SPRCNHS adopted the Strengthened Technical and Vocational Education Program (STVEP), which utilizes the Competency-Based Curriculum (CBC). The salient components of the STVEP Program include:

First year level is exploratory level – focusing on the basic principles and practices in each of the areas of specialization.

Specialization starts in the second year level – based on a student's interest, community needs, and school resources.

It includes practicum, supervised industry exposure or on-the-job training (OJT) as modes of learning.

To measure students' performance, written and hands-on skills tests are administered by the technology teacher. Fourth year students are encouraged to take the National Certification (NC) II assessment from TESDA. The school's target is that upon graduation, the students will have two (2) diplomas: one for completing the basic secondary education and the other NC II certificate.

Technical-Vocational Curriculum of San Pedro Relocation Center National High School

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Academics			
Technical Drawing	Technical Drawing	Internet Computing Fundamental	Entrepreneurship
Internet Computing Fundamental	Internet Computing Fundamental	Entrepreneurship	TVE Specialization Subjects
TVE Exploratory Fundamentals	TVE Specialization Subjects	TVE Specialization Subjects	

Choices of TVE Subjects: Electrical Technology, Automotive Technology, Welding Technology, Drafting Technology, Computer Programming, PC Hardware Servicing, Computer Networking, Computer Animation and Graphics, Food Technology, Garments Technology

Academic Track: Science Schools

Science schools offer a curriculum that emphasizes science, mathematics and research, thus, they provide for a high standard of science and mathematics education for exceptional and advanced learners.

Science high schools in the country build a strong science and technology foundation for learners with the intention that in the future, their graduates will contribute towards the development of the nation.

Compared to regular high schools, science high schools cover additional science and mathematics subjects. Moreover, they have research and computer subjects. Aside from intensive education in science and mathematics, science schools also offer a wide range of electives from journalism and foreign languages to applied mathematics to science internship.

Case 1: Manila Science High School⁹

Manila Science High School (MaSci) is the Philippines' first science high school, established on 3 October 1963. The original curriculum of MaSci is patterned after that of Bronx High School (New York).

The Manila Science Curriculum offers a special science curriculum. Its core curriculum is packed with mathematics and science subjects. Generally, math and science subjects are heavier in scope and more advanced compared to those of regular schools.

Compared to regular high schools, MaSci requires passing the Manila Science Admission Test (MSAT) which has a higher standard and more rigorous screening process. MSAT covers English Proficiency Test, Aptitude Test in Mathematics and Science, and Problem Solving in Mathematics and Science. On the other hand, assessment of students and teacher recruitment and promotion follow the DepEd guidelines.

Subjects and their Corresponding Units at Manila Science High School

Summary of Units	First Year		Second Year		Third Year		Fourth Year		Total	
	Units	No. of Subjects	Units	No. of Subjects	Units	No. of Subjects	Units	No. of Subjects	Units	No. of Subjects
CORE SUBJECTS	12.3	11	13.8	12	14.7	13	13.5	11	54.3	47
Science	2.4	2	2.4	2	3.3	3	3.0	2	11.1	9
Mathematics	2.4	2	3.0	2	3.0	2	3.0	2	11.4	8
English	1.5	1	1.5	1	2.4	2	1.5	1	6.9	5
Filipino	1.2	1	1.2	1	1.2	1	1.2	1	4.8	4
Social Studies	1.2	1	1.2	1	1.2	1	1.2	1	4.8	4
MAPEH/CAT	1.2	1	1.2	1	1.2	1	1.2	1	4.8	4
TLE	1.2	1	1.2	1	1.2	1	1.2	1	4.8	4
Values Education	0.6	1	0.6	1	0.0	0	0	0	1.2	2
Research	0.0	0	0.9	1	0.6	1	1	1	2.1	3
Computer Science	0.6	1	0.6	1	0.6	1	1	1	2.4	4
ELECTIVES	0.9	1	0.9	1	0.9	1	2	2	4.5	5
TOTAL	13.2	12	14.7	13	15.6	14	13	13	58.8	52

Source: Orines, F., 2011

4.3 Time Allotment in Secondary Level

Comparing the time allotment per subject in the previous secondary education curriculum and the K to 12 curriculum, one sees a reduction of time particularly in English, Mathematics and Science. However, when the time allotment allotted to these subjects in Junior High School is combined with those provided in the SHS, it will be seen that there is actually an increase in time allocation. As part of the process of decongesting the curriculum, the K to 12 reform spreads out the learning time over the six years of secondary education.

For Grades 7 to 10, there is a provision of time for independent and cooperative learning for two to four hours a week. This time will be spent for self-directed learning, teamwork, goal-orientation and developing sense of responsibility and accountability.

Comparison of the Learning Areas and Time Allotment of the Secondary BEC 2002 and K to 12 Curriculum

Learning Areas	2002 BEC (hours per week)	K to 12 Education (hours per week)
English	5	4
Filipino	4	4
Mathematics	5	4
Science	6	4
Araling Panlipunan	MAKABAYAN	3
Edukasyon sa Pagpapakatao		2
Music, Arts, Physical Education, and Health (MAPEH)		4
Technology and Livelihood Education		4

Sample of Class Program for Grade 7 to 10

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	Homeroom Guidance Improvement	Independent/ Cooperative Learning	Independent/ Cooperative Learning	Independent/ Cooperative Learning	
8:00-9:00	MAPEH	Edukasyon sa Pagpapakatao		English	MAPEH
9:00-10:00		English			
10:00-10:15	RECESS				
10:15-11:15	Science	Science	Science	Science	Edukasyon sa Pagpapakatao
11:15-12:15	AP	AP	AP	Filipino	Filipino
12:15-1:15	LUNCH				
1:15-2:15	Mathematics	TLE	Mathematics	TLE	Mathematics
2:15-3:15			Filipino		Filipino
3:15-3:30	RECESS				
3:30-4:30					
TOTAL	6 hours	6 hours	5 hours	6 hours	6 hours

Source: DepEd Order 31, s 2012

SECTION V: K TO 12 LEARNING AREAS



5.1. The Learning Areas

The learning areas of the K to 12 curriculum cut across the grade levels from Grade 1 to Grade 12. The learning areas are:

- **Languages:** Mother Tongue, Filipino, and English
- **Arts and Humanities:** Music, Arts, Physical Education and Health (MAPEH), Edukasyon sa Pagpapahalaga, Araling Panlipunan
- **Science and Mathematics**
- **Technology and Livelihood Education**

There are changes in the nomenclature of some subjects. Edukasyong Pagpapahalaga for the secondary and Edukasyong Pagkakatao for the elementary are now renamed Edukasyon sa Pagpapakatao. Science and Health is now called Science. Health is included in the MAPEH. Moreover, subjects that are integrated under MAKABAYAN (Araling Panlipunan, Values Education, MAPEH and TLE) are now separate subjects.

Co-curricular programs and community involvement programs are an extension of the core subject areas and the teaching and learning process. They are an integral part of the school curriculum that enhances the holistic development of the learner. The co-curricular programs in a large sense also serve as a laboratory of life where what is learned in the classroom context can be applied in practical terms yet can be used as a further teaching opportunity.

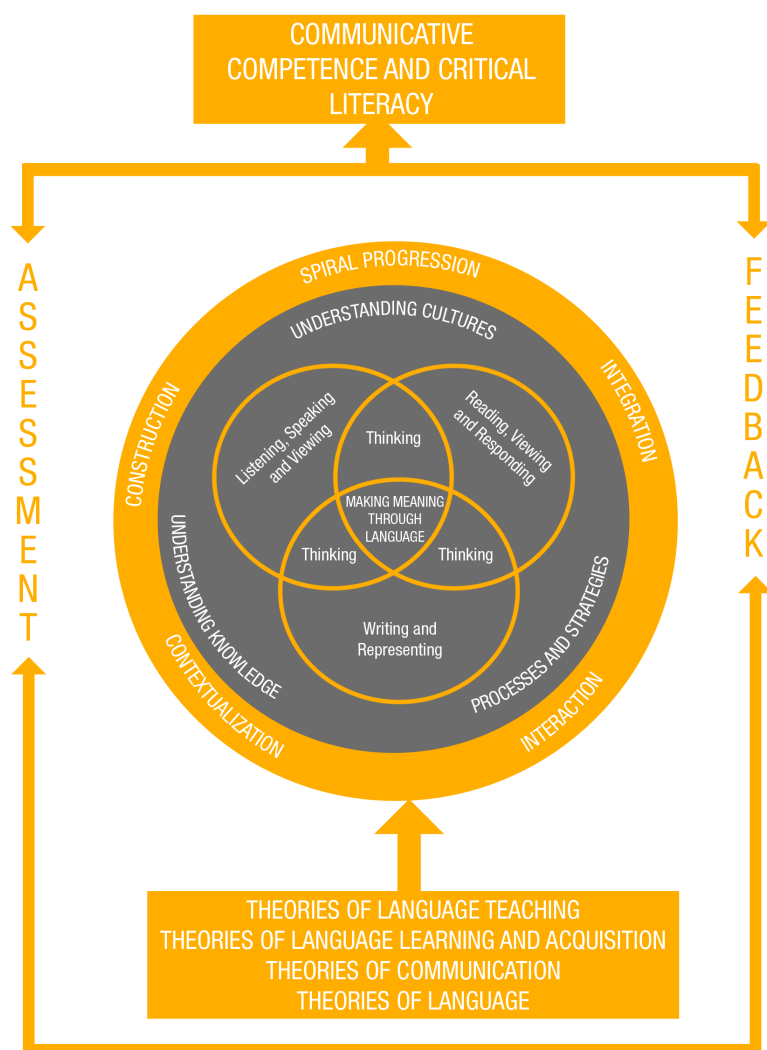
5.1.1. Integrated Language Arts

The Integrated Language Arts aims for the development of oral and written communicative competence of learners in three languages: Mother Tongue, Filipino, and English.

Anchored on multilingualism, the Integrated Language Arts curriculum builds upon the natural ability of Filipinos for language learning. Mother Tongue will be used to develop language and literacy for Grades 1 to 3, then after Grade 3, Filipino and English will be used. Oral and written Filipino are introduced in the first semester in Grade 1 and oral English in the second semester.

The curriculum observed a spiral progression of the competencies across the levels but in the high school level, there is greater emphasis on reading comprehension of various texts, writing and composition, study and thinking strategies which are all in support of critical and creative thinking development. Moreover, viewing will be an addition to the listening, speaking, reading and writing learning macro-skills that will be developed. Content includes print and electronic texts that are age-, context-, and culture-appropriate.

Integrated Language Arts Curriculum Framework



5.1.2. Mathematics

Mathematics is one subject that pervades life at any stage. Its value goes beyond the lesson and the school. In the K to 6 Mathematics curriculum, mathematics must be learned comprehensively and with much depth.

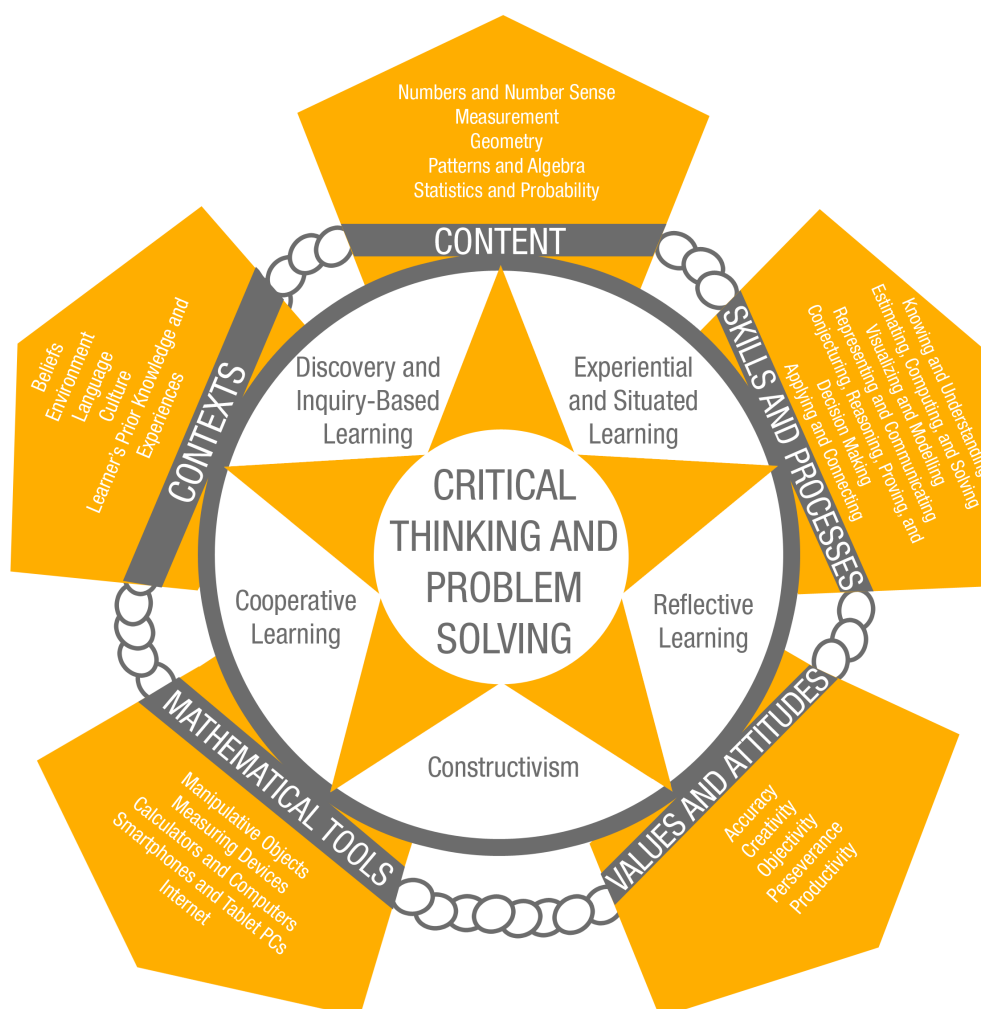
The new Mathematics curriculum ensures continuity of learning from K to Grade 10. Moreover, progression of topics at the secondary level is spiral, as opposed to the discipline-based mathematics in the old curriculum. The addition of Grades 11 and 12 provides additional time for mastery of key mathematics concepts, plus an opportunity for students to choose advance mathematics as an elective (e.g., engineering and sciences, business and entrepreneurship, technical or applied mathematics).

There are five content areas in the mathematics curriculum: 1) Numbers and Number Sense, 2) Geometry, 3) Patterns and Algebra, 4) Measurement, and 5) Statistics and Probability.

The specific skills and processes to be developed are: 1) Knowing and Understanding; 2) Estimating, Computing, and Solving; 3) Visualizing and Modelling; 4) Representing and Communicating; 5) Conjecturing, Reasoning, Proving, and Decision-making, and: 6) Applying and Connecting.

Operations will involve fewer number of digits but will be more focused on understanding, critical thinking, problem solving, reasoning, communicating, and making connections, representations and decisions in real life.

Mathematics Curriculum Framework



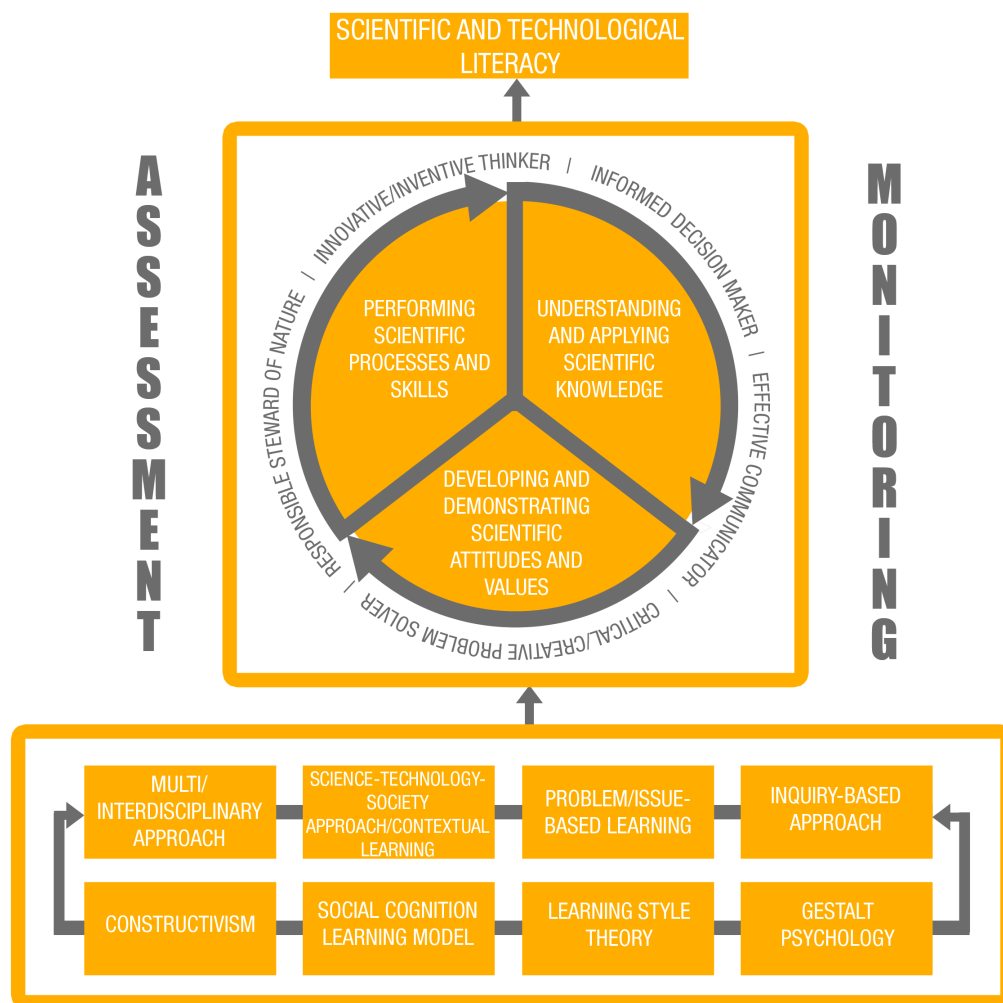
5.2.3. Science

The Science curriculum aims to develop scientific literacy among students towards application of scientific knowledge that will have social, health, and environmental impact. The curriculum strongly links science and technology, including indigenous technologies to preserve the country's distinct culture.

In the new curriculum, science content and process skills for Grades 1 and 2 are integrated not only in English but also in mathematics, Health, Araling Panlipunan, Music, Arts, and Physical Education. For Grades 3 to 6, the science curriculum follows the spiral progression approach, with content revolving around four science disciplines. In the old curriculum, science subjects, except in Year 1, were offered one in each year level (Biology in 2nd Year, Chemistry in 3rd Year, Physics in 4th Year). Science was taught using the discipline-based approach. In the new curriculum, science concepts and applications in all subjects are given in a spiral progression approach.

As a whole, the K to 12 science curriculum is learner-centered and inquiry-based, emphasizing the use of evidence in constructing explanations. Concepts and skills in Life Sciences, Physics, Chemistry, and Earth Sciences are presented with increasing levels of complexity from one grade level to another (spiral progression), thus paving the way for deeper understanding of key concepts.

Science Curriculum Framework



5.1.4. Edukasyon sa Pagpapakatao (Values Education)

At the elementary level, Character Education is replaced by Edukasyon sa Pagpapakatao which focuses on honing an individual's capacity to make moral and ethical decisions and actions. There will be less learning competencies and more time allocated in this subject.

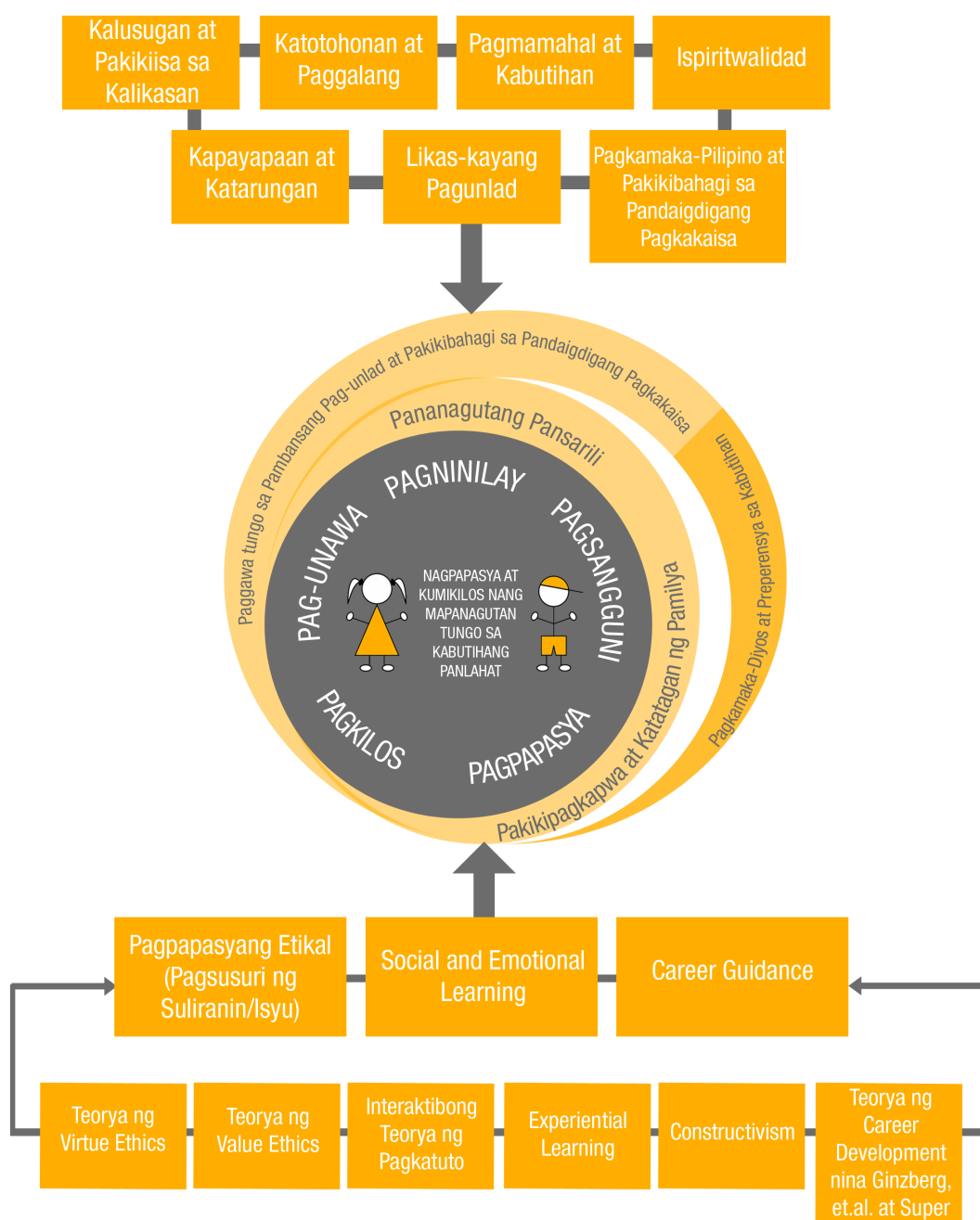
Edukasyon sa Pagpapakatao at the secondary level is based on ethics and career guidance. It covers concepts of self and humanity, moral values, career choices, and responsibility.

Edukasyon sa Pagpapakatao is expected to develop ethics of youth to make responsible decisions and actions for the common good. It encompass five macro-skills: understanding, reflecting, consulting, decision-making, and performing/acting.

It has four themes from Kindergarten to Grade 10:

- 1) Self and Family Responsibility
- 2) Treating others as fellow human beings (Pakikipagkapwa)
- 3) Contribution to National Development and World Unity
- 4) God-centeredness and Preference to Goodness

Edukasyon sa Pagpapakatao Curriculum Framework

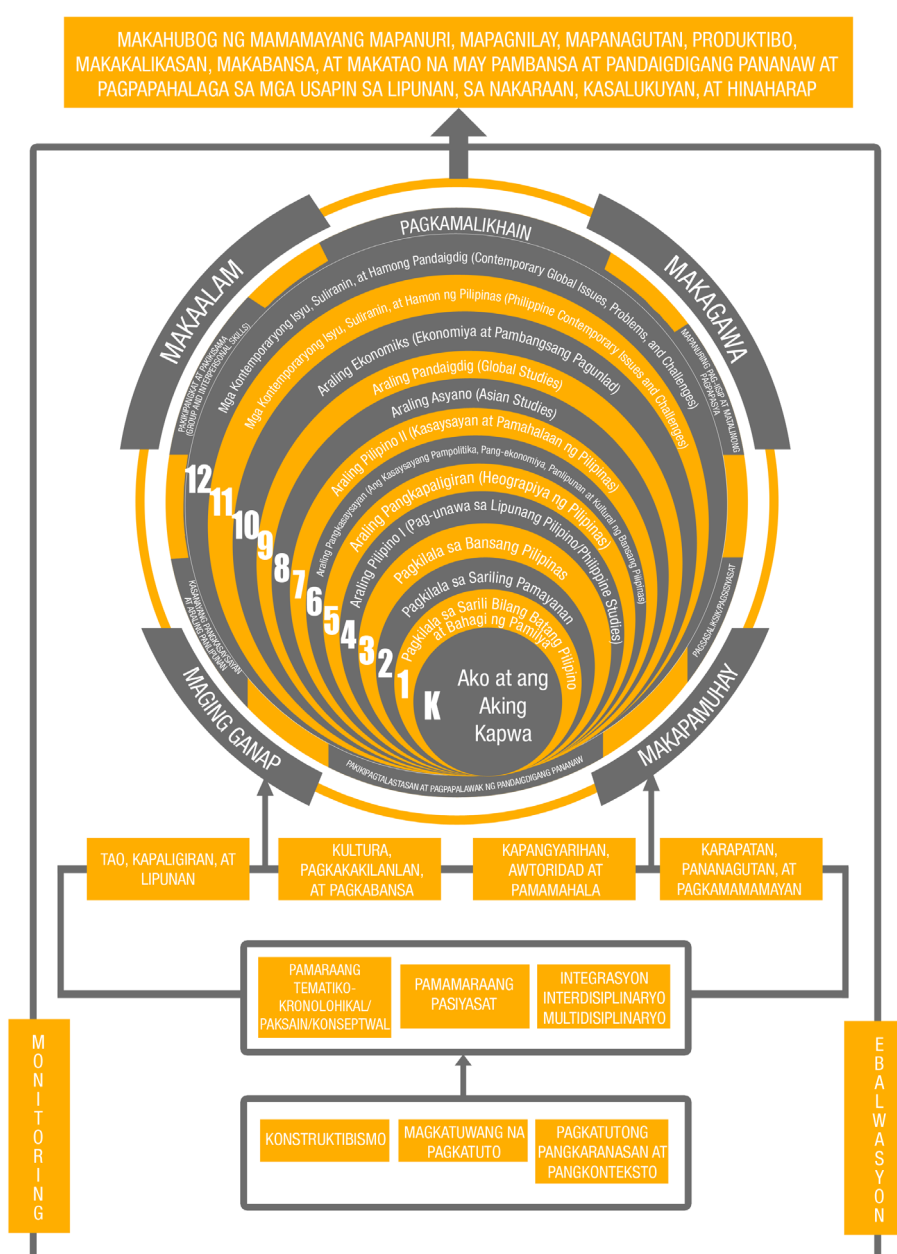


5.1.5. Araling Panlipunan

In the new curriculum, Araling Panlipunan will contain concepts about self, community, local history of the learner. Moreover, the new Araling Panlipunan covers a deeper understanding of the history, geography, politics, economy, and national development in the Philippines, in Asia and in the world. At the Senior High School level, students will learn about current issues and challenges and propose solutions to them.

The skills to be developed among learners include critical thinking, logical reasoning, creativity, appreciation of one's culture, research skills, communication skills, responsibility, productivity, environmental consciousness, and having a global vision.

Araling Panlipunan Framework



5.1.6. Music, Arts, Physical Education, and Health (MAPEH)

The Music and Art curricula focus on the learner as both the recipient and constructor of knowledge, skills, and values necessary for artistic expression and cultural literacy. The design of the curricula is student-centered, based on spiral progression, and grounded on performance-based learning. Thus, the learner is empowered, through active involvement and participation, to effectively correlate music and art to the development of his/her own cultural identity and expand his/her vision of the world.

As Music and Art are performance-based disciplines, effective learning occurs through active experience, participation, and performance, creative expression, aesthetic valuation, critical response, and interpretation. The skills that are developed include reading/analyzing, listening/observing, performing (singing, using musical instruments, movement, acting, and playing), responding, composing, and creating.

Music and Art Curriculum Framework



With the K to 12 Health curriculum, a learner should be able to achieve, sustain, and promote lifelong wellness. The program's rich and challenging learning experiences promote the development of the macro skills of practicing desirable health habits.

Health Education from Kindergarten to Grade 10 focuses on the physical, mental, emotional, social, moral and spiritual dimensions of holistic health and enables the learners to acquire essential knowledge, attitudes, and skills necessary to promote good nutrition, prevent and control diseases and substance misuse and abuse, reduce health-related risk behaviors to prevent and control injuries with the end in view of maintaining and improving personal, family, community, and environmental health.

In order to facilitate the development of macro skills, the teacher is encouraged to use appropriate learner-centered teaching approaches, such as experiential/contextual learning; problem-based action learning; differentiated instruction; health skills-based education with life skills and value-based strategies. This is not to exclude teacher-centered pedagogical strategies, which are likewise applied, but to a lesser extent. Each learner-centered strategy is anchored on educational theories developed by theorists, expanded by other educators, and validated by practitioners.

Health Curriculum Framework

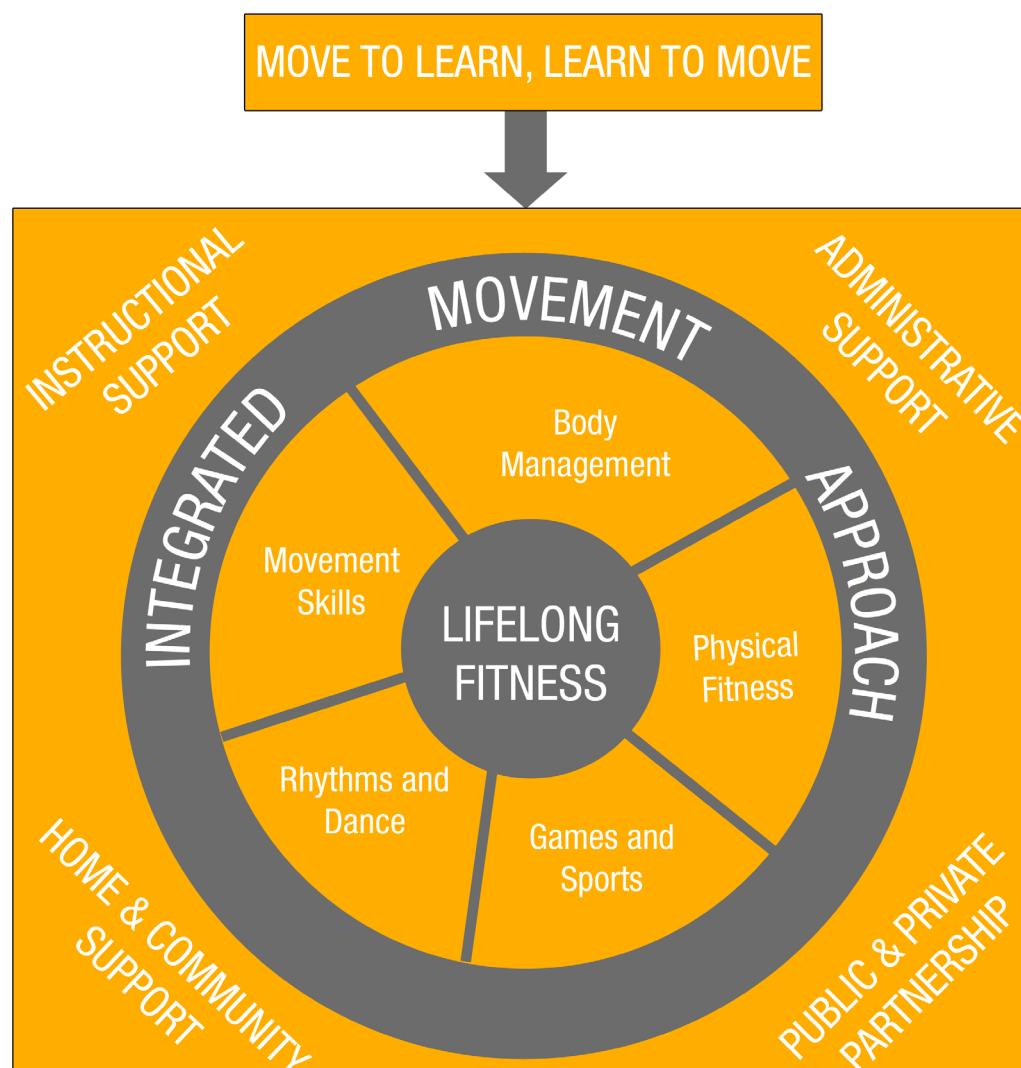


The Physical Education curriculum under the K to 12 Basic Education Program is anchored on the tenet, “Move to Learn, Learn to Move” with the ultimate goal of achieving lifelong fitness.

This curriculum contributes to the development of fitness, health, and wellness among school-age students as provided in the program’s rich and challenging physical activity experiences. It promotes the development of a participative and active body, learning to use the body in moving efficiently and effectively in a given space, time, effort and assurance of quality movement. The desire to become a physically educated person helps an individual in successfully selecting and in participating in activities appropriate for various stages of life.

In order to facilitate the development of an active lifestyle, selected and appropriate activities are designed in line with the five strands of learning, which include body management, movement skills, games and sports, rhythms and dance, and physical fitness.

Physical Education Curriculum Framework

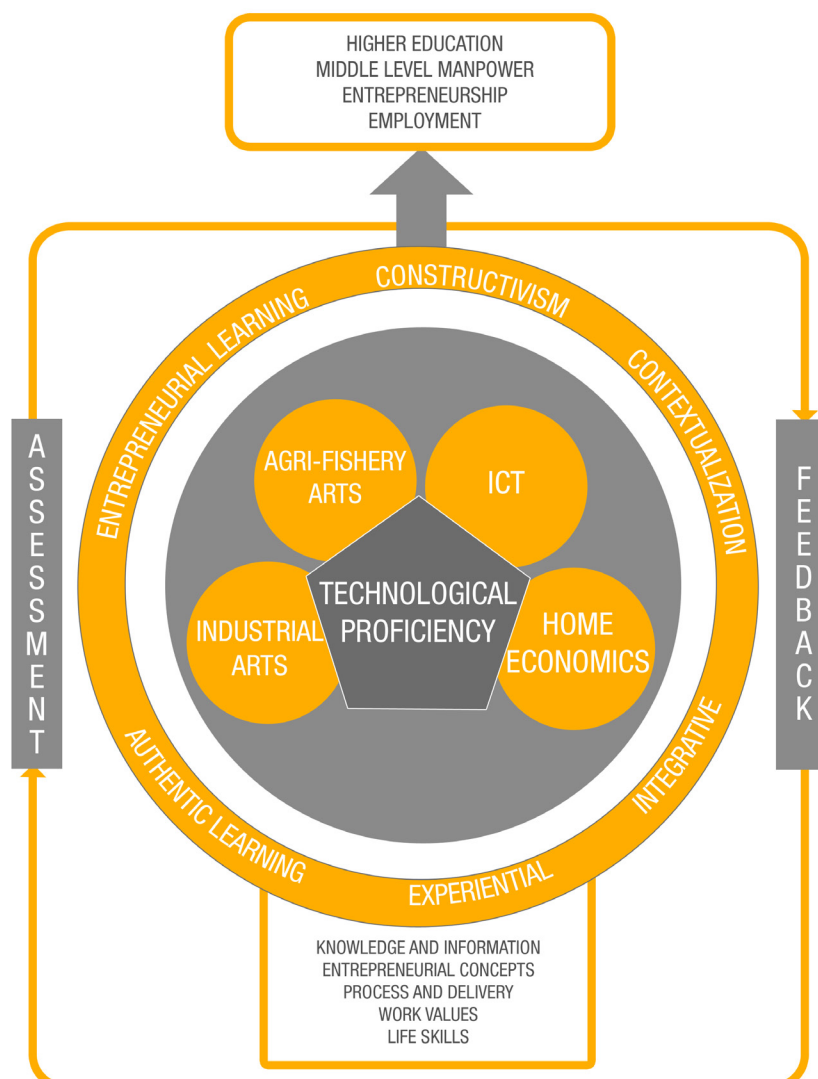


5.1.7. Technology and Livelihood Education

Technology and Livelihood Education (TLE) equips learners with knowledge and information, skills and processes, right work values and life skills in the field of Home Economics, Industrial Arts, Agri-Fishery Arts, and Information Communication Technology (ICT). The 24 TLE courses can be categorized under any of these fields. It is integrative in approach. For instance, it integrates entrepreneurship with all the areas of TLE so students could later set up their own businesses in any field of TLE.

In the K to 12 curriculum, the TLE courses are taught based on the learning outcomes and performance criteria stated in the Training Regulations (TR) from Technical Education Skills and Development Authority (TESDA). The alignment of TLE curriculum with the TESDA Training Regulations will enable the graduates to obtain certification for employment.

Technology and Livelihood Education Curriculum Framework



5.2. Learning Areas in Senior High School

Senior High School (SHS) consists of Grades 11 and 12. The program for SHS consists of a core curriculum that prepares students for college and career pathways that prepare students for employment or engaging in a profitable enterprise after high school. In Grade 11, more time of the student will be spent studying core subjects while in Grade 12, more time of the student will be spent on internship or immersion.¹⁰

The contents of the various learning areas are based on the College Readiness Standards of the Commission on Higher Education (CHED); they will be equivalent to the courses offered under the General Education Curriculum of higher education. The core subjects are English, Filipino, Mathematics, and Science. Contents of the Mathematics and Language curriculum in Grade 12 will depend on the specialization of the student. Contemporary issues on politics and governance, society and culture in the country and around the world are the Araling Panlipunan subjects in the SHS. Subjects of the General Education Curriculum such as Literature of the Philippines, Literature of the World, and Philosophy of the Human Person are also offered in SHS.

Subjects Offered in Senior High School

Learning Areas	Grade 11	Grade 12
Languages*	English: Oral Communication Filipino: Retorika	English or Filipino for Specific Purposes
Literature*		Philippine Literature (1st sem) World Literature (2nd sem)
Mathematics*	Math for Specific Purposes I	Math for Specific Purposes II
Science*	Life Sciences	Physical Sciences
Contemporary Issues*	Local Issues	Global Issues
Social Sciences*	Philosophy	
Career Pathways (Track-dependent)	Entrepreneurship, Tech-Voc, Academic* (e.g., engineering, sciences, journalism), Arts/Sports, others	Entrepreneurship, Tech-Voc, Academic* (e.g., engineering, sciences, journalism), Arts/Sports, others
Others		National Service Training Program

Legend: *Anchored on the College Readiness Standards of CHED

SECTION VI: ALTERNATIVE DELIVERY MODES FOR K TO 12 REFORM



6.1. Alternative Delivery Modes: Providing Access to Education

Extending the educational cycle requires an increase in resource requirements such as teachers, classrooms, instructional materials, and others.

In response to this, DepEd is looking into the alternative delivery modes (ADMs) that have been proven to be effective in addressing the problems of educational access. ADMs are unconventional means by which students learn in formal education. ADMs ensure that even with the lack of teachers and classrooms, Filipino learners have access to education.

6.1.1 ADM for Elementary Pupils

Multigrade Instruction

At the elementary level, multigrade instruction is an alternative delivery of formal education whereby there is one teacher for two, three or four different grade levels of students in a single class. For instance, in remote areas where enrolment rate is low and uneven, classes are combined such as Grades 1 and 2, Grades 3 and 4, and Grades 5 and 6.

To ensure quality of instruction, there are several approaches or strategies used in multigrade classes. One is the differentiated instruction wherein teachers plan strategically to address various learning needs of pupils. Another strategy is the groupings of pupils by ability or mixed ability depending on the teacher's purpose for instruction. There is also the modular approach which involves dividing the curriculum into specific objectives and producing associated learning materials in module form. These are made available to children grouped according to ability or for independent self-study.

Modified In-School Off-School Approach (MISOSA)

Modified In School Off School Approach (MISOSA) frees the children from the confines of the four corners of the classroom as it allows pupils to learn even while at home or in the community.

MISOSA combines formal and non-formal learning activities to meet the needs for classrooms, learning materials, and teachers. It likewise taps community resources for instructional materials or sources of knowledge. Under MISOSA, a class of pupils is divided into two groups. Group 1 goes to class for a period of time while the Group 2 learns at home or in other learning venues such as a Barangay Hall learning through modules or performing assigned tasks. At the end of one week, Group 1 spends time learning outside the school while Group 2 attends formal classes. At certain times, the two groups are gathered in one class to learn together as one group.

Instructional Management by Parents, the Community, and Teachers (IMPACT)

The extension of educational services beyond formal elementary education is also provided by IMPACT or Instructional Management by Parents, the Community, and Teachers. This was developed by SEAMEO INNOTECH to address high student population and high percentage of dropouts. It is a management system where the parents, teachers and community collaborate to provide the child with quality education at less costs.

Learning materials are based on the national curriculum standards of the Department of Education. It uses audio and video tapes in English, Science, Mathematics, Filipino, and Information and Communications Technology (ICT) in teaching the lessons.

It offers three delivery modes: 1) programmed teaching or employing bright pupils as programmed teachers who use specific teaching procedures, 2) peer-group learning or the grouping of 6 to 8 pupils who are heterogeneous in ability but who are studying the same core modules, and 3) individual study or self-instruction that allows learner to learn at his/her own pace. Moreover, IMPACT makes use of collaborative and self-directed approaches.

6.1.2 ADM for High School Students

Effective and Affordable Secondary Education (EASE)

One of the ADMs at the secondary level is the Effective and Affordable Secondary Education (EASE) Program which was designed and implemented to complement the existing formal system. It is applicable to students who cannot attend schools for a short while or can only attend classes seasonally due to socio-economic, geographical, and physical circumstances. In addition, EASE Program aims to cater to advanced students whose learning needs are not met by the conventional learning system.

EASE Program makes it possible for students to learn outside the school through self-instructional modules. When the student goes back to school, he/she will be tested on how well he/she has learned his/her lessons.

Open High School System

For high school students who incur long-term absences or who are permanently unable to attend school due to time, distance, physical impairment, financial constraints, social, and family problems, they may avail of the Open High School Program (OHSP).

It uses the concept of distance education as it offers independent, self-pacing, and flexible study programs using self-instructional learning materials. They are supported with tutors whom they could meet occasionally for guidance and tutorial support.

The subjects and the grading system for OHSP is the same as that of the regular high schools. As such, OSHP students graduate after completing the secondary education.

Both EASE and OHSP are part of the DepEd Bureau of Secondary Education's Drop Out Reduction Program (DORP) to address the needs of students at risk of dropping out (SARDOs).

Under DORP, SARDOs are provided three modes of learning to be able to continue their schooling even without attending formal classes. They are:

- **modular system** wherein students are given learning modules which they can bring home for self-study
- **internet-based learning** which is an online learning that is still being piloted
- **blended technology** which is a merger of the modular and internet-based modes of teaching and learning

SECTION VII: REFORMS IN THE ALTERNATIVE LEARNING SYSTEM



7.1. Education for All through Alternative Learning System (ALS)

The Alternative Learning System complements the effort of the formal education system in addressing the basic learning needs of every Filipino, particularly those who are disadvantaged and marginalized.

ALS is a parallel learning system that provides a viable alternative to the existing formal education instruction. It encompasses both the nonformal and informal sources of knowledge and skills.

The ALS curriculum contains five strands based on the operational definition of functional literacy. These skills are:

- communication,
- problem solving and critical thinking,

- sustainable use of resources and productivity,
- development of self and a sense of community,
- expanding one's world vision.

For ALS, mother tongue is necessary for the acquisition of basic literacy skills. Mother tongue or the language used by the majority in the area are used as medium of instruction and the language of the learning materials such as modules.

7.2. ALS Programs

Currently, the DepEd provides ALS programs through the Bureau of Alternative Learning. The Programs are:

Basic Literacy Program caters to the illiterates. It is a community-based educational program for out-of-school children, youth and adults to develop basic literacy skills.

Accreditation and Equivalency (A&E) Program is offered for literates who have not completed ten years of basic education. A & E is a certification of learning for out-of-school youth and adults aged 15 years old and above, who are unable to avail of the formal school system, or who have dropped out of formal elementary or secondary education.

After passing the A & E examination, passers have the following opportunities:

- Enter college/university
- Enter other nonformal training programs
- Enter formal training programs
- Enter/re-enter the world of work
- Enter/re-enter elementary or secondary formal school system
- Learn essential life skills to participate more fully and actively in the political, social, and economic lives in the community

Indigenous Peoples (IP) Education is a program that aims to develop an IP culture-sensitive core curriculum, learning materials and assessment tools/ instruments.

For IP Education, the core areas of the curriculum are:

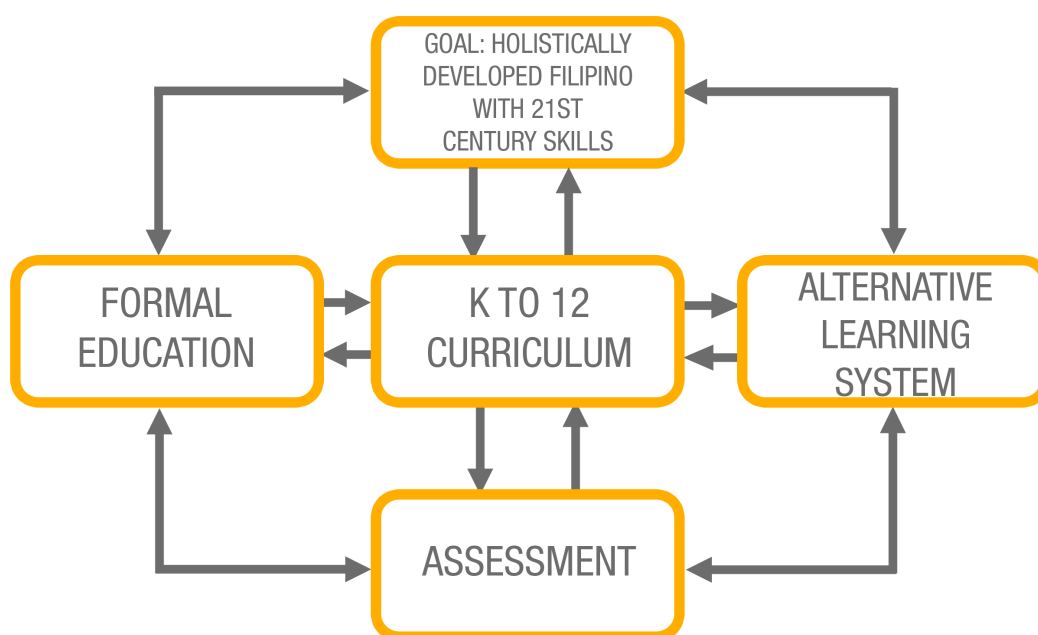
- family life
- civic consciousness
- environment
- health, sanitation and nutrition
- economics and income

Informal Education Program provides opportunities for adolescents, parents, and street children to acquire and accumulate knowledge, skills, attitudes, and values from daily experiences at home, at work, at play, and from life itself.

To be able to reach as many learners as possible, ALS uses various modes of learning such as face-to-face instruction, radio-based instruction, computer-based instruction, and independent learning.

7.3. Changes to the Alternative Learning System (ALS) under K to 12

K to 12 Curriculum for Both Formal Education and Alternative Learning System



Source: K to 12 Basic Education Program, March 2012

For an integrated system of basic education, the K to 12 curriculum structure includes an alternative learning system (ALS) which is a parallel learning or delivery system to provide a viable alternative to the existing formal education instruction. It caters to specific learner needs and requirements, because apart from dropouts who are mostly from poor households, there are special groups not reached by the formal education system: the indigenous peoples, Muslim communities, victims of armed conflict, child and youth laborers, differently-abled, inmates, homeless and street children, and single parents.

For ALS to be truly parallel with the formal system and for ALS graduates not to be marginalized, ALS focuses on the teaching of the same standards and competencies of the formal system. It will provide various delivery modes such as graded and non-graded modules, print or non-print which will be made available online. An accreditation and equivalency test for both academic and technical skills is an important component of the program.

SECTION VIII: REFORMS IN THE ASSESSMENT SYSTEM



8.1. The Features of the K to 12 Assessment

The K to 12 curriculum will have specific assessment specifications and design for each of the two delivery modes, the formal education and the alternative learning system.

K to 12 assessment is learner-centered and carefully considers its learning environment system. It includes indicators of 21st century skills such as research, analytical/critical, practical, and creative. Both cognitive and non-cognitive skills/tasks such as values, motivation, attitude, behavior traits, and interpersonal are included in the assessment. Moreover, there is no duplication of testing efforts and approaches in the K to 12 assessment.

8.2. The Classroom Assessment under K to 12 Education Program

Classroom assessment is one of the daily tasks of teachers and students in individual classrooms to know the level of learning of students and the effect of teachers' instruction. Thus, formative assessment (assessment FOR learning) is emphasized to ensure learning. Every learner is also encouraged to engage in the process of self-assessment (assessment AS learning). Summative forms of assessment (assessment OF learning) are also a part of curriculum assessment under the K to 12 curriculum.

In the K to 12 curriculum, the assessment process involves the use of a wide array of traditional and authentic assessment tools and techniques for a valid, reliable, and realistic assessment of learning. Traditional and authentic assessments complement each other. They are not mutually exclusive. Moreover, it puts greater emphasis on assessing understanding and skills development rather than on mere accumulation of content.

8.3. The Rating of Learning Outcomes

To ensure that there is standardization in teaching and learning, assessment will be standard-based. As such DepEd issued an order stating that assessment will be done at four levels and will be weighed accordingly. The levels are defined as follows:

- Knowledge refers to the substantive content of the curriculum, the facts and information that the student acquires.
- Process refers to cognitive operations that the student performs on facts and information for the purpose of constructing meanings and understandings.
- Understanding refers to enduring big ideas, principles, and generalizations inherent to the discipline, which may be assessed using the facets of understanding.
- Products/Performances refers to real-life application of understanding as evidenced by the student's performance of authentic tasks.

The assigned weight per level of assessment is listed in the table below.

Level of Assessment	Percentage Weight
Knowledge	15%
Process of Skills	25%
Understanding	30%
Products/Performances	30%
TOTAL	100%

Source: DepEd Order 31, s 2012

At the end of the quarter, the student's performance will be described based on the prescribed level of proficiency which has equivalent numerical values. The proficiency level is computed from the sum of all the performances of students in various levels of assessment. Each level is described as:

- **Beginning-** The student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.
- **Developing-** The student at this level possesses the minimum knowledge and skills and core understandings but needs help throughout the performance of authentic tasks.
- **Approaching Proficiency-** The student at this level has developed the fundamental knowledge and skills and core understandings and, with little guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks.
- **Proficient-** The student at this level has developed the fundamental knowledge and skills and core understandings, and can transfer them independently through authentic performance tasks.
- **Advanced-** The student at this level exceeds the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks.

The equivalent numerical values of each level are listed below.

Level of Proficiency	Equivalent Numerical Value
Beginning	74% and below
Developing	75-79%
Approaching Proficiency	80-84%
Proficient	85-89%
Advanced	90% and above

Source: DepEd Order 31, s 2012

8.4. The National Assessment System of K to 12 Education Program

National assessment is a country-wide collection of information on what students know, understand, and perform. The result of national assessment can be used by individual students as a basis on where to proceed in the next step in the educational ladder or can be used by educators for making an informed decision about what to do next in the educational process.

Before the implementation of the K to 12 education program, students took the National Achievement Test (NAT) which provided information to schools, divisions, regions, and the country as to the level of academic achievement of Filipino students in elementary (taken at Grade 6) and in high school (taken at Year 2) level.

In the K to 12, national assessments will be conducted at the end of each level of schooling—elementary, junior high school, and senior high school. Moreover, there will be summative assessment at the national level conducted at the end of Grade 3 to determine the impact of the use of mother tongue as medium of instruction. The assessment in Grade 12 is conceived to accomplish several purposes such as to assess the achievement of the K to 12 standards and to serve as college entrance examination.

Comparison of the National Assessment between the 2002 BEC and the K to 12 Curriculum

2002 BEC		K TO 12
Determining the achievement of schools, division, region, and nation	PURPOSE OF ASSESSMENT	<ul style="list-style-type: none">- Determining the achievement level of students- Determining the achievement of schools, division, region, and nation
Traditional pen-and-paper test	FORMAT OF ASSESSMENT	Combined traditional and authentic assessment
<ul style="list-style-type: none">- End of Grade 3- End of Grade 6- End of Grade 8	STAGES OF EXAMINATIONS	<ul style="list-style-type: none">- End of Grade 3- End of Grade 6- End of Grade 10- End of Grade 12

SECTION IX: K TO 12 TEACHERS



9.1. The Attributes of a K to 12 Teacher

The K to 12 education reform will upgrade the country's education system and align it to the requirements of the 21st century. This will require a K to 12 teacher to develop the essential knowledge, skills, attitudes, and values of the students to enable them to cope with these changes.

It is imperative for K to 12 teachers to know the characteristics or attributes critical to 21st century education so that they may be able to integrate them in their teaching.

The following are the attributes of the K to 12 Teacher:

- Multi-literate- As the 21st century expands our learning, literacy or “the ability to identify, understand, interpret, create, communicate and compute printed and written materials” (UNESCO, 2005) must also expand to include media and digital literacy. A multiliterate teacher knows how to use various technologies in teaching.

- **Multispecialist-** K to 12 education gears for the holistic development of learners. In developing the whole child, various learnings and experiences must be integrated. For this, teachers must be multispecialist, that is, they must be knowledgeable not only in the subject area they are teaching but in other areas as well so that they can help the learner build up what they gain in classrooms and outside the school and make sense of what was learned.
- **Multiskilled-** K to 12 ushers in various ways of learning. For teachers to cope with the demand for widening learning opportunities, they must be skillful not just in teaching but also in facilitating, organizing groups and activities.
- **Self-directed-** Teachers who are responsible in various aspects of school life must know how to initiate action and bring to fruition the learning goals of the students and the educational goals of the country.
- **Lifelong learner-**For K to 12 teachers, learning never ends. Teachers must be constantly updated on the latest information related to their subject and the trends in pedagogy. Moreover, they should also be sharing and applying what they are learning with their students and colleagues.
- **Flexible-** K to 12 education is student-centered. Thus, teachers must be able to adapt to various learning styles and needs of the learners. Teachers must also be flexible enough to ensure that learning takes place all the time using alternative modes.
- **Creative problem solver-**Providing quality education is not without hurdles. Problems will be there inside the classroom and within the school. Teachers must be there to offer innovative ideas and creative solutions to problems.
- **Critical thinker-**The development of higher order thinking skills is an important goal of K to 12 Education. Teachers need to be critical thinkers so that they could stir students to think about what they have learned, ask questions, reason out, probe, and establish their own knowledge and belief.
- **Has passion for excellent teaching-** Having the passion to teach effectively ensures that students learn under the care and guidance of a teacher. An ordinary teacher merely talks and gives instruction to students, but a K to 12 teacher has a passion that motivates students to learn and succeed in life.
- **High Emotional Quotient (EQ)-** To be a successful K to 12 teacher, one must not only have the head but also the heart to teach. Teaching is an emotionally taxing and influential job as it involves interaction with human beings. This demands that

negative emotions be held in check to avoid intimidating students, thus stunting learning. On the other hand, teaching also demands for some level of emotional connections to create a conducive learning environment.

9.2. Roles of Teachers in the K to 12 Education Program

Teachers are the key to achieving the vision of K to 12 education program. With this high demand for teachers, DepEd will give due consideration and appropriate support to ensure that teachers will be able to fulfill their significant role in the K to 12 education program.

- K to 12 education does not mean that teachers will have more workload.
- Decongestion of the curriculum will help teachers focus on mastering competencies.
- Pre-service and in-service training is in place to prepare teachers for the implementation of K to 12.

Teachers are the critical players in the K to 12 Education Program. Thus their support is necessary to bring the vision of K to 12 closer to reality. Teachers are enjoined to:

- Understand the rationale of K to 12 and the implications it will bring,
- Acquire the attributes and skills of a K to 12 teacher;
- Be prepared to implement K to 12 education program by participating in K to 12 orientations and trainings,
- Be able to explain K to 12 education program to stakeholders such as students, parents, and members of the community.

SECTION X: K TO 12 FREQUENTLY ASKED QUESTIONS



1. When will the K to 12 program be implemented?

- Universal Kindergarten started in SY 2011-2012.
- The new curriculum for Grade 1 and Grade 7 (High School Year 1) will be implemented in SY 2012-2013 and will progress in the succeeding school years.
- Grade 11 (HS Year 5) will be introduced in SY 2016-2017, Grade 12 (HS Year 6) in SY 2017-2018.
- The first batch of students to go through K to 12 will graduate in 2018.

2. Where will the additional two years be added?

- The two years will be added after the existing four-year high school program. This will be called Senior High School (SHS).

3. Why is the K to 12 program better than the current program?

- K to 12 offers a more balanced approach to learning that will enable children to acquire and master lifelong learning skills (as against a congested curriculum).
- It will help in freeing parents of the burden of having to spend for college just to make their children employable.

4. Will this address the dropout problem?

- The decongested curriculum will allow mastery of competencies and enable students to better cope with the lessons. This should partly address those who drop out because they cannot cope with schoolwork.
- The curriculum will be learner-centered, enriched, and responsive to local needs. It will also allow students to choose career pathways that suit their interest. This should partly address those who drop out because of lack of personal interest.
- DepEd will also continue to offer programs such as home schooling for elementary students and the dropout reduction program for high schools. These programs address the learning needs of marginalized students and learners at risk of dropping out.

5. How will K to 12 help in ensuring employment for our graduates?

- The K to 12 basic education curriculum will be sufficient to prepare students for work.
- The curriculum will enable students to acquire Certificates of Competency (COCs) and National Certifications (NCs). This will be in accordance with TESDA training regulations. This will allow graduates to have middle level skills and will offer them better opportunities to be gainfully employed.
- There will be school-industry partnership for techvoc tracks to allow students gain work experience while studying and offer the opportunity to be absorbed by the companies.

6. How will the K to 12 program help working students (college level)?

- DepEd is working in collaboration with CHED to provide more opportunities for working students to attend classes.
- DepEd is working with the Department of Labor and Employment to ensure that jobs will be available to K to 12 graduates and that consideration will be given to working students.

7. How will the K to 12 program help students intending to pursue higher education?

- The K to 12 basic education curriculum will be in accordance with the college readiness standards from CHED which sets the skills and competencies needed of K to 12 graduates who wish to pursue higher education.
- CHED will review its general education subjects to avoid repetition of Grades 11 and 12 content and learning areas. The CHED curricular review may lead to a significant reduction in the number of years of college courses resulting in a decrease in educational expenses of households.

8. How close is DepEd to addressing the resource gaps (i.e., classroom, teachers)?

- DepEd has targeted to close the resource gaps in the next two years.
- Aside from increase in the national education budget, DepEd is enjoying support from local governments, private partners, and donor agencies.

9. How about the additional cost to parents?

- Grades 11 and 12 (HS Years 5 and 6) will be offered for free in public schools.
- K to 12 graduates will have higher earning potential since they will be more competent and skilled compared to graduates of the current 10-year system.
- DepEd is in discussion with CHED on the possibility of decreasing the number of years of certain courses in college.
- K to 12 graduates will have national certification from TESDA, which will enable them to have higher employment opportunities.

10. What will happen to the college and universities during the 2-year transition period (SY 2016-2017 and SY 2017-2018)?

- DepEd is in the process of formulating a transition management plan which includes working in collaboration with other educational institutions during the two-year gap between the end of secondary education and start of college due to the introduction of Senior High School. The arrangements may include using private school facilities and teachers for senior high school during the transition period.
- DepEd is working closely with private educational institutions to address these transition management issues.

11. Will senior high school be implemented in existing high schools or will new schools be built?

- Existing schools will be used for the additional 2-year program. DepEd is likewise in discussions with CHED, TESDA, and private schools to use their existing facilities during the transition period and beyond.

12. Is K to 12 required for private schools as well? Will the same implementation timeline apply to private schools?

- Since private schools follow the DepEd curriculum, they will also be implementing the 12-year basic education program, but the implementation plan will differ. This will be discussed with the representatives of the private schools.
- Private schools are active participants in developing the K to 12 program. Note that a number of private schools offer at least 12 years of basic education: 2-3 years of pre-elementary (nursery, kindergarten and preparatory), 6 or 7 years of elementary, and 4 years of high school.

13. How will the college and technical-vocational courses be adjusted due to the K to 12 curriculum? Will adjustments be made in time for the first graduates of K to 12?

- TESDA will give certification to technical and vocational courses in the secondary levels while CHED will reduce the general education subjects in higher education to avoid duplication or repetition of subjects.

- CHED will be releasing its updated college readiness standards which will be the basis for the competencies in Grades 11 and 12 (HS Years 5 and 6).
- These activities will be completed before SY 2016-2017.

14. What will happen to the curriculum? What subjects will be added and removed?

- There will be continuum from Kinder to Grade 12 and to technical and higher education.
- The current curriculum will be decongested to allow for mastery of learning.
- In Grades 11 and 12 (HS Years 5 and 6), core subjects like Math, Science and English will be strengthened. Specializations in the students' areas of interest will also be offered.
- Right now, a technical working group has formulated the new curriculum framework, standards, and competencies for K to 12. Experts from CHED, TESDA, and other stakeholders are part of this working group. The enhancement of the curriculum framework, standards, and competencies continues as they go through the validation process.

15. What specializations will be offered in senior high school?

- Among the specializations offered will be on academics, technical and vocational courses, sports and arts. The specializations that schools offer will also be determined by local needs and conditions and their capacity.

16. How will students choose their specializations?

- Students will undergo several assessments to determine their interests and strengths. These will include an aptitude test, a career assessment examination, and an occupational interest inventory for high schools. Results of these tests should help students decide on their specialization.

17. For senior high school, what will happen if majority of our students want to specialize in agriculture and only one is interested to take math or academics? How will this be accommodated?

- The areas of specialization in Senior High School will be offered according to the resources available in a locality and the needs of students.

18. Will teachers be burdened by additional teaching load due to the K to 12 program?

- There will be no additional workload due to the K to 12 program. The Magna Carta for Public School Teachers provides that teachers should only teach up to six hours a day.
- The decongested K to 12 curriculum will allow teachers to master the context and competencies that they will develop among the students and will enable them to focus on their areas of expertise.

19. How will teachers be prepared for the K to 12 program?

- Teachers will be given sufficient in-service training to implement this program. The pre-service training for aspiring teachers will also be modified to conform to the requirements of the program.

20. Where can we get the K to 12 modules and curriculum?

You may contact the K to 12 Program Secretariat at:

Address: Department of Education Central Office
DepEd Complex, Meralco Avenue, Pasig City

Telefax: (02) 631-5057/ 638-3703

Email: kto12.secretariat@gmail.com

ENDNOTES

1. Psacharopoulos, G. & Patrinos, H.A., 2004. "Returns to investment in education: a further update," *Education Economics*, vol. 12(2), pages 111-134.
2. Organisation for Economic Co-operation and Development (OECD), 2007. "Education at a Glance: OECD Indicators"
3. Hanushek, E., et al., 2008. "Education and Economic Growth: It's not just going to school, but learning something while there that matters," *Education Next*, Spring, pages 62-70.
4. Hanushek, E, 2005. "Economic Outcomes and School Quality," *Education Policy Series*, Vol. 4. Paris: International Institute for Educational Planning and International Academy of Education.
5. De Vera-Mateo, L. 2011. Improving the Quality of ECCE : The Global Experience [Powerpoint presentation during the *Regional Consultation Forum on Early Learning Frameworks, Policies and Programs*] SEAMEO INNOTECH, Philippines.
6. Cruz, I., 2012, March 29. "Senior High School." Mini Critique. Philippine Star. Retrieved from <http://www.philstar.com/Article.aspx?articleId=792038&publicationSubCategoryId=442>.
7. Dominguez, ML and Guito, J., 2011. Don Bosco Technical College High School Department Curriculum. In: *Forum on Differentiated Secondary Schools in the Philippines*. March 4, 2011, SEAMEO INNOTECH, Philippines.
8. Medrano, V., 2011. San Pedro Relocation Center National High School Curriculum. In: *Forum on Differentiated Secondary Schools in the Philippines*.. March 4, 2011, SEAMEO INNOTECH, Philippines.
9. Orines, F., 2011. Manila Science High School Curriculum. In: *Forum on Differentiated Secondary Schools in the Philippines*.. March 4, 2011, SEAMEO INNOTECH, Philippines.
10. Cruz, I., 2012.

REFERENCES

DepEd Order 32 s. 2012 “Implementing Rules and Regulation of the Republic Act 10157”

DepEd Order 31 s. 2012 “Policy Guidelines on the Implementation of the Grade 1 to 10 of the K to12 Basic Education Curriculum (BEC) Effective School Year 2012-2013”

DepEd Order 16. s. 2012 “Guidelines on the Implementation of the Mother Tongue-Based Multilingual Education (MTB MLE)”

DepEd Order 74 s. 2009 “Institutionalization of the Mother Tongue-Based Multilingual Education(MTB MLE)”

DepEd Discussion Paper on The Enhanced K to 12 Basic Education Program, 05 October 2010

DepEd K to 12 Basic Education Program, March 2012

DepEd K to 12 Frequently Asked Questions, December 2011

DepEd K to 12 Primer, December 2011

Republic Act 10157 “The Kindergarten Education Act”

SEAMEO INNOTECH, 2012. K to 12 in Southeast Asia: Regional Comparison of the Structure, Content, Organization and Adequacy of Basic Education. Quezon City: Philippines.

THE K TO 12 TOOLKIT PROJECT TEAM

Project Advisers	
SEAMEO INNOTECH Dr. Ramon C. Bacani Center Director Mr. Philip J. Purnell Manager Educational Research and Innovation Office	Department of Education Dr. Yolanda S. Quijano Undersecretary for Programs and Projects Dr. Brenda B. Corpuz Technical Adviser to the Undersecretary for Programs and Projects
Research Team	
Dr. Ethel Agnes P. Valenzuela Senior Specialist Team Leader Ms. Rhea Christina U. Rabin Project Consultant, Member Ms. Merjielyn M. Calimag Research Assistant, Member	

The project team is grateful to the K to 12 Task Force/Committee/Secretariat particularly to Mr. Elvin Uy and Ms. Priscilla Ong for their invaluable assistance to SEAMEO INNOTECH in preparing the K to 12 Toolkit.



Southeast Asian Ministers of Education Organization
Regional Center for Educational Innovation and Technology
Commonwealth Avenue, Diliman, Quezon City 1101 Philippines
Tel. (+632) 924 7681 to 84 | Fax: (+632) 921 0224

www.seameo-innotech.org

AN ISO 9001:2008 CERTIFIED ORGANIZATION