Teaching and Assessment of Transversal Skills in the Philippines

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This presentation represents the activity undertaken by the Department of Education of the Government of the Philippines.

Collaborating with the Department are academics and educators who are staff in the Assessment Curriculum and Technology Research Centre (ACTRC), and in the Assessment Research Centre of the University of Melbourne.

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The Philippines

- 7,107 islands
- 101 million people (approx.)
- Class size:
  - 15-40 students Grades 1-4
  - 15-60 students Grades 5 - HS
K to 12 Curriculum Implementation
The K to 12 curriculum aims for holistic development and acquisition of 21st century skills.

**SEAMLESS**
Continuum from Kindergarten to Grade 12, and to technical-vocational and higher education

**ENHANCED & STREAMLINED**
Enhancement of all levels in the current curriculum, giving more focus to allow mastery of learning

**STRENGTHENED**
Core subjects like Mathematics, Science, and Languages will be strengthened

**LIVELIHOOD READINESS**
Specializations are offered through Tracks with Immersion. Students can also earn National Certificates.

A learner-centered education system

gov.ph/k-12 | #GOKto12
21st Century Skills

• Information, media and technology skills,

• Learning and innovation skills,

• Effective communication skills, and

• Life and career skills.
# 21st century skills in the K to 12 curriculum

<table>
<thead>
<tr>
<th>Mother Tongue</th>
<th>Filipino</th>
<th>English</th>
<th>Science</th>
<th>Math</th>
<th>Araling Panlipunan</th>
<th>Edukasyon sa Pagpapakatao</th>
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**Math Communication Skills K to 6**

1. Representing numbers using models, diagrams and symbols
2. Representing operations using models, diagrams and symbols
3. Displaying data
4. Interpreting
5. Giving descriptive information
6. Making connections
7. Communicating results
# 21st century skills in the K to 12 curriculum

<table>
<thead>
<tr>
<th>Subject</th>
<th>Information, Media and Technology Skills</th>
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<th>Communication Skills</th>
<th>Life and Career Skills</th>
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<td>Grades 11 to 12</td>
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## Math Communication Skills Grades 7 to 12
1. Representing and communicating
2. Visualizing and modeling
3. Applying and connecting
Assessment of TVC: Selection and consideration

Selected skills

- Information literacy
- Critical thinking
- Problem solving
- Innovation
- Communication
- Collaboration
- Technology literacy

Issues considered

- Skills versus ‘not skills’
- Discrete skills versus embedded skills
Life and Career Skills

Information media and technology
- Technology literacy
- Information literacy

Learning and innovation
- Critical thinking
- Problem solving
- Innovation

Communication
- Communication
- Collaboration
Initial audit steps

1. Identify essential skills and essential content per subject per key stage
   a. Go through curriculum
   b. List skills per subject per key stage
   c. Group identified skills based on categories from the Defining 21st Century Skills paper

2. Group competencies according to 21st Century skill (Template 1)
   a. Go through submissions
   b. Based on categories, group similar competencies
   c. Take note of subjects where competencies occur
   d. List unique competencies

<table>
<thead>
<tr>
<th>21st Century Skill</th>
<th>Competency and its occurrence across subjects</th>
<th>Unique competency</th>
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Information Literacy

A. Evaluate sources of information
   1. Identifies source of information
   2. Develops criteria for evaluating reliability of information
   3. Develops criteria for evaluating support for reliability
EBOLA VIRUS DISEASE (EVD)

WHAT OFW/TRAVELLERS SHOULD DO
IN COUNTRIES OR AREAS WHERE EBOLA HAS BEEN REPORTED

Follow the advisories issued by DOH, DOLE, POEA and other concerned agencies.

- Avoid areas declared to have ebola virus
- Always wash hands with soap and water
- Avoid crowded areas
- Do not eat raw wild meat

EMERGENCY HOTLINE
711-1001 to 02

Identifies source of information (LOW)

1. Which agency is the source of this infographic?

a. Department of Health  
b. Department of Tourism  
c. Department of Education  
d. Department of Science and Technology
Develops criteria for evaluating reliability (MID)

2. What would indicate that the information given in the infographic is reliable?

a. It was clearly written.

b. It was published in newspapers.

c. It was shared in social media several times.

d. It was produced by the government agency responsible for the area of concern.
3. Which of the following will further contribute to the reliability of the information presented in the infographic?

a. It does not contradict any social norms.
b. It has a high degree of popular support.
c. It is supported with evidence and studies.
d. It looks similar to infographics made in foreign countries.
Conceptual Challenges

- Defining transversal skills
- Distinguishing transversal skills from content
- Need for a clear, consistent and comprehensive articulation of TVC in the curriculum and Department orders
Logistical Challenges

• Need to provide further pre- and in-service training and materials on TVC for teachers

• Need for more opportunities to integrate TVC teaching and assessment in the classroom
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