Reforms and Transitions in Basic Education in the Philippines

Dina Ocampo
Undersecretary for Curriculum and Instruction
Department of Education
The Department of Education
Department of Education

Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education where:

Students learn in a child-friendly, gender sensitive, safe and motivating environment;

Teachers facilitate learning and constantly nurture every learner;

Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen; and

Family, community and other stakeholders are actively engaged and share responsibility for developing lifelong learners.

Vision

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

Core Values

- Maka-Diyos
- Makatao
- Makakalikasan
- Makabansa
The Reforms
Goal:
All Filipinos are able to realize their full potential and contribute meaningfully to building a cohesive nation

Outcome:
Holistically developed Filipinos with 21st Century skills ready for higher education, entrepreneurship and work

Intermediate Outcomes:
- Learners are well-rounded, happy and smart
  - Learners are in school and learning centers
  - Learners access programs responsive to their needs and consistent with their interests and aptitudes
  - Learners actively participate in a learner-friendly environment
  - Learners attain learning standards

Enabling Environment:
- Education leaders and managers practice participative and inclusive mgt processes.
- Investments in Basic Education provides learners with ideal learning environment
- People, internal systems, and processes serve learners better through continuous improvement efforts
- Key stakeholders actively collaborate to serve learners better
# Basic Education Curricular Reforms

<table>
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<td>Year III</td>
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<td>Year II</td>
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<tr>
<td>Year I</td>
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</tr>
<tr>
<td>Grade 6</td>
<td>General Education Core Curriculum</td>
<td>2-2 Plan • College Prep Curriculum • Vocational Curriculum</td>
<td>Revised Secondary Education Program • Electives</td>
<td>New Secondary Education Curriculum (SEDIP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
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<td>Grade 3</td>
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<td></td>
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<tr>
<td>Grade 1</td>
<td>Kinder</td>
<td>校11 and 12</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Revised Basic Education Curriculum**
- **New Elementary School Curriculum SOUTELE basis of PRODED**
- **2011- onward Kindergarten in the Public Schools**
- **K to 12 Basic Education Curriculum**
We are currently rolling out the enhanced curriculum for Gr 5 and Gr 11

★ March 2024: 1st batch of learners who went through the full K to 12 Program will graduate.

▲ March 2018: 1st batch of Gr 6 and Gr 12 under K to 12 will graduate.
Curriculum Reforms

1. Mother Tongue Based-Multilingual Education
2. Coding of Competencies
3. Senior High School
Basic Education Planning Framework

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The K to 12 Philippine Basic Education Curriculum Framework

Holistically Developed Filipino with 21st Century Skills

Being and Becoming a Whole Person

SKILLS
- Information, Media, and Technology Skills
- Learning and Innovation Skills
- Communication Skills
- Life and Career Skills

LEARNING AREAS
- Language
- Technology and Livelihood Education (TLE)
- Mathematics and Science
- Arts and Humanities
- Social Science

Curriculum Support System

Teachers
- Materials, Facilities, and Equipment
- ICT Environment
- Assessment
- School Leadership and Management
- Schools Divisions Technical Assistance

Community-Industry Relevance and Partnerships

Monitoring and Evaluation System
# Basic Education Program

## Elementary

### Grades 7 to 8
(Exploratory TLE)

### Grades 9 to 10
(Specialized TLE)

## Junior High School

## Senior High School

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Applied Track Subjects</th>
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</thead>
<tbody>
<tr>
<td><strong>Academic Track</strong></td>
<td><strong>Technical Vocational Livelihood Track</strong></td>
</tr>
<tr>
<td>o General Academic Strand</td>
<td>o Home Economics</td>
</tr>
<tr>
<td>o STEM</td>
<td>o Agri-Fishery</td>
</tr>
<tr>
<td>o ABM</td>
<td>o Industrial Arts</td>
</tr>
<tr>
<td>o HUMSS</td>
<td>o ICT</td>
</tr>
<tr>
<td>o Pre-Baccalaureate Maritime</td>
<td>o TVL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sports Track</strong></th>
<th><strong>Arts &amp; Design Track</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>o Home Economics</td>
<td>o Agri-Fishery</td>
</tr>
<tr>
<td>o Industrial Arts</td>
<td>o ICT</td>
</tr>
<tr>
<td>o TVL</td>
<td>o TVL</td>
</tr>
<tr>
<td>Maritime</td>
<td>Maritime</td>
</tr>
</tbody>
</table>

Tracks:
- **General**
- **Academic Strand**
- **STEM**
- **ABM**
- **HUMSS**
- **Pre-Baccalaureate Maritime**

- **Technical Vocational Livelihood Track**
- **Home Economics**
- **Agri-Fishery**
- **Industrial Arts**
- **ICT**
- **TVL Maritime**

- **Sports Track**
- **Arts & Design Track**
Literacy is a goal.

• All children should be literate in the mother tongues by the end of Grade 1.
• All children should be literate in Filipino by the end of Grade 2.
• All children should be literate in English by the end of Grade 3.
Multi-lingual Education Program

1. The child’s local language or mother tongue is used as the foundational language of education.

2. Children learn oral language in Filipino and English while they learn literacy in their dominant language.

3. Language mapping through the Learner Information System
Mother Tongue Based Multilingual Education
How do we measure impact

- Tracking literacy development of the children in different languages using system assessment tools
- Observations in the classroom
- Discussions with supervisors and teachers on the implementation of MTB-MLE
- Visiting communities and discussing with them the education programs
The MTB-MLE program is taking root.
What is the performance of Grade Three Students in the 2015 LAPG? (Total Country, Region by cluster, and Division by cluster)

<table>
<thead>
<tr>
<th>Language</th>
<th>N</th>
<th>Score</th>
<th>Mean</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
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<tr>
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<td>59.43</td>
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<td>Botolan Sambal</td>
<td>811</td>
<td>53.66</td>
<td>53.66</td>
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<tr>
<td>Chavacano</td>
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<td>57.78</td>
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<tr>
<td>English</td>
<td>2340691</td>
<td>63.77</td>
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<tr>
<td>Hiligaynon</td>
<td>158718</td>
<td>68.60</td>
<td>68.60</td>
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<tr>
<td>Ibanag</td>
<td>3754</td>
<td>55.71</td>
<td>55.71</td>
<td>55.71</td>
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<tr>
<td>Ilokano</td>
<td>128159</td>
<td>72.70</td>
<td>72.70</td>
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<tr>
<td>Iyatay</td>
<td>432</td>
<td>69.56</td>
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<td>Kapampangan</td>
<td>49225</td>
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<td>Kinaray-a</td>
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<td>69.72</td>
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<tr>
<td>Maguindanaon</td>
<td>27473</td>
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<td>69.16</td>
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<td>Meranaw</td>
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<tr>
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<td>62.13</td>
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<tr>
<td>Sinugbuanong Binisaya</td>
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<td>Surigaonon</td>
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<td>Yakan</td>
<td>4492</td>
<td>70.09</td>
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# Coding Legend

**Sample: H9S-IVg-h-34**

<table>
<thead>
<tr>
<th><strong>LEGEND</strong></th>
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<tr>
<td><strong>First Entry</strong></td>
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<tr>
<td>Learning Area and Strand/ Subject or Specialization</td>
<td>Health</td>
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<tr>
<td>Grade Level</td>
<td>Grade 9</td>
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<tr>
<td><strong>Uppercase Letter/s</strong></td>
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</tr>
<tr>
<td>Domain/Content/ Component/ Topic</td>
<td>Prevention of Substance Use and Abuse</td>
</tr>
<tr>
<td><strong>Roman Numeral</strong></td>
<td></td>
</tr>
<tr>
<td><em>Zero if no specific quarter</em></td>
<td>Quarter</td>
</tr>
<tr>
<td><strong>Lowercase Letter/s</strong></td>
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</tr>
<tr>
<td><em>Put a hyphen (-) in between letters to indicate more than a specific week</em></td>
<td>Week</td>
</tr>
<tr>
<td><strong>Arabic Number</strong></td>
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</tr>
<tr>
<td>Competency</td>
<td>Suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)</td>
</tr>
</tbody>
</table>
# Sample Curriculum Guide (Math Grade 4)

## CONTENT

<table>
<thead>
<tr>
<th>CONTENT STANDARDS</th>
</tr>
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<tbody>
<tr>
<td>The learner...</td>
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</tbody>
</table>

## PERFORMANCE STANDARDS

<table>
<thead>
<tr>
<th>The learner...</th>
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<tbody>
<tr>
<td>The learner...</td>
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</table>

## LEARNING COMPETENCY

<table>
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<tbody>
<tr>
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</table>

## CODE

<table>
<thead>
<tr>
<th>CODE</th>
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</thead>
<tbody>
<tr>
<td>M4NS-Ia-1.4</td>
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</tbody>
</table>

## LEARNING MATERIALS

1. BEAM LG Gr.3 Module 1.1 – Whole Numbers

### Grade 4 - FIRST QUARTER

**Numbers and Number Sense**

1. demonstrates understanding of whole numbers up to 100,000.
2. demonstrates understanding of multiplication and division of whole numbers including money.

1. is able to recognize and represent whole numbers up to 100,000 in various forms and contexts.
2. is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations.

1. visualizes numbers up to 100 000 with emphasis on numbers 10 001 – 100 000.
2. gives the place value and value of a digit in numbers up to 100 000.

1. reads and writes numbers up to hundred thousand in symbols and in words.

1. TEEP Grade 4. 2005. pp. 4-7
3. Grade School Mathematics Grade 4. 2003. pp. 2-4*

1. BEAM LG Gr.3 Module 1.1 – Whole Numbers
Senior High School,
Finally!
7 Cs of the Senior High School Curriculum

- Community
- Culture
- Curriculum
- Content
- Competencies
- Child
- Career
- Choice
- School
- Capability
Curriculum Exits

Holistically developed Filipino with 21st century skills.

Information, Media and Technology Skills
Learning and Innovation Skills
Communication Skills
Life and Career Skills

Higher Education
Employment
Entrepreneurship
Middle Level Skills Development
<table>
<thead>
<tr>
<th>HE</th>
<th>ICT</th>
<th>Agri-Fishery Arts</th>
<th>Industrial Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attraction and Theme Parks (NC II)</td>
<td>1. Animation (NC II)</td>
<td>AGRICROP PRODUCTION</td>
<td>1. Automotive Servicing (NC I)</td>
</tr>
<tr>
<td>2. Beauty/Nail Care (NC II)</td>
<td>2. Computer Programming (.net Technology) (NC III)</td>
<td></td>
<td>2. Carpentry (NC II)</td>
</tr>
<tr>
<td>3. Bread and Pastry Production (NC II)</td>
<td>3. Computer Programming (Java) (NC III)</td>
<td></td>
<td>3. Domestic Refrigeration and Air Conditioning (NC II)</td>
</tr>
<tr>
<td>4. Caregiving (NC II)</td>
<td>4. Computer Programming (Oracle Database) (NC III)</td>
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<td></td>
</tr>
<tr>
<td>5. Cookery (NC II)</td>
<td>5. Computer Systems Servicing (NC II)</td>
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</tr>
<tr>
<td>6. Dressmaking (NC II)</td>
<td>6. Contact Center Services (NC II)</td>
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<tr>
<td>7. Food and Beverage Services (NC II)</td>
<td>7. Illustration (NC II)</td>
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<tr>
<td>8. Front Office Services (NC II)</td>
<td>8. Medical Transcription (NC II)</td>
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<tr>
<td>9. Hairdressing (NC II)</td>
<td>9. Technical Drafting (NC II)</td>
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<tr>
<td>10. Handicraft (Fashion Accessories and Paper Craft)</td>
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<tr>
<td>11. Handicraft (Needlecraft)</td>
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<tr>
<td>12. Handicraft (Leathercraft)</td>
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<tr>
<td>13. Handicraft (Woodcraft)</td>
<td></td>
<td></td>
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<tr>
<td>14. Housekeeping (NC II)</td>
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<td></td>
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<tr>
<td>15. Local Guiding Services (NC II)</td>
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<td>16. Tailoring (NC II)</td>
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<tr>
<td>17. Tourism Promotion Services (NC II)</td>
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<td></td>
</tr>
<tr>
<td>18. Travel Services (NC II)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Wellness Massage (NC II)</td>
<td></td>
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</tbody>
</table>

Each subject will have **80 hours per semester**.

DEPARTMENT OF EDUCATION
Assessment Reforms

1. Assessment Frameworks that articulate what are essential
2. The Assessment Cube
Basic Education Planning Framework

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## Assessment Frameworks

<table>
<thead>
<tr>
<th>System Assessment</th>
<th>Policy Guidelines on System Assessment in the K to 12 Basic Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Assessment of Student Learning</td>
<td>Policy Guidelines on the National Assessment of Student Learning (DepEd Order 55, s. 2016)</td>
</tr>
<tr>
<td>Teachers and Supervisors Assessment</td>
<td>Policy Guidelines on Teacher Assessment for the K to 12 Basic Education Program</td>
</tr>
</tbody>
</table>
| Classroom Assessment                                          | 1. Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (DepEd Order 8, s. 2015)  
|                                                               | 2. Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program (DepEd Order 36, s. 2016) |
Curriculum Exits and Corresponding Exits

Holistically developed Filipino with 21st century skills.

<table>
<thead>
<tr>
<th>Exit Assessment from Basic Education</th>
<th>National Certificate</th>
<th>Entry Assessment for Work Skills</th>
<th>National Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Specific Assessments</td>
<td>1.</td>
<td>2.</td>
<td>29</td>
</tr>
</tbody>
</table>

- Higher Education
- Employment
- Entrepreneurship
- Middle Level Skills Development
Essential Skills connect curriculum and assessment in both Formal and Alternative Learning Systems.
<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>
<th>TLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information, Media and Technology Skills</strong></td>
<td><strong>Learning and Innovation Skills</strong></td>
<td><strong>Communication Skills</strong></td>
<td><strong>Life and Career Skills</strong></td>
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</tr>
</tbody>
</table>

Assessment Cube

- K to 3
- Grades 4 to 6
- Grades 7 to 10
- Grades 11 to 12
Transition Mechanisms

1. Instruction and Pedagogies
2. DepEd Computerization Package
3. Databases
   a. Curriculum
   b. Tools and equipment
4. Senior High School Planning
Basic Education Planning Framework

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Learning Action Cells (LACs)

Community practice with collaborative planning, problem-solving, and action-implementation

Improved teacher’s content knowledge, pedagogical skills, assessment strategies, and professional ethics

Student learning and holistic development
# Daily Lesson Log (DLL)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

## I. OBJECTIVES

- **Content Standards**
- **Performance Standards**
- **Learning Competencies/Objectives**
  - Write the LC code for each.

## II. CONTENT

Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.

## III. LEARNING RESOURCES

- **References**
  - 1. Teacher's Guide pages
  - 2. Learner's Materials pages
  - 3. Textbook pages
  - 4. Additional Materials from Learning Resource (LR) portal
- **Other Learning Resources**

## IV. PROCEDURES

- Reviewing previous lesson or presenting the new lesson
- Establishing a purpose for the lesson
- Presenting examples/instances of the new lesson
- Discussing new concepts and practicing new skills #1
- Discussing new concepts and practicing new skills #2

These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.
## Daily Lesson Log (DLL)

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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<td>Developing mastery (Leads to Formative Assessment 3)</td>
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<td>G.</td>
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**VI. REFLECTION**

Reflect on your teaching and assess yourself as a teacher. Think about your students’ progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.

A. No. of learners who earned 80% on the formative assessment.
B. No. of learners who require additional activities for remediation.
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.
D. No. of learners who continue to require remediation.
E. Which of my teaching strategies worked well? Why did these work?
F. What difficulties did I encounter which my principal or supervisor can help me solve?
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?
DepEd Computerization Package (DCP)
Databases make things easier
Sample Process in Identifying Potential Senior High Schools (Laguna)
Sample DepEd SHS Maps: Albay Division

MUNICIPALITY OF DARAGA

Non-DepED
- Bicol College Inc.
- Immaculate Conception HS
- Mary’s Child Science Oriented School
- Sunshine International School
- United Institute

STEM 480
ABM 640
HUMSS 400
GAS 480
TVL 1920
ARTS & DESIGN 0
SPORTS 0

Targets 80% of the two cohorts
Narratives that tell us that the reforms really taking place.
Story 1
A Filipino Teacher in an Urban Community

Jacqueline Ladera
Master Teacher
Marikina High School
The Learning Environment
The Use of ICT
Story 2
Inclusion Programs

Muslim Education
1.2 Muslim Learners
353,932 Learners in ALIVE classes

Indigenous Peoples Education
2.4 Million Learners
A Filipino Teacher in an Indigenous Community

Randy Halasan
Principal
Pegalongan Elementary School
Going to the Matigsalog Tribe
Story 3
SHS Enrolment Breakdown*

- 1,537,606 SHS Enrollees
  - 801,622 Public School
  - 683,074 Private School
  - 52,910 SUC

Student classification:
- 1,485,891 Grade 10 Completers
- 48,530 Balik-aral students
- 3,185 A&E Passers

*Data as of October 14, 2016
Maritess San Agustin, principal of Marciano C. Rivera Elementary School in Bulacan, took the initiative to hold a LAC session on how to prepare science instructional materials using the science equipment that had just been delivered to her school.
“Hi Teach, when I visited a school in Camiguin (Yumbing National School) at the foot of Mt. Hibuk Hibuk, there are 2 SHS classes being held on what used to be a school bodega (old unfinished building). The construction of SHS building was still on-going. But I noticed how attentive and participative the learners were in the 1st class because of very good facilitating skills of the teacher.

The class was interactive even the way the chairs were arranged encourages interaction. The teacher is Magna Cum Laude from Liceo Cagayan University. His name is Mark Palad. The second class was having a Pre-Calculus class but the learners were all smiling and enjoying. The teacher is Engr. Asis Cadalina, an ECE Board Exam Topnotcher (no. 10).

In spite of poor and bare facilities, these 2 teachers chose to teach in SHS. They have proven that teachers are the single most important agent of successful learning.”
In Iligan City, the principal of Maria Cristina National High School (MCNHS) had extra arm chairs. She gave these to Dalipuga National High School (DNHS) to augment their shortage. Because of MCNHS’s help, DNHS now has excess chairs as well.

Dalipuga National High School is 17.8 km away from Maria Cristina National High School.
Basic Education Planning Framework

Goal:
All Filipinos are able to realize their full potential and contribute meaningfully to building a cohesive nation

Outcome:
Holistically developed Filipinos with 21st Century skills ready for higher education, entrepreneurship and work

Intermediate Outcomes:
Learners are well-rounded, happy and smart
- Learners are in school and learning centers
- Learners access programs responsive to their needs and consistent with their interests and aptitudes
- Learners actively participate in a learner-friendly environment
- Learners attain learning standards

Enabling Environment
- Education leaders and managers practice participative and inclusive mgt processes.
- Investments in Basic Education provides learners with ideal learning environment
- People, internal systems, and processes serve learners better through continuous improvement efforts
- Key stakeholders actively collaborate to serve learners better
Maraming Salamat po!