ORIENTATION MEETING FOR NEQMAP'S REGIONAL STUDY ON
Assessment of Transversal Competencies in the Asia-Pacific

“Tour de table”

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29-30 OCTOBER, 2015 / BANGKOK
Marie Therese A.P. Bustos

– Background expertise
  • Inclusive education
  • Special needs education
  • Educational research

– Current role and responsibilities
  • Director, Assessment Curriculum and Technology Research Centre
  • Member, National Technical Working Group on Assessment
  • Associate Professor, University of the Philippines
Philippines

- Is the concept of transversal competencies reflected in education policy in your country? How so?
- How are transversal competencies (21st century skills) defined in your country context?
- How are these competencies integrated into national curriculum for basic education, to your current knowledge? Are they integrated in all levels of basic education, e.g. primary, lower secondary and upper secondary?
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.

Contributors to this presentation include:

- Dr Nelia Vargas-Benito, Dr Dina Ocampo
- Efren De La Cruz, Danilyn Joy Pangilinan, Januario Cortes
- Vicenta Opina, Bernadette Reyes, Joesal Marabe,
- Claire Scoular, Yasotha V, and Esther Care
Features

- Strengthening Early Childhood Education (Universal Kindergarten)
- Making the Curriculum Relevant to Learners (Contextualization and Enhancements)
- Building Proficiency (Mother Tongue-Based Multilingual Education)
- Ensuring Integrated and Seamless Learning (Spiral Progression)
- Gearing Up for the Future
- Nurturing the Holistically Developed Filipino (College and Livelihood Readiness, 21st Century Skills)

After going through Kindergarten, the enhanced Elementary and Junior High curriculum, and a specialized Senior High program, every K to 12 graduate will be ready to go into different paths – may it be further education, employment, or entrepreneurship.

Every graduate will be equipped with:

- Information, media and technology skills,
- Learning and innovation skills,
- Effective communication skills, and
- Life and career skills.
The process undertaken

• Review of 21\textsuperscript{st} century frameworks
• Review of national frameworks
• Identification of common themes
• Alignment with the Philippines core educational goals
Frameworks

UNESCO

- Learning to know
- Learning to do
- Learning to be
- Learning to live together

OECD

- Use tools interactively
- Act autonomously
- Interact in heterogeneous groups
Selected 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

### Template 1

<table>
<thead>
<tr>
<th>21st Century Skill</th>
<th>Competency and its occurrence across subjects</th>
<th>Unique competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>☐ MT ☐ Fi ☐ Eng</td>
<td>☐ Ma ☐ Sci ☐ AP ☐ Esp ☐ Mu ☐ Arts ☐ PE ☐ Health ☐ EPP ☐ TLE</td>
</tr>
<tr>
<td>Learning and Innovation</td>
<td>☐ MT ☐ Fi ☐ Eng</td>
<td>☐ Ma ☐ Sci ☐ AP ☐ Esp ☐ Mu ☐ Arts ☐ PE ☐ Health ☐ EPP ☐ TLE</td>
</tr>
<tr>
<td>Media, Information and Technology</td>
<td>☐ MT ☐ Fi ☐ Eng</td>
<td>☐ Ma ☐ Sci ☐ AP ☐ Esp ☐ Mu ☐ Arts ☐ PE ☐ Health ☐ EPP ☐ TLE</td>
</tr>
<tr>
<td>Life and Career</td>
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</tr>
</tbody>
</table>
ASSESSMENT CUBE

Math Communication Skills K to 6
1. Represent numbers using models, diagrams and symbols
2. Represent operations using models, diagrams and symbols
3. Display data
4. Interpret
5. Give descriptive information
6. Make connections
7. Communicate results

Math Communication Skills Grades 7 to 12
1. Representing and communicating
2. Visualizing and modeling
3. Applying and connecting
Criteria for selection of skills

① Are the skills teachable and learnable?
② Can the skills be embedded through the subject studies to demonstrate generalisability?
③ Will enhancement of these skills enhance student learning outcomes in subject studies?
WAYS FORWARD