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Addressing the Challenges Encountered in the K to 12 Classrooms in the Philippines



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This policy brief outlines recommendations to address the challenges in the teaching and learning process encountered by the teachers in the K to 12 classrooms.

In 2012 the Philippine government has instituted the Republic Act 10533 or the Enhanced Basic Education Program otherwise known as the K to 12 Curriculum. The program envisages to provide every Filipino child with the education he/she needs to compete in a global context (ICEF, 2019). It aims to produce functionally literate and holistically developed Filipinos which will make them socially and economically productive (DepEd, 2019). There are, however, discomfort and resistance from different sectors at the onset of the K to 12 program implementation. Criticisms revolve around economic cost of additional two years of basic education, readiness



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of basic education schools to implement the new curriculum in terms of facilities and teachers' competencies, availability of books and other relevant instructional materials and sustainability of the program.

A study looked into perception of teachers of the K to 12 curriculum, determined how the teaching and learning proceeds in the classroom, and identified the challenges that are encountered under the K to 12 program.

The following is the summary of the recommendations and inputs to policy review and development:

1. **Enhancement of the inquiry-based pedagogy.** Local and international benchmarking can be helpful for the teachers in equipping themselves and in getting more strategies to implement the process.
2. **Government support on the lack of facilities and learning materials.** Though budget is the greatest challenge in this area, research on how to produce locally available materials or improvise from indigenous sources is highly encouraged. Improved classroom conditions can lead to the improvement in the quality of students.
3. **Careful selection of teachers, the actual implementers of the curriculum.** Teacher qualification should be carefully considered in the recruitment process. To supply school with qualified teachers, teacher trainings, certifications and graduate programs, and teacher support should be strengthened. Teacher support can also include seminars and workshops and conferences to retool teachers with new concepts and strategies that can help address the needs of the 21st century learners. Retooling can address teachers' misconceptions about their disciplines and can help those who resist the K to 12 curriculum embrace the challenge.
4. **Strengthening of the ICT program in education.** Research on how to integrate ICT in lessons is necessary for teachers to win the students against the negative impact of technology on students' learning. Equipping teachers with skills in utilizing different modes of technology in the classroom is important.
5. **Teaching of relevant concepts in the classroom through integrative approaches.** Such concepts include climate change, risk reduction and disaster management, and poverty and social justice. Educational concepts on sustainability should be highly observed.
6. **Research on the dilemma of teachers about student assessment and revisiting of assessment procedures.** How students are assessed should be clear to teachers, parents and students. Trainings on both the traditional and non-traditional assessment modes must be continuously conducted.

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