Republic of the Philippines
Department of Education
Bureau of Secondary Education
Curriculum Development Division
Pasig City

2010 Secondary Education Curriculum
Curriculum Guide in English

March 26, 2010
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INTRODUCTION

The Context

As a matter of practice, the curriculum in the Philippines is revised every ten years, but the rapid rate of change in education and the fast obsolescence of knowledge necessitate a continual revisiting and updating of the curriculum to make it responsive to emerging changes in the needs of the learner and the society. Thus, the refinement of the curriculum remains to be a work in progress.

Aside from the issue of relevance, the refinement of the secondary education curriculum was guided by the need, as articulated in the Education for All Plan 2015, to streamline its content in order to improve student mastery and contribute to the attainment of functional literacy. This became a primary consideration in the design of the curriculum and the formulation of standards and the essential understandings from which the content of the curriculum was derived.

The results of national and international assessments were reviewed and analyzed for their implications for teaching and learning. The findings were used to further tighten the standards and improve the delivery of the curriculum and the teaching-learning process. The results of the evaluation of the implementation of the 2002 Basic Education Curriculum were likewise considered in the review of the curriculum. The findings and recommendations (see Annex A) guided the training of teachers and the capacity-building of school heads in managing the pilot test of the curriculum in 23 secondary schools nationwide.

The Process

The refinement of the curriculum followed the Understanding by Design (UbD) model developed by Jay McTighe and Grant Wiggins.
The curriculum design has the following elements:

**Stage 1**
A. Results/Desired Outcomes, which define what students should be able to know and do at the end of the program, course, or unit of study; generally expressed in terms of overall goals, and specifically defined in terms of content and performance standards

A.1. Content standards, which specify the essential knowledge (includes the most important and enduring ideas, issues, principles and concepts from the disciplines), skills and habits of mind that should be taught and learned. They answer the question, “What should students know and be able to do?”
A.2. Performance standards, which express the degree or quality of proficiency that students are expected to demonstrate in relation to the content standards. They answer the question, “How well must students do their work?” or “At what level of performance would the student be appropriately qualified or certified?”

B. Essential Understandings, which are the big and enduring ideas at the heart of the discipline and which we want the children to remember even long after they leave school.

C. Essential Questions, which are open-ended, provocative questions that spark thinking and further inquiry into the essential meanings and understandings.

D. Curriculum Objectives, which are expressed in terms of knowledge and skills that teachers can use as guide in formulating their own classroom objectives.

**Stage 2**

A. Assessment, which defines acceptable evidence of student’s attainment of desired results; determines authentic performance tasks that the student is expected to do to demonstrate the desired understandings; and defines the criteria against which the student’s performances or products shall be judged.

B. Products and Performances, which are the evidence of students’ learning and a demonstration of their conceptual understanding, and content and skill acquisition.

**Stage 3**

A. Learning Plan, which details the instructional activities that students will go through to attain the standards

A.1. Instructional Activities, which are aligned with the standards and are designed to promote attainment of desired results.

Questions to guide the review of Stages 1 to 3 are provided in Annex B.

A series of consultations with critical stakeholders: students, teachers, school heads, parents, supervisors, industry, local government officials, the religious, and experts from the academe, among others, were made to validate and further refine the formulation of standards, the essential understandings, the essential questions, and the assessment criteria and the tools to measure students’ products.
and performances. Workshops were conducted to draft the curriculum documents, write the instructional plan and develop lesson exemplars.

Teachers were trained and school heads from the 23 identified pilot schools underwent capacity-building to prepare them for the management of the try-out of the curriculum. The schools were identified based on their location (i.e., Luzon, Visayas, Mindanao) and the type of program (i.e., regular high school, specialist high school) they offer.

Meetings with school heads and classroom visits were made on a quarterly basis to monitor the try-out of the curriculum. Teachers’ feedback on the lesson guides became the basis for further refinement of the standards and the other elements of the curriculum.

Education supervisors were later trained on providing instructional support to teachers. A follow-through training was subsequently conducted to further equip them with the tools of supervision given the requirements of the program.

Results

Initial feedback from the teachers has been useful in further improving the design of the curriculum. What has evolved from the try-out is a core curriculum that builds on and retains the principles of the 2002 BEC (i.e., constructivism, integrative teaching) and integrates the richness of the special curricular programs (Arts, Sports, Engineering and Science Education Program, Journalism, Technical-Vocational Program, and Foreign Language). The latter shall be offered in schools as special interest areas which children can pursue among many other career options in livelihood education. The curriculum has the following features:
What is being envisaged is that the core curriculum shall be implemented with special curricular programs: special program in the arts (SPA), special program in sports (SPS), special program in journalism (SPJ), special program in foreign language, special science/math (S&T), technical-vocational program (tech-voc) being offered on the side, to develop the students’ multiple intelligences.
Conceptual Framework in English

Functional Literacy for All

Communicative Competence

Valuing

Literary Competence/Appreciation

Theory of Language
- Linguistics
- Philosophy
- Psychology

Theory of Learning
- Constructivism
  - Learning by doing (D)
  - Reflective learning (P)
  - Social learning
  - Learning strategies
  - Transformative Learning

Theory of Language Learning
- Process-Oriented
- Condition-Oriented

CBI
CALLA
PTCBL

Genre Based
Text Based
Context Based

2010 Secondary Education Curriculum
CONCEPTUAL FRAMEWORK OF THE ENGLISH PROGRAM

The overall goal of the 2010 Secondary Education Curriculum is to develop a functionally literate Filipino who can effectively function in various communication situations. A functionally literate individual demonstrates the following critical competencies: ability to express clearly one’s ideas and feelings orally, in writing, and non-verbally; ability to learn on his own; ability to read, comprehend and respond in turn to ideas presented; ability to write clearly ones ideas and feelings, and the ability to access, process, and utilize available basic and multimedia information. These competencies comprise the expected outcomes of the 2010 Secondary English Curriculum.

As indicated in the schematic diagram, the two-fold goal of this Program is to develop the communicative and the literary competence/appreciation of the Filipino youth. The purpose is to develop the four competencies: linguistic, sociolinguistic, discourse and strategic with emphasis on cognitive academic language proficiency (CALP). On the other hand, literary competence is concerned with general skills needed to meet the communicative and linguistic demands of the different types of literature. Values underscore the significant insights and universal truths presented in the varied literary texts.

In addition to the macro-language skills of listening, speaking, reading and writing the model highlights the paramount importance of viewing of multimedia and Internet sources of information as the means to develop creativity in transcoding concepts from one medium to another. The said language skills do not occur as separate units but rather as integrated units.

In the 2010 Secondary English Curriculum (2010 SEC), other inputs have been considered in response to the paradigm shifts that have taken place. These additional inputs mark the difference between the 2010 SEC and what preceded it. The model shows that as far as communicative competence is concerned, the learning program in the curriculum focuses on content–based instruction (CBI) which integrates the learning of language and the learning of some other content such as Science and Mathematics where English is used as the medium of instruction. The model, likewise underscores the use of cognitive academic language learning approach (CALLA) which takes into consideration the various contexts in which language is used in the classroom and other academic settings. In addition, the model uses the problem-based, task-based, and competency-based learning (PTCBL) approaches in which students collaboratively solve problems and reflect on their experiences. The teachers take on the role as facilitators of learning. The use of text analysis, text-based, context–based and genre-based approaches to reading literature and literary appreciation ensures literary competence and appreciation.

The underlying theoretical bases of the 2010 SEC include the theory of language, theory of learning and theory of language learning. The theories of language and language learning are in keeping with the current pedagogical practice highlighting constructivism.
## CONCEPT MATRIX

<table>
<thead>
<tr>
<th>Year Level</th>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
<th>FOURTH YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Philippine Literature</td>
<td>Afro-Asian Literature (including Philippine Literature)</td>
<td>British-American and Philippine Literature</td>
<td>World Literature (including Philippine Literature)</td>
</tr>
<tr>
<td>Quarter</td>
<td>Narrative</td>
<td>Narrative</td>
<td>Narrative</td>
<td>Narrative</td>
</tr>
<tr>
<td>1</td>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>2</td>
<td>Poetry</td>
<td>Poetry</td>
<td>Poetry</td>
<td>Poetry</td>
</tr>
<tr>
<td>3</td>
<td>Essay</td>
<td>Essay</td>
<td>Essay</td>
<td>Essay</td>
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<td>4</td>
<td></td>
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</tr>
</tbody>
</table>
**Program Standard:** The learner demonstrates literary and communicative competence through his/her understanding of the different genres of literature and other text types for a deeper appreciation of Philippine culture and those of other countries.

<table>
<thead>
<tr>
<th>General Standard First Year</th>
<th>General Standard Second Year</th>
<th>General Standard Third Year</th>
<th>General Standard Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner demonstrates literary and communicative competence through his/her understanding of the different genres of <em>Philippine Literature</em> and other text types for a deeper appreciation of Philippine culture.</td>
<td>The learner demonstrates literary and communicative competence through his/her understanding of the different genres of <em>Afro-Asian Literature (including Philippine Literature)</em> and other text types for a deeper appreciation of Philippine culture and those of other countries.</td>
<td>The learner demonstrates literary and communicative competence through his/her understanding of the different genres of <em>British-American and Philippine Literature</em> and other text types for a deeper appreciation of Philippine culture and those of other countries.</td>
<td>The learner demonstrates literary and communicative competence through his/her understanding of the different genres of <em>World Literature (including Philippine Literature)</em> and other text types for a deeper appreciation of Philippine culture and those of other countries.</td>
</tr>
</tbody>
</table>
## General Standard:
The learner demonstrates literary and communicative competence through his/her understanding of the different genres of *Philippine Literature* and other text types for a deeper appreciation of Philippine culture.

## Quarter 1 - NARRATIVE

<table>
<thead>
<tr>
<th>Stage 1: Results/Outcomes</th>
<th>Stage 2 : Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>Essential</strong></td>
</tr>
<tr>
<td>Standard</td>
<td>Performance</td>
</tr>
</tbody>
</table>

### The learner demonstrates understanding of the distinctive features, aesthetic elements and underlying objectives of varied types of Philippine narratives using the most appropriate language forms and functions.

### Language Focus:
- Simple past tense
- Time markers
- WH Questions
- S-V Agreement
- Direct Discourse
- Reported Speech

### The learner tells a story creatively and proficiently.

### Narratives are the interesting accounts of people’s ideas, feelings, and values pertinent to the development of their culture and society.

### Why do we study narratives?

### Creative and proficient storytelling

### Explanation
Explain the development of events and progress of ideas in a story.

### Criteria:
- Accurate
- Coherent
- Use of appropriate language forms and functions:
  - Simple past Tense
  - Time markers
  - WH Questions
  - S-V Agreement
  - Direct Discourse

### Performance assessment of storytelling based on the following criteria:
- Focus/Theme
- Audience Contact
- Sequence/Development of action
- Dialogue
- Language
- Delivery
- Voice
**Reported Speech**
Express actions that happened at a definite past time

Prove that the interesting accounts of people's ideas, feelings and values in Philippine folk narratives are pertinent to the development of their culture and society

**Interpretation**
Share a story showing one's understanding and appreciation of an effective and meaningful literary piece

**Criteria:**
- Significant
- Insightful
- Illuminating

Gather, analyze and present folk narratives with ease

**Criteria:**
- Significant
- Insightful
- meaningful

**Application**
Use appropriate sources of information, multimedia and technology to create a story

**Criteria:**
- Adaptive
- Diverse
Use simple past tense, time markers and WH questions to effectively narrate events. Make verbs agree with their subjects.

Exhibit clear reporting of ideas, thoughts and actions using direct and reported speech to avoid ambiguities.

Use reported and direct speech to give accurate accounts of important details.

**Perspective**
Analyze interdependence of plot characters, theme and other narrative elements.

**Criteria:**
- Critical in an analytical sense
- Insightful
- Revealing

**Empathy**
Relate ideas taken from the narrative to real life experiences.

**Criteria:**
- Insightful
- Open

**Self-knowledge**
Self assess one’s strengths and weaknesses in telling a story effectively.
<table>
<thead>
<tr>
<th>Criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meta-cognitive</td>
</tr>
<tr>
<td>• Reflective</td>
</tr>
<tr>
<td>• Self-adjusting</td>
</tr>
</tbody>
</table>
### Quarter 2 - DRAMA

<table>
<thead>
<tr>
<th>Stage 1: Results/Outcomes</th>
<th>Stage 2 : Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td><strong>Understanding</strong></td>
</tr>
<tr>
<td><strong>The learner</strong> demonstrates understanding of <strong>features, elements and conventions</strong> of varied Philippine <strong>drama</strong> using appropriate language forms and functions.</td>
<td><strong>Drama</strong> clearly portrays the real world by presenting man’s significant experiences in grand, moving and colorful ways.</td>
</tr>
<tr>
<td><strong>Philippine drama deepens one’s understanding of the unique beauty of Filipino culture.</strong></td>
<td><strong>Why should you study Philippine drama?</strong></td>
</tr>
<tr>
<td><strong>Language Focus:</strong></td>
<td></td>
</tr>
<tr>
<td>• Types of sentence according to function</td>
<td></td>
</tr>
<tr>
<td>• Coordinators</td>
<td></td>
</tr>
<tr>
<td>• Rejoinders</td>
<td></td>
</tr>
</tbody>
</table>

**Performance** |
- Demonstrate a smooth flow of thought from one sentence to the next by using coordinators and rejoinders correctly |
- Make clear and interesting explanation about people, things and events by using different types of sentences
<table>
<thead>
<tr>
<th>Connect drama to people’s significant experiences in the real world</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation</strong></td>
</tr>
<tr>
<td>Illustrate the series of connected events in a drama (plot)</td>
</tr>
<tr>
<td><strong>Criteria:</strong></td>
</tr>
<tr>
<td>• Meaningful</td>
</tr>
<tr>
<td>• Illustrative</td>
</tr>
<tr>
<td>• Significant</td>
</tr>
<tr>
<td><strong>Application</strong></td>
</tr>
<tr>
<td>Role –play the dialogs between characters</td>
</tr>
<tr>
<td><strong>Criteria:</strong></td>
</tr>
<tr>
<td>• Effective</td>
</tr>
<tr>
<td>• Fluent</td>
</tr>
<tr>
<td>• Realistic</td>
</tr>
<tr>
<td>• Innovative</td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
</tr>
<tr>
<td>Compare and contrast drama (literary) from news story (real life drama).</td>
</tr>
<tr>
<td><strong>Criteria:</strong></td>
</tr>
<tr>
<td>• credible</td>
</tr>
<tr>
<td>• revealing</td>
</tr>
<tr>
<td>• Insightful</td>
</tr>
<tr>
<td>• unusual</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
</tr>
<tr>
<td>Assume a role in a drama</td>
</tr>
</tbody>
</table>
that runs counter to your personal experience.

**Criteria:**
- open
- insightful
- perspective
- receptive

**Self-knowledge**
Self assess one’s strengths and weaknesses in presenting significant experiences in a drama

**Criteria:**
- self-aware
- self-adjusting
- reflective
- mature
- wise
Quarter 3 - POETRY

<table>
<thead>
<tr>
<th>Stage 1: Results/Outcomes</th>
<th>Stage 2 : Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td><strong>Product/Performance</strong></td>
</tr>
<tr>
<td><strong>Essential</strong></td>
<td><strong>Understanding</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><strong>Performance</strong></td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td><strong>Understanding</strong></td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td><strong>Question</strong></td>
</tr>
</tbody>
</table>

The learner demonstrates understanding of the **distinct features of narrative, lyric and dramatic poetry, their elements and the poetic devices using the appropriate language forms and functions.**

**Language Focus:**
- Basal Adjectives
- Phrase Modifiers
- S-V Agreement

The learner interpretatively and proficiently performs in a choral reading.

Understanding the special qualities of each form of poetry provides succinct ideas about the richness and beauty of poetry.

How do forms of poetry provide succinct ideas about the richness and beauty of poetry?

Interpretative and proficient Choral Reading

**Explanation**
Describe the distinct features and the development of ancient Filipino poetry

**Criteria:**
- Accurate
- Credible
- Insightful
- Use of appropriate language forms and functions
  - Basal Adjectives
  - Phrase Modifiers
  - S-V Agreement

Justify that the special qualities of poetry provide succinct ideas about richness and beauty of poetry

Explain the relationship existing between subject

The learner interprets a poem through choral reading based on the following criteria:

**Rubric**
- Facial Expression
- Phrasing/blending/pausing/timing
- Rate
- Enunciation
- Accuracy
- Voice quality
<table>
<thead>
<tr>
<th>and verb in a given sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prove a close connection among the elements of a poem</td>
</tr>
<tr>
<td><strong>Criteria:</strong></td>
</tr>
<tr>
<td>• Accurate</td>
</tr>
<tr>
<td>• Justified</td>
</tr>
<tr>
<td>• Insightful</td>
</tr>
</tbody>
</table>

**Interpretation**
Judge the importance of poetic devices to communicate meaning
**Criteria:**
• Significant
• Meaningful
• Insightful

**Perspective**
Analyze qualities of each form/type of poetry
**Criteria:**
• Critical in an analytical sense
• Insightful

**Application**
Use effective strategies in choral reading of a poem
**Criteria:**
• Adaptive
• Effective
• Innovative
• Diverse
<table>
<thead>
<tr>
<th>Use word and phrase modifiers in giving specific details about people, places and things</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Empathy</strong> Reach a common understanding on how to present a choral reading effectively <strong>Criteria:</strong></td>
</tr>
<tr>
<td>• Open</td>
</tr>
<tr>
<td>• Perceptive</td>
</tr>
<tr>
<td>• Insightful</td>
</tr>
<tr>
<td><strong>Self-knowledge</strong> Reflect on the effective strategies to be utilized in making meaning through choral reading <strong>Criteria:</strong></td>
</tr>
<tr>
<td>• Reflective</td>
</tr>
<tr>
<td>• Meta cognitive</td>
</tr>
<tr>
<td>• Self-adjusting</td>
</tr>
<tr>
<td>Stage 1: Results/Outcomes</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
</tbody>
</table>
| The learner demonstrates understanding of the **basic features, parts, structure, and pattern of development that make tone and style of Philippine essays effective.** | The learner writes a personal/reflective essay vividly. | Philippine essays have distinctive features used by the authors to present lessons learned from experiences and personal observations. | What makes Philippine essays distinct from foreign essays? | Writing vivid personal/reflective essay | **Explanation** | Explain the basic parts, structure, elements and features of Philippine essays. **Criteria:**  
- Accurate  
- Credible  
- Coherent  
- Insightful  
- Use of the appropriate forms and functions:  
  - Modals  
  - Relative  
  - Clauses  
  - Transition markers  
  
  Show smooth flow of ideas by using transition markers  
  Show that essays have distinct features that authors used to express lessons learned. **Interpretation** | The learner writes vividly a personal/reflective essay that expresses meaningful views and insights based on content, rhetoric and form using the following criteria:  
- unity  
- coherence  
- clarity  
- plausibility  
- mature usage  
- Style |
<table>
<thead>
<tr>
<th><strong>an essay</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>• Accurate</td>
</tr>
<tr>
<td>• Thorough</td>
</tr>
<tr>
<td>• Illuminating</td>
</tr>
<tr>
<td><strong>Application</strong></td>
</tr>
<tr>
<td>Use personal reflections, experiences and observations in writing a personal essay.</td>
</tr>
<tr>
<td><strong>Criteria:</strong></td>
</tr>
<tr>
<td>• Effective</td>
</tr>
<tr>
<td>• Adaptive</td>
</tr>
<tr>
<td>• Realistic</td>
</tr>
</tbody>
</table>

Use modals to express possibility, permission, ability and probability
Use relative clauses to show relationship of ideas
Use modals, relative clauses and transition markers in writing a personal essay. |
| **Criteria:** |
| • Effective |
| • Fluent |

**Perspective**
Argue that writing reflective journals and personal essays serve as significant learning experiences. |
| **Criteria:** |
### Empathy
Consider other writers’ intention, style, views in abstracting a reflective journal and a personal essay.

**Criteria:**
- Open
- Perceptive
- Insightful

### Self Knowledge
Use self-monitoring strategy / correction to improve one’s work.

**Criteria:**
- Reflective
- Meta cognitive
- Self-adjusting

The Bureau of Secondary Education was tasked by the Department of Education to monitor and evaluate the implementation of the new curriculum in secondary schools of the country.

Accordingly, the Bureau conducted case studies of twenty secondary schools, grouped as follows:

- General high schools funded fully by the national government
- Newly established high schools funded jointly by the national, provincial, and municipal government
- Science high schools
- Private high schools
- Technical-vocational high schools

The purpose of the multiple case studies is not to produce an objective body of knowledge that can be generalized to all schools in the country, but to build collaboratively constructed descriptions and interpretations of practices, that enable supervisors, school heads, department heads, supervisors and teachers, to formulate acceptable ways of implementing the BEC, and to solve implementation problems that emerge.

The case studies recognize that the school is a learning community where people continuously plan, observe, review and reflect on what they do in order to achieve shared goals and aspirations.

The first monitoring and evaluation of the BEC implementation was conducted in September 2002, the second in October 2003, and the latest in September 2004.
The findings from the case studies were based primarily on qualitative data. To verify their reliability, the findings were compared with those obtained from quantitative data. No marked difference in both findings was observed.

The following are the themes and patterns of school practices that emerged from the implementation of the BEC.

1. **There are gross inconsistencies between means and ends.**

   School heads, department heads, and teachers fully agree with the BEC that the desired learner/graduate should be functionally literate, a creative and critical thinker, an independent problem solver and a work-oriented lifelong learner who is MakaDiyos, Makabayan, Makatao and Makakalikasan.

   However, except in some Science high schools, there are gross inconsistencies between the kind of learner/graduate that the schools desire to produce and the strategies they employ. For example, instruction is still predominantly authoritative and textbook-based; learning is usually recipient and reproductive; supervision is commonly prescriptive and directive; and assessment is focused more on judging rather than improving performance.

   Moreover, while teachers believe in the importance of contextualizing or localizing the curriculum, yet many of them derive lessons more from course syllabi, textbooks, and competency lists rather than from the learners’ felt needs. While they believe in the full development of the learners’ potentials, yet lessons that they provide do not adequately address the differing needs and capabilities of the students.

**Recommendations:**

In schools where the inconsistencies exist, the following actions may be taken:

The school head should organize a committee to identify and describe the curricular, instructional, supervisory, assessment, and managerial practices that do not contribute to the development of the desired learner/graduate. Focus group conversations may be conducted to clarify the school and non-school factors that reinforce the questionable practices and to develop and implement action programs to remove the inconsistencies. There should be a school assurance team to coordinate, monitor, and evaluate the implementation of the action program. The removal of the inconsistencies should be among the primary goals of the school improvement plan and the focus of instructional supervision.
2. **Teachers want to know more about integrated teaching.**

   Across all school types, teachers have a positive attitude toward the integrative, interactive, brain-based approaches endorsed in the BEC. However, teachers do not feel confident to use the approaches because of their limited knowledge to operationalize them in terms of lesson planning; instructional materials development; and subject matter organization, presentation, and evaluation.

   Some of the school heads and teachers who returned from the BEC training seriously conducted school-based training. They reproduced and distributed BEC materials and coached teachers how to use them. Some, however, merely echoed what they learned; thus there are still many teachers who do not have enough knowledge about the key concepts and approaches in the BEC.

   Teachers do not just need ready-made daily or weekly lesson plans. They want full understanding of integrated teaching, i.e., its basic concepts, underlying assumptions, operational principles and approaches.

**Recommendations:**

   School heads should capitalize and reinforce the positive attitude of the teachers toward the BEC, particularly its instructional approaches. They should increase the teachers’ capability and confidence in using the approaches by providing the competencies they need. A needs assessment managed by teachers themselves should be conducted to identify gaps between actual and expected competencies.

   A benchmarking study may be conducted to close the gap. The study can start with internal benchmarking of successful practices by department or year level, and later expand to external benchmarking of successful practices of other schools.

   A handbook which explains the nature of integrated teaching, i.e., its underlying assumptions, principles, operational definition of terms, practical methods and approaches and examples of long and short range plans, can help remove
discrepancies between process and output. Schools are also encouraged to prepare leaflets and flyers on the integrative approaches.

3. **Teachers have limited knowledge of constructivism as a learning theory.**

   “Learning as a construction process and the learner as a constructor of meaning” is among the basic concepts of the BEC. The concept underlies the integrated approaches endorsed in the BEC. Although the concept was unfamiliar to many teachers, yet its operationalization was observable in some classes in Mathematics, Science, and Araling Panlipunan where problem-solving, inquiry or discovery approaches were being used.

   Application of the concept, however, was very limited. School documents like the yearly reports, school development and improvement plans, instructional and remedial programs, lesson plans, course syllabi, and teachers’ reports made little mention of how the concept was being applied to the teaching-learning process.

**Recommendations:**

   The school head should develop a consensual understanding of “constructivist learning” among his teachers. This can be done through focus group conversations (FGC) by year level or by department. The conversations shall be facilitated preferably, by the school head, with division supervisors or nearby university professors as resource persons and consultants. The conversations should be backed up by extensive references on constructivist or integrative learning.

   The FGC shall be followed through by activities on the practical application of the theory: i.e., lesson planning, demonstrations, field tests of approaches, team teaching, etc.

   The outputs of the FGC can be additional inputs into the school’s BEC Handbook. The Handbook should be revisited regularly to keep it self-correcting and self-renewing.
4. **Students are having difficulties using English as learning medium.**

School heads and teachers recognize the difficulties that students face in learning English as a language and at the same time using it as a medium of learning. As such they have resorted to various ways of increasing the English proficiency of the students like holding essay contests, English campaigns, public speaking competitions and the like. The problem, however, has remained unabated.

In English medium classes, both teachers and students usually shift to the local language to ensure that they understand each other. The fall-back language is usually Taglish, which students in non-Tagalog provinces are ill at ease.

BEC advocates the development of creative, critical thinkers and problem solvers. Teachers find this difficult to achieve in English medium classes where students have poor oral, aural, reading, and writing skills. In these classes, teachers are prone to resort to simple recall, recognition and leading questions and to minimize questions that demand complex reasoning, explanations, elaborations, analysis, synthesis and evaluation, which students find frustrating and even exasperating.

**Recommendations:**

Schools should consider developing and testing the effectiveness of the following measures in increasing students’ English proficiency:

- **Voluntary participation in English remedial sessions facilitated by volunteer students.** Facilitators are selected on the basis of their English proficiency and are given special training on how to facilitate group learning. A system of incentives is provided to both walk-in students and volunteer facilitators.

- **Proficient English students from higher levels, mentoring students from the lower levels.** The participation in the project of both mentors and learners is voluntary but the school provides an incentive system to support the project.
• **Holding regular English writing and impromptu speaking contests using criterion-referenced evaluation.** To encourage wide participation, multiple winners, not only the best, are proclaimed. At the end of the semester, the classes with the biggest number of winners are given citations.

• **Using the results of achievement tests for the previous years, the school conducts frequency and error analysis of English competencies that students failed to master.** Remedial measures are instituted and continuously evaluated for their effectiveness in producing the desired change in achievement.

5. **Several factors constrain teachers from playing their role as facilitators of the learning process.**

Teachers are open to new opportunities and possibilities offered by the BEC to accelerate learning. They are fully aware of the limitations of the traditional expository methods in facilitating the full development of the students’ potentials and are willing to learn how to be more effective facilitators of the integrative learning process.

From the field data, however, emerged several factors that inhibit the teachers from playing the facilitator’s role effectively: namely, students’ English deficiency that hinders critical discussion; overcrowded classes that restrict interactive learning; insufficient supply of textbooks that predisposes teachers to lecture; prescriptive supervision that constricts teacher creativity and initiative; and an examination system that encourages authoritative teaching. Confronted with these constraints teachers tend to fall back on traditional expository modes like lecturing, question-and-answer, dictation exercises, and practice tests.

**Recommendations:**

Use “best practices” approach by benchmarking classes, which, despite constraints of overcrowding, a foreign learning medium, insufficient textbooks, and supervisory and assessment restrictions, still continue to be facilitative rather than directive or prescriptive in teaching.
6. **Promising alternative supervisory approaches are emerging.**

Several promising supervisory approaches are emerging. One of these is collaborative supervision whereby groups of two or more teachers help one another to improve their teaching practices as well as discover better ways of teaching. They identify and address common instructional problems, share experiences and resources, and monitor and evaluate their progress.

Another emerging approach is self-directed supervision, which is common among experienced and highly-motivated teachers. In this practice each teacher assumes full responsibility for improving his instructional practices and promoting his professional growth.

In both above-mentioned approaches the school head participates mainly as consultant, adviser, resource linker or provider, reinforcer and facilitator. These supervisory approaches however, are not widespread.

Mentoring is also emerging as an alternative supervisory approach although it is still in a tentative and inchoate state. There are schools, however, that are already talking about putting up a mentors’ pool for the professional and career development of their teachers.

The most common supervisory practice is the conventional type whereby the supervisor observes a class as an expert or authority and makes on-the-spot recommendations which the teacher is expected to implement. Teachers find the practice threatening and disempowering. It stifles initiatives and creativity, lowers self-esteem, and encourages conformity but not commitment. In many cases the school head delegates the supervisory function to department heads, who, teachers claim tend to inspect and evaluate rather than improve performance.

A common but unpopular practice is the laissez faire type, whereby school heads, assuming that teachers know best being major in their subjects, give teachers the freedom to select teaching methods. Many of these school heads do not observe classes.
Recommendations:

With the continuing increase in supervisor-teacher ratio it would not be practical anymore to depend on the traditional supervisory approach to improve teachers’ performance.

The school head should explore the following alternatives:

- Self-directed supervision for experienced, strongly motivated, and innovative teachers;
- Peer or collaborative supervision for teachers who can work in teams or quality circles;
- Mentoring of new teachers and coaching the mediocre and low performers. These necessitate putting up a pool of trained volunteer mentors.

The school head should avoid copying these alternative modes, but rather benchmark them in order to adapt the practices to the needs and conditions of his school. The institutionalization of the best supervisory practices should be an important strategic goal in the School Development Plan.

Supervisors as instructional leaders should not only limit their functions to giving direct instructional assistance, curriculum development, and staff development. Educational impact cannot be produced by teachers working individually but by teachers working collaboratively toward shared goals. Therefore, teachers’ group development for collective action should also be part of the supervisor’s responsibility.

So that teachers would not be slavishly dependent upon foreign ideas and methods, supervisors should help them become knowledge workers by training them in classroom-based action research. This type of research is collaborative, user-friendly, nonstatistical and naturalistic. Public school teachers are using many innovative teaching methods and materials which do not become part of our educational heritage because they are not systematically developed and properly documented. There is a need for supervisors to train teachers how to test their methods as they teach. This is classroom-based action research, a practical technique for developing and confirming best practices.
7. Teachers need more knowledge and skills to operationalize Makabayan as a “Laboratory of Life”.

School heads and teachers find the “laboratory of life” concept of Makabayan novel and quite interesting and have come up with some imaginative schemes to implement the concept. Among these are the 8-2 plan (8 weeks of the grading period for teaching the four learning areas separately and 2 weeks for the integrated culminating activities), the planned or deliberate integration (a weekly lesson plan carries two or three related objectives from the other learning areas) and incidental integration (related content and skills from other disciplines are taken up as they crop up during the development of the lesson).

Teachers, however, find the integration of the four Makabayan learning areas difficult to plan, implement, monitor and evaluate for several reasons: (1) lack of a common vacant period for planning the integration, (2) limited knowledge of the interdisciplinary, interactive methods, and (3) lack of readily available teacher-friendly expert assistance.

Moreover, the anxiety of not being able to cover the units expected for a grading period and the threat of division achievement tests that are text-book based, predispose teachers to separate-subject teaching.

There are also teachers who are lukewarm toward integration because they believe that integrating other subjects would reduce the time to teach the competencies prescribed for their own subject. Since their efficiency is assessed more by their students’ performance in division tests than by how well they have integrated their subject with other subjects, their tendency is to give less attention to integration.

Recommendations:

School heads should conduct consultative or brainstorming sessions with their staff to resolve problems and issues related to the implementation of “Makabayan as laboratory of life.”

The four Makabayan learning areas have to be scheduled in such a way that the teachers will have time to meet and plan integrated lessons.

Schools superintendents should also consider putting up pilot or experimental schools for the teaching of Makabayan to lessen the trial-and-error practices which confuse teachers.
8. **Teachers are divided on how to teach values.**

Two patterns of thought emerged from the field data. One favors the integration of values education in all the subjects and not teaching it as a separate subject. It recommends that the time allotted to values education in the present curriculum should be used instead to increase the time allotment for TLE and AP.

The other pattern favors the teaching of values education as a separate subject for the reason that effective teaching of values involves going through the valuing process of clarifying, analyzing and choosing in relation to decisions and actions, which cannot be adequately enhanced in the integrated scheme. It is further argued that since values shape and guide important decisions and actions, their development should not be left to chance. Hence, value education should remain a separate subject.

**Recommendations:**

To help resolve the issue whether values education should remain as a separate subject or as an integral part of the other subjects, two approaches are recommended.

- The values education teachers should approach the teaching of the subject as action researchers.

  Working as a team, they identify a common teaching problem, plan and implement a solution, observe and reflect on the feedback, and continue the process until they get the desired result. The action research process would shed more light on the issue.

- Values education as a separate subject in the Basic Education Curriculum today should be viewed as a case study or a focus of inquiry rather than a mandate. How do students personally perceive and feel about the methods, materials, and the assessment and reporting systems that are being used?

  The approach would make the classroom teachers active generators of experience-based knowledge and not mere passive transmitters of knowledge from some remote experts.
9. **Teachers teach to the test, students study to the test.**

The use of traditional assessment tools like the multiple-response, simple recall, recognition and application tests is predominant. Rubrics, portfolios, and other forms of authentic assessment are not widely used. Teachers are aware of the limitations of traditional tests and the need for alternative forms to measure higher order thinking skills. However, they tend to resort to the traditional forms for several compelling reasons:

- These are the types used in periodic and achievement examinations.
- They are easier to score. (Teachers teach as many as 300 to 400 students a day and scoring non-traditional measures like rubrics could be an ordeal.)
- They are easier to prepare than the non-traditional forms like portfolios, rubrics, and other authentic measures.
- These are what everybody else is using.
- Teachers have inadequate knowledge of authentic learning and authentic assessment.

Documentary analysis showed that schools in general lack an institutionalized system of utilizing test results for diagnostic and remedial purposes.

Teachers tend to teach to the test; students tend to study to the test. This culture is reinforced by supervisors who specify units to be taught and tested for each grading period and use test results more for judging rather than improving teacher and student performance.

**Recommendations:**

Schools should review their present assessment practices. The teacher appraisal system and the kinds of tests used in the classroom as well as those, in the division and national examinations, should be evaluated against the goals and objectives of the Basic Education Curriculum, among which is the development of critical thinkers and problem solvers.

Schools should also consider the use of alternative assessment tools and techniques that would provide opportunities for students to experience learning as an enjoyable, delighting process of inquiry, discovery, construction and creation of new knowledge, rather than as a tedious process of cramming to pass examinations.
While schools should double their efforts for students mastery of the basic competencies they should also never lose sight of the fact that their ultimate goal should be the development of functionally literate citizens of a democratic community.

10. Schools are moving toward shared governance.

Although most of the centralized organizational charts displayed in the principals’ office, are still the same charts before R.A.9155, yet shared governance and participative leadership were clearly evident in many schools.

The involvement of ad hoc committees, task forces, study groups, action cells, and the conduct of consultative meetings, and brainstorming sessions, to assist the school head make administrative or instructional decisions, were regular patterns that cropped up in individual and group interviews.

Another promising pattern is rotational delegation of authority by the school head, among department heads and subject leaders, as well.

Recommendations:

Schools should continue reinforcing their efforts toward the institutionalization of shared governance as envisioned in R.A. 9155. To facilitate the process, they should make shared governance as one of the strategic goals in their educational plans. The goals should be supported by a long-range program jointly designed, developed, implemented, monitored by the school heads, department heads and teachers. The program components should include needs analysis, competency-based training, benchmarking studies, design and development of appropriate organizational structure and staffing, monitoring and evaluation and a reward system.

The traditional end-of-the-year assessment, characterized by achievement testing and one-shot school visits, should be evaluated. The process which has been going on for decades, has not improved school performance and student achievement. A better alternative should be considered.
Guide Questions for the Review of the Curriculum

Stage 1

Content Standards
- Do the content standards reflect the desired results: the most important and enduring ideas, issues, principles and concepts from the disciplines; and skills and habits of mind that should be taught and learned?
- Are the standards attainable, considering the capabilities of the target learners?

Performance Standards
- Do the performance standards express the criteria against which students’ performances or products shall be assessed?
- Do they answer the question, “How well must students do their work?”

Essential Understandings
- Are they the big and enduring ideas drawn from the disciplines?
- Do they reflect the major problems, issues and themes that are deemed most important for students to learn?

Essential Questions
- Do they center around the major understanding, problem, issue or theme?
- Do they unpack the essential understandings?
- Are they relevant to students’ lives? To society?
- Do they provide enough challenge or rigor?
- Are they manageable: not too demanding of time or resources?
- Are they suitable to the target students’ ages, interests, and abilities?
Stage 2

Assessment
- Are they directly linked to standards through clearly stated criteria?
- Do they provide for multiple sources of evidence to document student progress/attainment of standards?

Products and Performances
- Do they provide enough evidence of learning or attainment of the standard(s)?
- Do they accommodate a range of multiple intelligences and learning styles? Do they permit choices?
- Do they demonstrate conceptual understanding, and content and skill acquisition?
- Do they emerge naturally from the instructional activities?
- Do they provide for individual or group work?

Stage 3

Instructional Activities
- Do they address one or more specific standards?
- Do they involve significant content and processes from the standards?
- Do they lead to products and performances that can be used to assess student learning?
- Do they promote active learning?
- Do the introductory activities engage and motivate students?
- Do the enabling activities ensure student progress toward the attainment of the standards? Are these sufficient?
- Do the culminating activities encompass the identified standards? Do they require students to demonstrate their learning in relation to the standards?