The 2010 Secondary Education Curriculum

This session will cover the following:

- The Challenge of Curriculum Reform
- Imperatives of Curriculum Reform
- Design of the Curriculum
- Managing the implementation of the curriculum: School Readiness for Reform

Maximize the potentials of curriculum change by linking it to increasing student participation and improving the internal efficiency of schooling

2 Provide opportunities for children to develop 21st Century Core Skills

Digital Age Literacy

- Basic scientific, mathematical, and technological literacies

- Visual and information literacies

- Cultural literacy and global awareness

Inventive Thinking

- Adaptability/ability to manage complexity
- Curiosity, creativity, and risk taking
- Higher-order thinking and sound reasoning

Effective Communication

- Teaming, collaboration, and interpersonal skills

- Personal and social responsibility

- Interactive communication skills

High Productivity

- Ability to prioritize, plan, and manage for results

- Effective use of real-world tools

- Ability to create relevant, high-quality products

Imperatives of Curriculum Reform

1

New needs, new curriculum

2

The curriculum must remain responsive to national development goals.
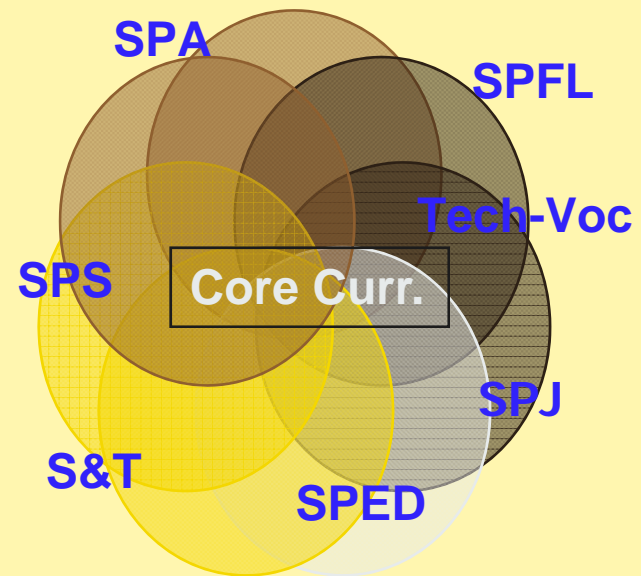
3

Lean is better.

4

Curriculum reform as a process of continuous improvement
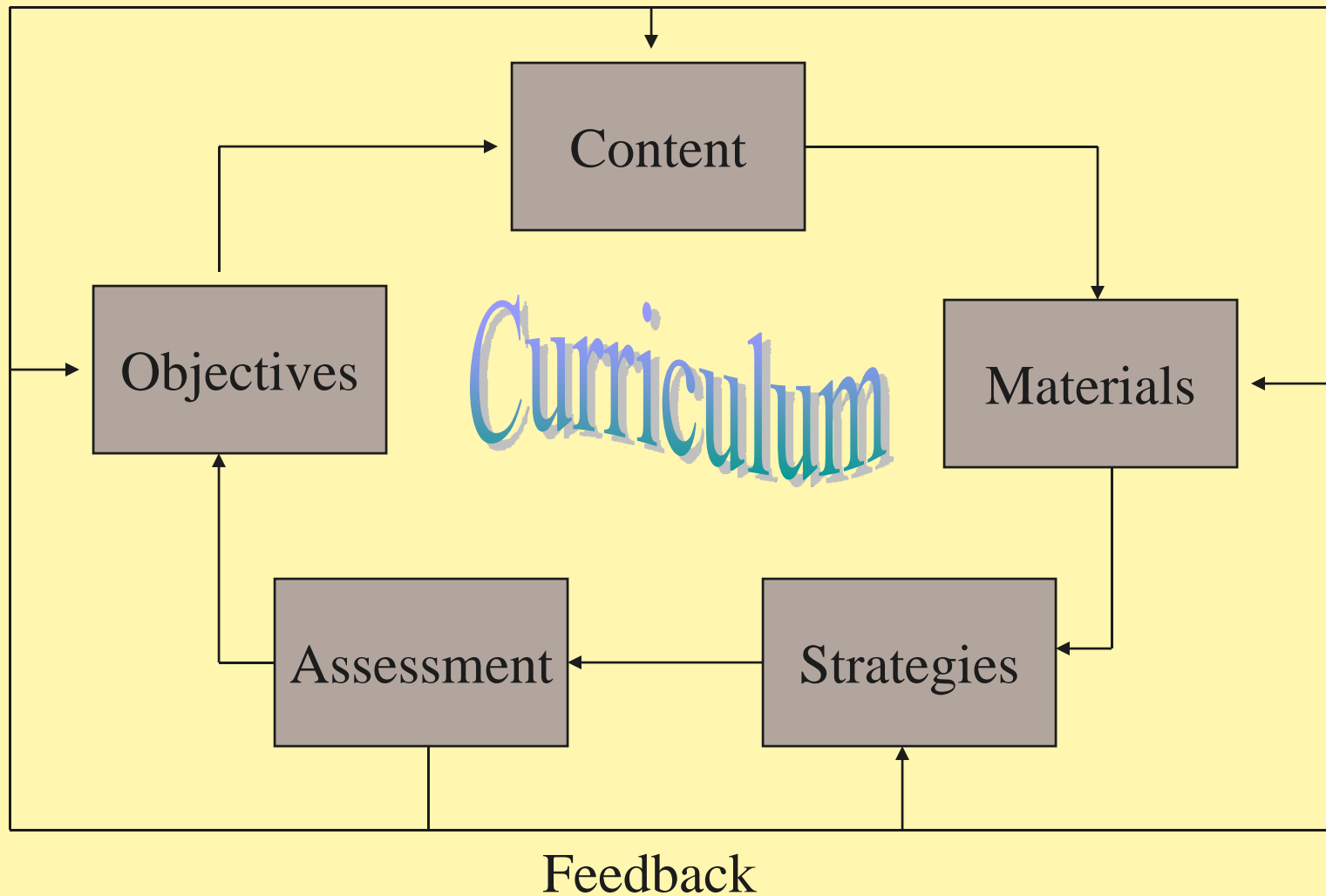
Features of the Curriculum

- Lean- focuses on essential understandings
- Sets high expectations (standards-based) – expressed in terms of what students should know and the quality and proficiency of the skill that they are expected to demonstrate as evidence of learning
- Rich and challenging- provides for a personalized approach to developing the student's multiple intelligences
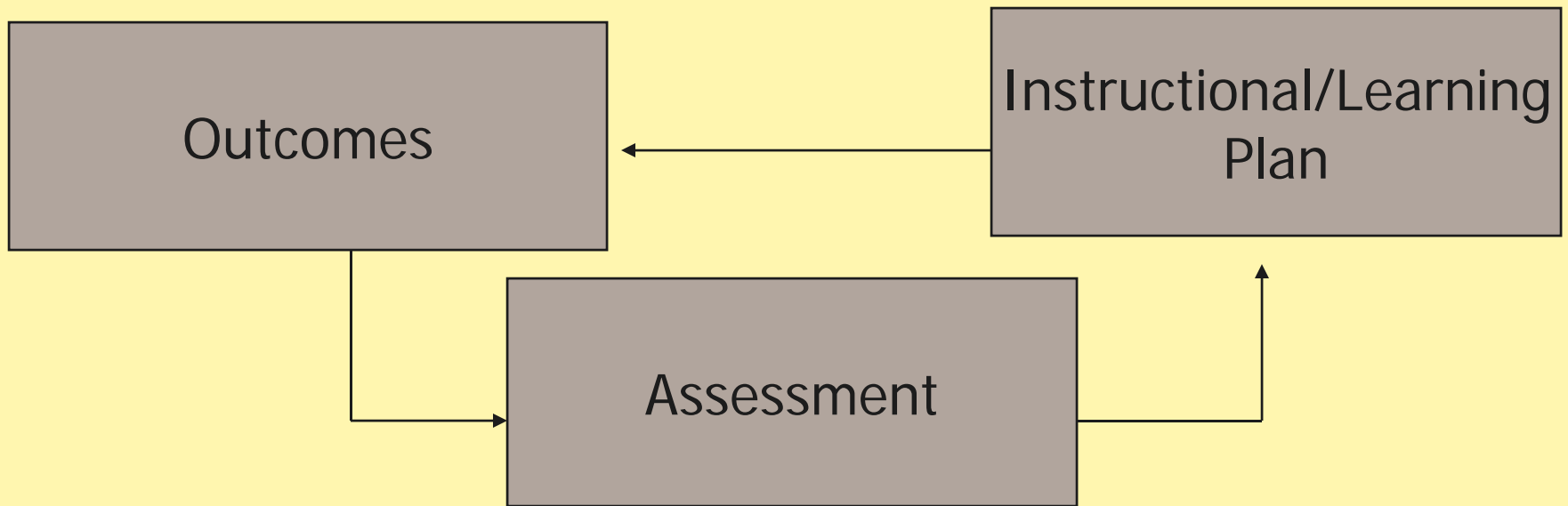- Develops readiness and passion for work and lifelong learning

SPA
SPFL
Tech-Voc
SPS
Core Curr.
SPJ
S&T
SPED

Design of the Curriculum

Conventional Curriculum Design

Backward Design (Understanding By Design)

Outcomes

Assessment

Instructional/Learning Plan

Facets of Understanding

Content/ Performance Standards

Objectives (knowledge/skills)

Essential Understandings

Essential Questions

1 Results/Outcomes

2 Assessment

Products/ Performances

Assessment Criteria/ Tools

3 Learning Plan

Learning Activities

Resources/ Materials

- Defines 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

What learning standards are for

- They express what students should know and be able to do to demonstrate their learning.

- They set clear performance expectations for students, helping them understand what they need to do to meet the expectations.

- They guide teachers in designing instruction and assessment around what is important to learn.

Learning standards may be classified into

- 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?"

- 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?"

Essential Understandings

- These are the big and enduring ideas at the heart of the discipline.

Essential Questions

- These are open-ended, provocative questions that spark thinking and further inquiry into the essential meanings and understandings.

Assessment

- It defines acceptable evidence of student's attainment of desired results.

- It determines authentic performance tasks that the student is expected to do to demonstrate the desired understandings.

- It defines the criteria against which the student's performances or products shall be judged.

Products and Performances

- Students demonstrate conceptual understanding, and content and skill acquisition or show evidence of their learning through products and performances.
- Products and performances promote self-understanding, self-monitoring, and self-assessment.
- They include opportunities for authentic audiences to experience and critique results
- They permit choices and combinations of oral, written, visual, and kinesthetic modes

Facets of Understanding

- Explanation
- Interpretation
- Application
- Perspective
- Empathy
- Self-knowledge

A student who has understanding of a current event should be able to do the following:

- Explain the event
- Interpret it
- Apply it
- Give his/her own perspective about the event
- Show empathy with the people who figure in the event
- Reveal self-knowledge about the event

- We want the students to
  - **Explain** why, for example, the MILF is waging war against the government.
  - **Interpret** the message that the MILF is conveying when it drives away the residents of a community and thereafter occupies it.
  - **Apply** their knowledge of the effects of conflicts in predicting what the outcome of this conflict might be.
  - Give their **perspective** on what could influence the MILF to go back to the negotiation table.

A student who has understanding of a current event should be able to do the following:

- Share their thoughts about why the MILF believes its actions are justified (Empathy)
- Express their level of confidence about making a judgment on the crisis in Mindanao in light of what they have read or heard, or the background knowledge they have about the local history of the people of Mindanao (Self Knowledge)
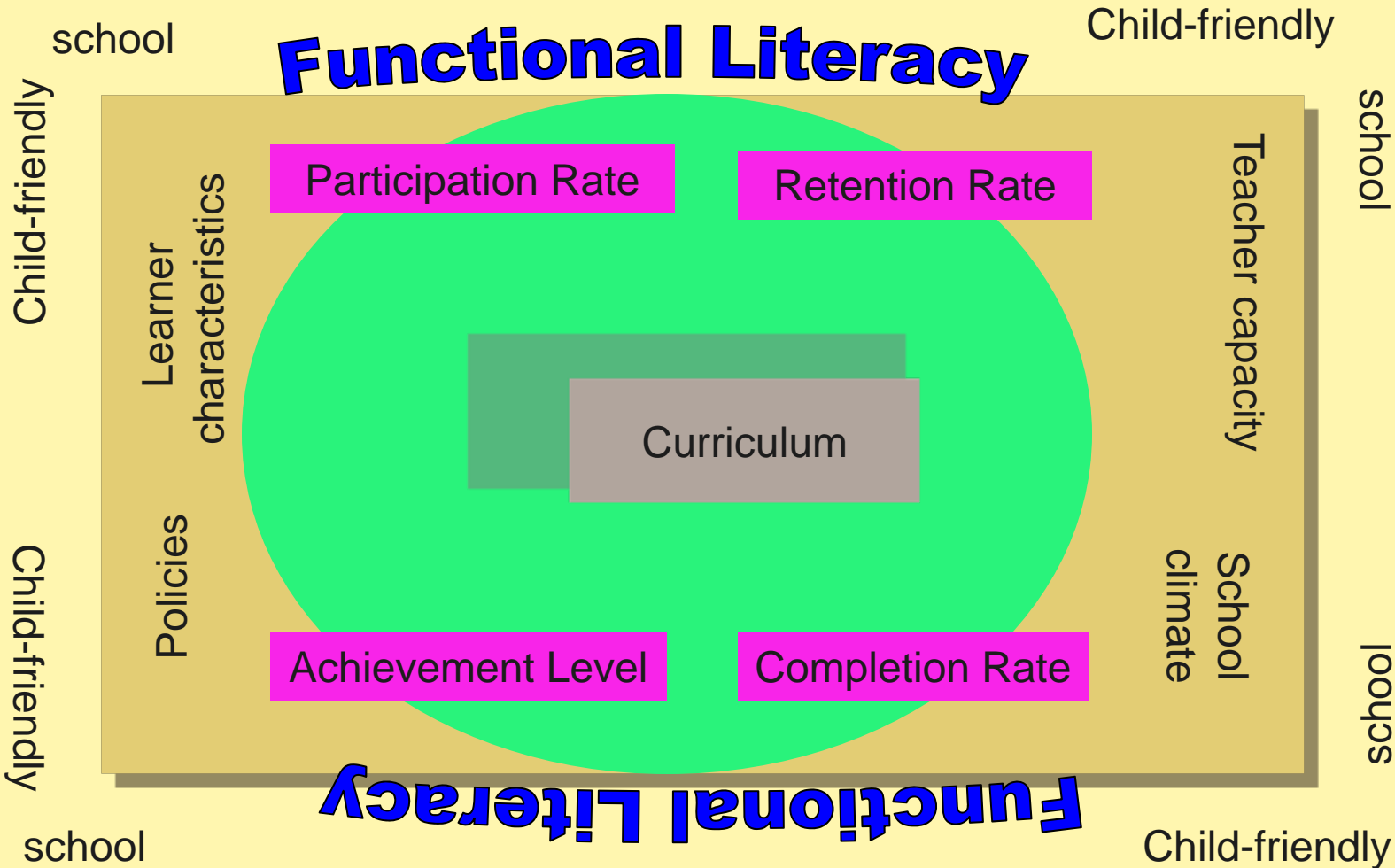
- The learning activities are aligned with the standards and are designed to promote attainment of desired results.

- They include instructional resources, both digital and non-digital that students will need to perform the activities and produce the products and performances.

Change is inevitable. Progress is optional.

-Anonymous