

Integrating 21st century skills in teaching and learning policies and practices: The Philippine Experience

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ACTRC

Integrating 21CS in Teaching and Learning Policies and Practices: The Philippine Experience

This presentation represents the work 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), a partnership between the University of the Philippines and the Assessment Research Centre of the University of Melbourne.



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The Philippines

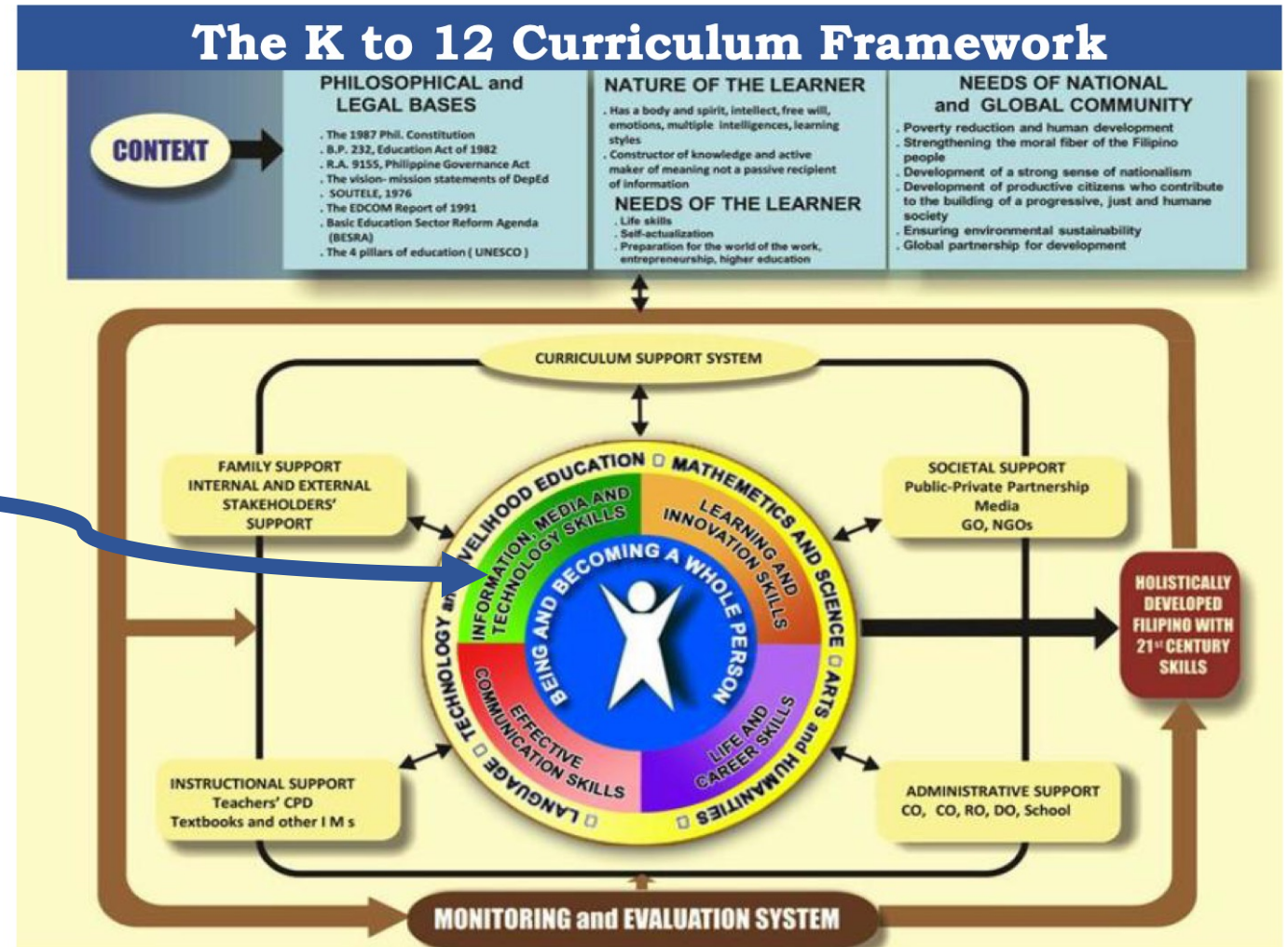
- 7,640 islands
- 113,425,129 million people (approx.)
- Basic Education
 - Kindergarten
 - Grades 1 – 6 (Elementary)
 - Grades 7 – 10 (JHS)
 - Grades 11 – 12 (SHS)



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Republic Act 10533
Enhanced Basic Education Act of 2013

21ST Century Skills





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Contributing
Frameworks
(2014)





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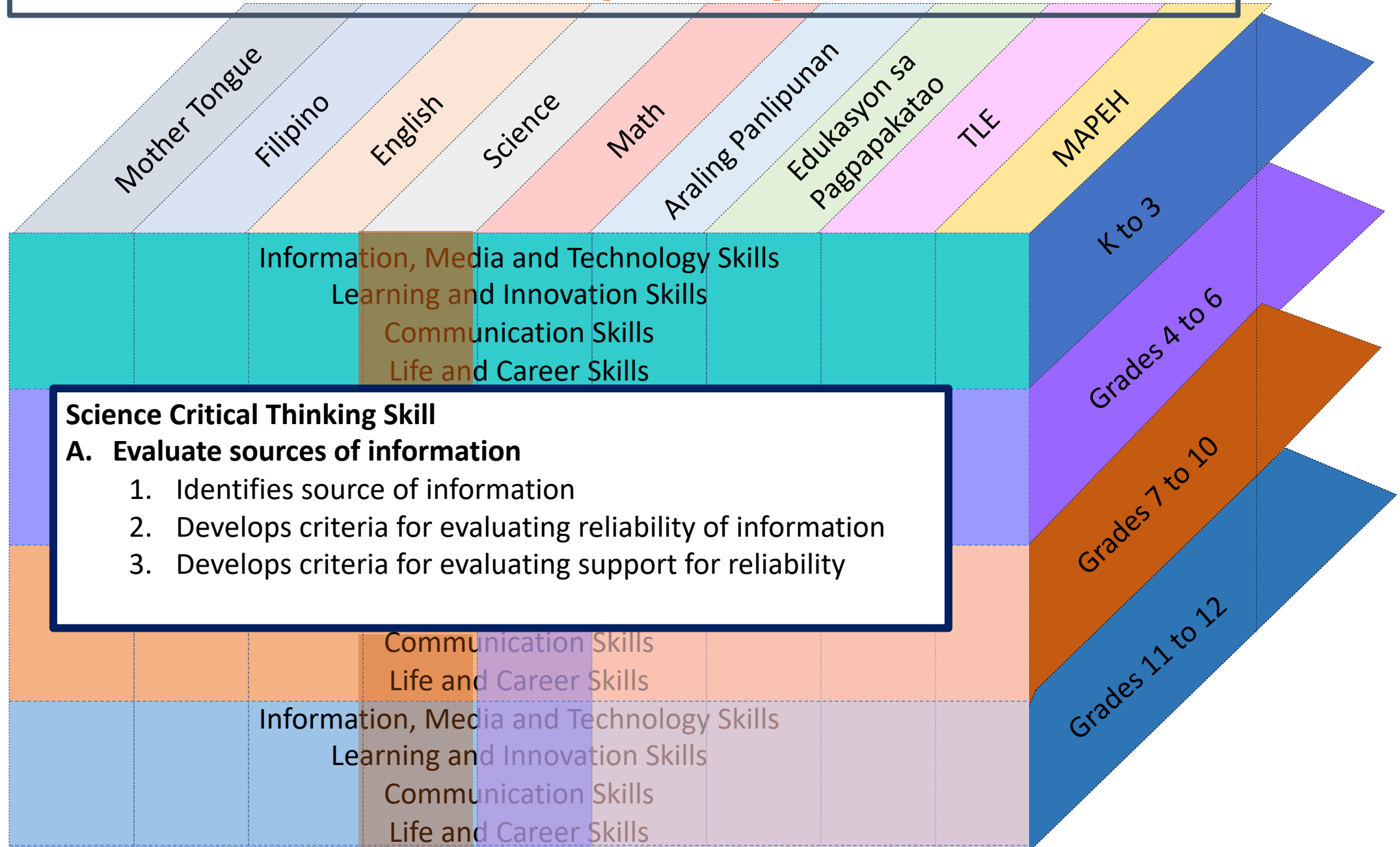
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Change the way we assess so that we change the way we teach.

Former Undersecretary Dina Ocampo
Office of Curriculum and Instruction
Department of Education

Assessment Cube (2016)





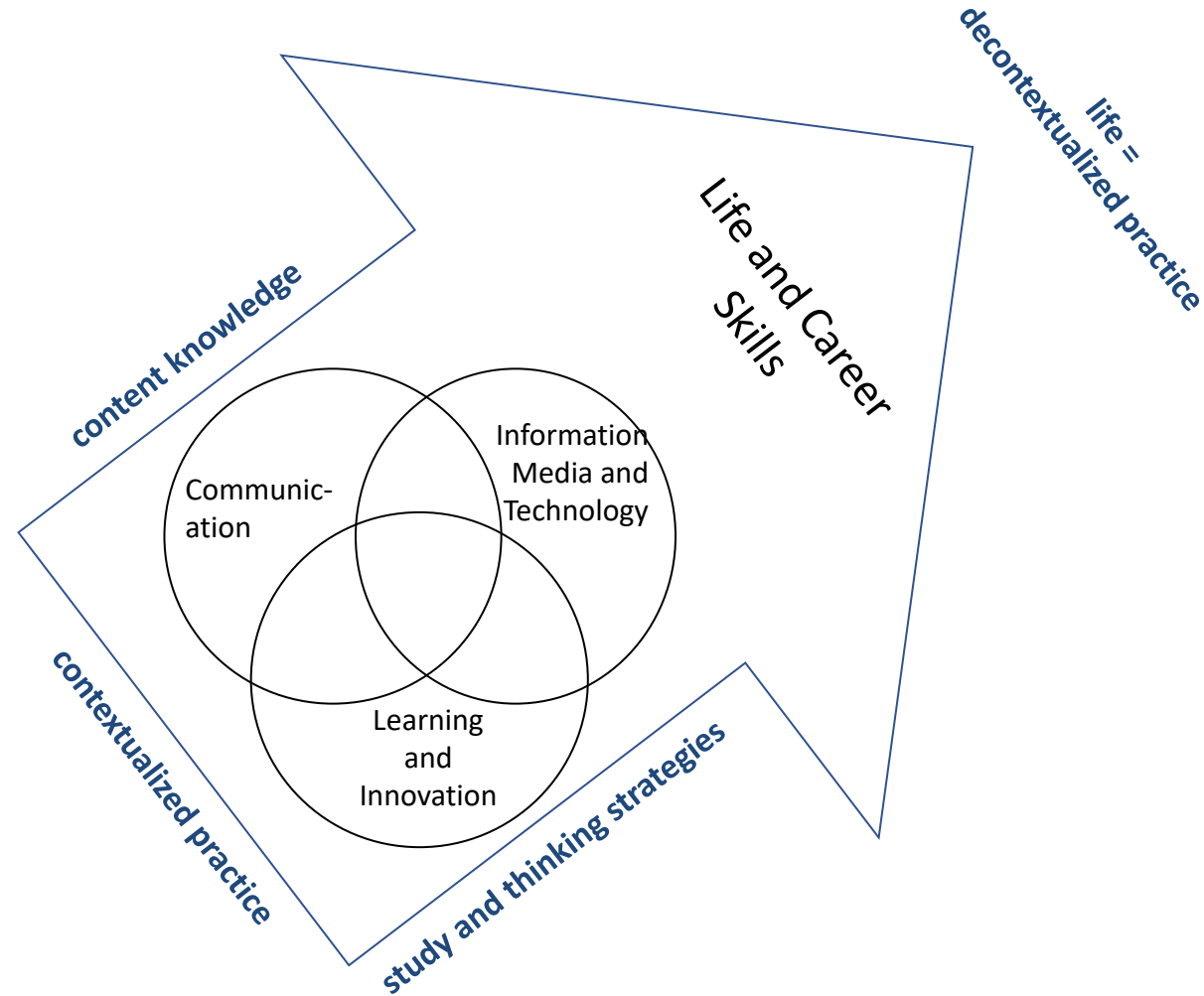
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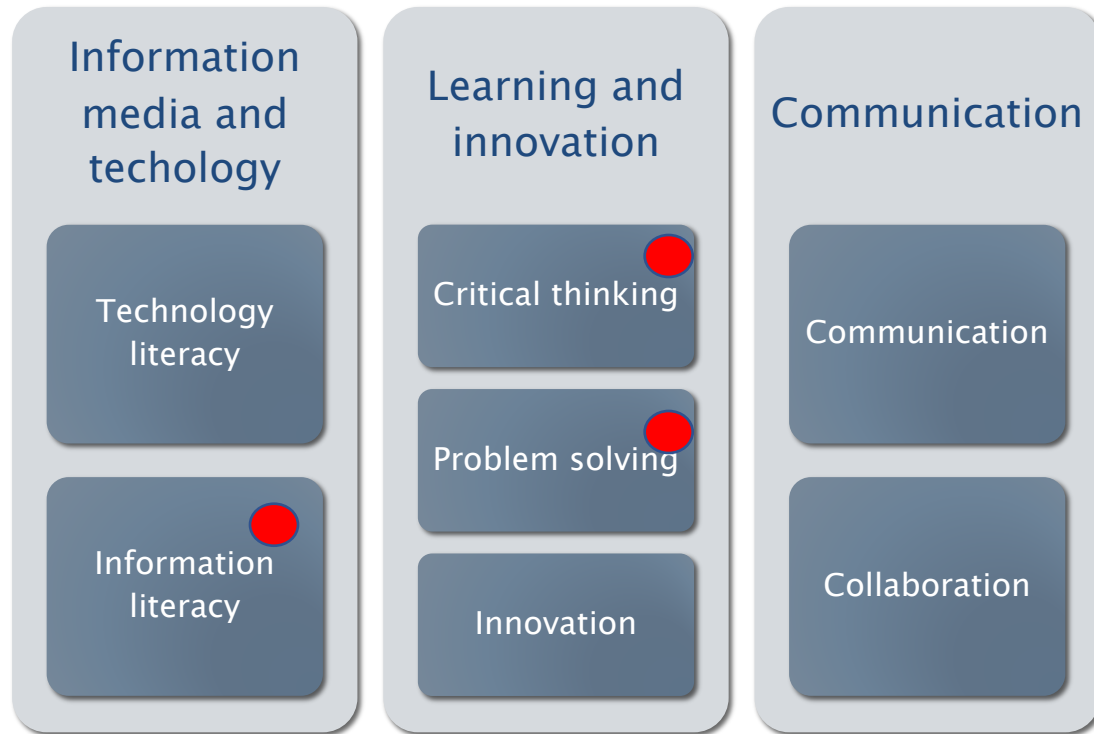
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Life and Career Skills

Considerations:

- Teachability
- Learnability
- Measurability

- Skills versus 'not skills'

- Skills versus characteristics

- Discrete skills versus embedded skills



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**Skills Assessed in
the National
Achievement Test
Beginning 2017**

21 ST Century Skills	Subskills
PROBLEM SOLVING	Analyzing Outcomes (AO)
	Executing Strategy/Methods (ESM)
	Understanding the Problem (UTP)
INFORMATION LITERACY	Ability to Manage Information (AMI)
	Identifying Types of Information (ITI)
	Ability to Communicate Information (ACI)
CRITICAL THINKING	Analyzing Relevance (AR)
	Evaluating Sources (ES)
	Using evidence to Formulate an Argument (UFA)



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Challenges: Conceptual and logistical (Bustos and Marabe, 2016)

- Defining 21CS and distinguishing 21CS from content
- Need for a clear, consistent and comprehensive articulation of 21CS in the curriculum and Department orders
- Need to provide further pre- and in-service training and materials on 21CS for teachers
- Need for more opportunities to integrate 21CS teaching and assessment in the classroom



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DepEd Order 21, series of 2019 Policy Guidelines on the K to 12 Basic Education Program

- Definition and description of 21CS



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Analysis of 21CS Integration in the Philippines K to 12 Program (ACER, 2019) K to 12 Curriculum Review (ACTRC, 2021)

- Teachers lack an understanding of the nature of 21st century skills and how to teach them.
- Understandings and use of 21st century skills vary across DepEd bureaus, schools, and teachers.
- Students are not developing 21st century skills to the level expected by the curriculum.



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Way forward:

- DepEd's better articulation of 21CS framework in the revised curriculum
 - Shaping papers
 - Curriculum
 - Learning materials and teacher guides
- Training of pre-service and in-service teachers in 21CS