

# 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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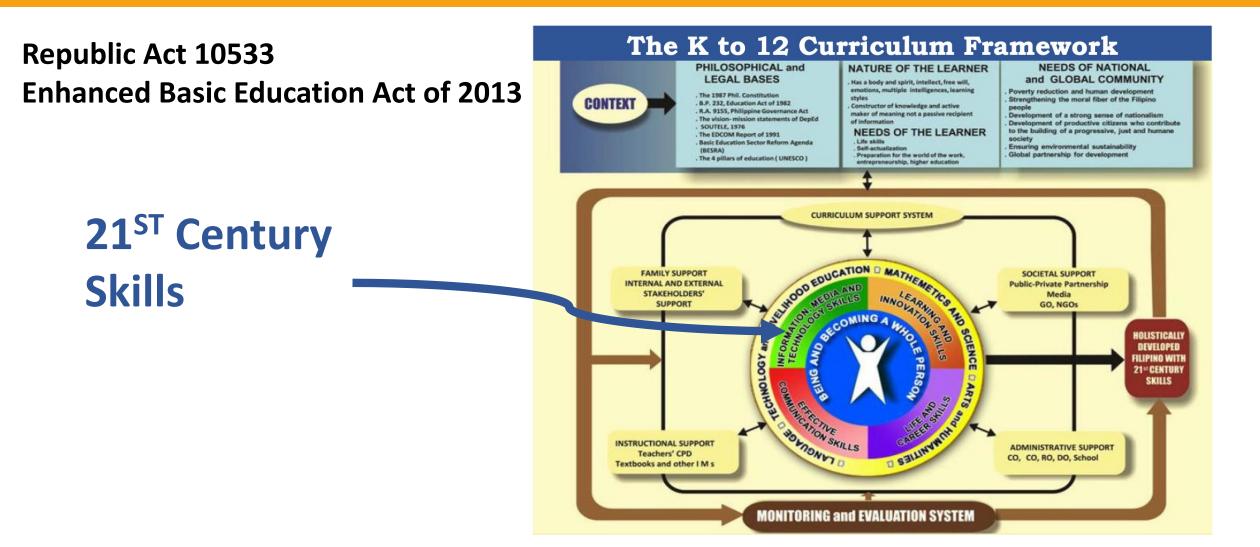
# **The Philippines**

- 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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# Contributing Frameworks (2014)









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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)

English

Information, Media and Technology Skills Learning and Innovation Skills **Communication Skills** Life and Career Skills

science

Wath

Araline Panlipunan

Edukasyonsa

Paspapakatao

THE

MAPEH

K 203

GradesAtob

Grades 7 to 10

Grades 11 to 12

#### **Science Critical Thinking Skill**

MotherToneue

#### A. Evaluate sources of information

Filipino

- Identifies source of information
- Develops criteria for evaluating reliability of information 2.
- Develops criteria for evaluating support for reliability 3.

#### **Communication** Skills Life and Career Skills Information, Media and Technology Skills Learning and Innovation Skills **Communication** Skills Life and Career Skills



### 2023 NEQMAP Webinar Consultation

Integrating 21<sup>st</sup> century skills in teaching and learning policies and practices

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

#### 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 21<sup>st</sup> Century Skills paper
- 2. Group competencies according to 21<sup>st</sup> 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

21 <sup>st</sup> Century Skill	Competency and its occurrence across subjects					Unique competency	
Communication		🗆 Ma	D AP	🗆 Mu	D PE	EPP	
	🗆 Fil	🗆 Sci	EsP	□ Arts	Health	TLE	
	🗆 Eng						
	D MT	🗆 Ma	D AP	🗆 Mu	D PE	EPP	
	🗆 Fil	🗆 Sci	EsP	□ Arts	Health	TLE	
	🗆 Eng						

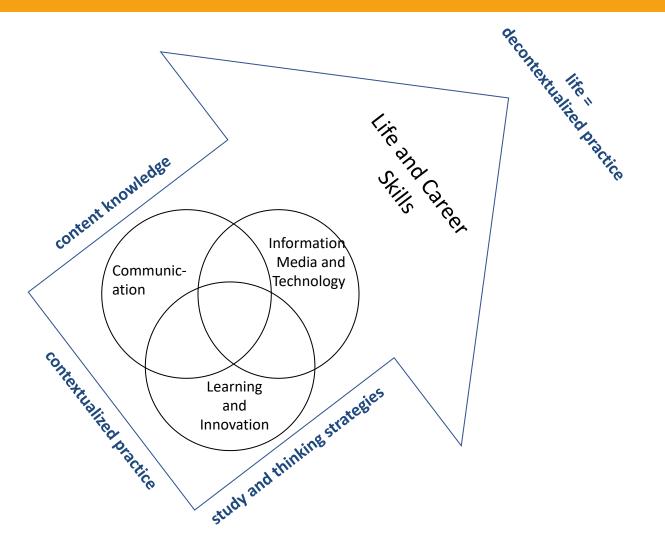
21 <sup>st</sup> Century Skill	Competency and its occurrence across subjects						Unique competency	
Learning and		D MT	🗆 Ma	D AP	🗆 Mu	D PE	EPP	
Innovation		🗆 Fil	🗆 Sci	EsP	□ Arts	Health	🗆 TLE	
		🗆 Eng						
			🗆 Ma		🗆 Mu	D PE	EPP	
		🗆 Fil	🗆 Sci	EsP	□ Arts	Health	🗆 TLE	
		🗆 Eng						

21 <sup>st</sup> Century Skill	Competency and its occurrence across subjects				Unique competency		
Media, Information	D MT	🗆 Ma	D AP	🗆 Mu	D PE	EPP	
and Technology	🗆 Fil	🗆 Sci	EsP	Arts	Health	🗆 TLE	
	🗆 Eng						
	D MT	🗆 Ma	D AP	🗆 Mu	D PE	EPP	
	🗆 Fil	🗆 Sci	EsP	Arts	Health	TLE	
	🗆 Eng						

# Initial audit steps

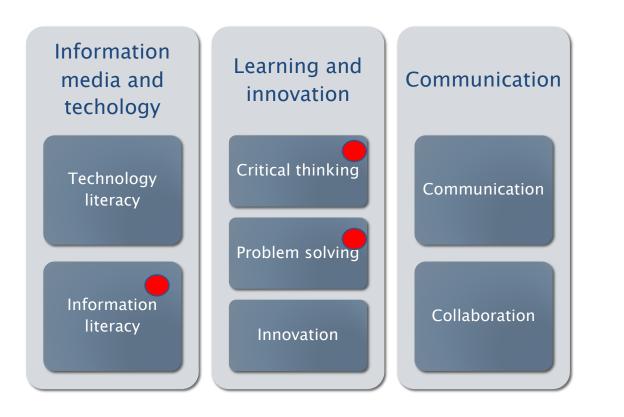


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## Life and Career Skills

### **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 <sup>s⊤</sup> Century Skills	Subskills			
	Analyzing Outcomes (AO)			
PROBLEM SOLVING	Executing Strategy/Methods (ESM)			
	Understanding the Problem (UTP)			
	Ability to Manage Information (AMI)			
INFORMATION LITERACY	Identifying Types of Information (ITI)			
	Ability to Communicate Information (ACI)			
	Analyzing Relevance (AR)			
CRITICAL THINKING	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 21<sup>st</sup> century skills and how to teach them.
- Understandings and use of 21<sup>st</sup> century skills vary across DepEd bureaus, schools, and teachers.
- Students are not developing 21<sup>st</sup> 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