THE NATURE AND SCOPE OF CURRICULUM DEVELOPMENT (PHILIPPINE CONTEXT)
Principles of Education

Education should have a program based on an understanding and assessment of social forces and conditions.

- Education should have a program both practical and effective.

Education should bring the school closer to people.

• Education should focus in the child becoming the center of education activities.
Principles of Education

• Education requires the formulation of objectives in terms of pupils' growth and not in terms of subject matter.
• Education should pay attention to articulation of the 3 levels of education.
• Education programs should provide opportunities for all these types of learners.
• Education should concern itself with the moral rehabilitation of the youth.
• Varied methods and materials need to be tried to value learning more meaningful.
• Education should stress love of democracy.
Curriculum

- “currere” which means to run
  - Course of the race
  - Course of the study
Definitions of Curriculum

• Some authors define curriculum as the total effort of the school to bring about desired outcomes in school and out-of-school situations.

• It is also defined as a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting.
• Curriculum - is a structured set of learning outcomes or task that educators usually call goals and objectives. (Howell and Evans 1995)
• Curriculum - is the “what” of teaching.
• Curriculum - listings of subjects to be taught in school.
A document which describes a structured series of learning objectives and outcomes for a given subject matter area.

- Includes a specification of what should be learned, how it should be taught, and the plan for implementing/assessing the learning.

CURRICULUM
Curriculum

• A body of courses and learning experiences
• A sum of total of all the experiences inside and outside the school
• A plan or blueprint for activities in the school includes learning that students will develop; the means to assess what has been learned
• Articulates the relationships among its different elements; objectives, contents, evaluation and others
Curriculum

• A systematic group or courses or sequence of subjects
• A general overall plan of the content or specific materials of instruction that school should offer the student by way of qualifying her for graduations
• Planned courses or other activities or intended opportunities or experiences or to what is actualized for the learner under the direction of the school.
Curriculum articulation or Curriculum alignment

• The process of matching learning activities with desired outcomes, or matching what is taught to what is tested.
Curriculum conceptions

• The way developers think and act about curriculum particularly in terms of curriculum development
Curriculum content

- Information that has been selected for inclusion in the curriculum
Curriculum criticism

- The art of critiquing. It is the way of “seeing” a curriculum; of viewing the innovation close up.
- Criticism requires practitioners who are capable of making knowledgeable and informed statements and judgments about curriculum intentions and resultant activities.
Curriculum decision making

• The process of making choices for curriculum action, requiring selection from the range of alternative curriculum directions.
Curriculum design

• The process of conceptualizing and arranging the elements of curriculum into coherent pattern
Curriculum development

• The process of planning learning opportunities intended to bring about certain desired changes in students, and the assessment of the extent to which these changes have taken place.
Curriculum dissemination

• The process of ensuring that a curriculum reaches the target population, that is, the deliberate intention to inform clients of an innovation.

• The process includes such aspects as training those who will present the materials, sensitizing those who will monitor it, and other goal-oriented activities to facilitate the adoption of the innovation.
Curriculum elements (aims, goals, objectives)

• Those distinct, yet related, parts of the whole curriculum including curriculum intents (aims, goals and objectives), content, learning activities and evaluation.
Curriculum evaluation

• The process of delineating, obtaining and providing information useful in making curriculum decisions and judgments.
Curriculum guide

- A written statement of objectives, content, and activities to be used with particular subject at specified grade levels.
Curriculum implementation

• Translating plans into action
Curriculum foundations

• Those basic forces that influence and shape the content and organization of the curriculum.
Curriculum management

- Involves activities associated with planning, regulating, coordinating, developing, implementing and evaluating the curriculum
Curriculum outcomes

• Intended results of the teaching-learning process as identified in a curriculum document (usually called syllabus) and expressed as a set of broad, comprehensive, assessable and observable indicators of student achievement including attitudes and values.
Curriculum planning

• The preliminary phase of curriculum development when the curriculum workers make decisions and take actions to establish the plan that teachers and students will carry out.
Curriculum practice

• Precise activities teachers and curriculum specialist engage in while inquiring about planning or implementing the curriculum
Curriculum presage

- Activities and forces that influence curriculum developers in their curriculum decision making tasks.
Curriculum process

- A continuous cycle of activities in which all elements of the curriculum are considered and interrelated.
• All planned learning opportunities offered by the organization to learners and the experiences learners encounter when the curriculum is implemented; the total experiences planned for a school or students
Curriculum Laboratory

- Curriculum laboratory is a place or workshop where curriculum materials are gathered or used by teachers or learners of curriculum.
- Resource Unit is a collection or suggested learning activities and materials organized around a given topic or area which a teacher might utilize in planning, developing, and evaluating a learning unit.
Factors which influence curriculum approaches

- Philosophy of Education
- Technological innovations
- Ecological Shifts
- Demographic Factors
- Cultural shifts
- Information shifts
- Cultural Diffusion
- Theories on the nature of the learners
- Theories on the learning process
- Socio Cultural Factors
TWO SCHOOLS OF THOUGHT ON CURRICULUM DEVELOPMENT

The Essentialist School

Progressive School
The Essentialist School

- It considers the curriculum as something rigid consisting of discipline subjects.
- It considers all learners as much as the same and it aims to fit the learner into the existing social order and thereby maintain the status quo.
- Its major motivation is discipline and considers freedom as an outcome and not a means of education.
The Essentialist School

• Its approach is authoritative and the teacher’s role is to assign lessons and to recite recitations.
• It is book-centered and the methods recommended are memory work, mastery of facts and skills, and development of abstract intelligence.
The Essentialist School

• It has no interest in social action and life activities.
• Its measurement of outcomes are standard tests based on subject matter mastery.
Traditional Points of View of Curriculum

• Body of subjects or subject matter prepared by the teachers for the students to learn.
• Synonymous to “course study”.
• “Permanent studies” where the rule of grammar, reading, rhetoric, logic and mathematics for basic education emphasized. (Hutchins)
• Most of the traditional ideas view curriculum as written documents or plan of action in accomplishing goals.
The Progressive School

• It conceives of the curriculum as something flexible based on areas of interest.
• It is learner-centered, having in mind that no two persons are alike.
• Its factor of motivation is individual achievement believing that persons are naturally good.
The Progressives School

- The Role of the teacher is to stimulate direct learning process.
- It uses a life experience approach to fit the student for future social life.
Constant revision of aims and experimental techniques of teaching and learning are imperatives in curriculum development in order to create independent thinking, initiative, self-reliance, individuality, self-expression and activity in the learner.
The Progressive School

- Its measurement of outcomes are now devices taking into consideration subject matter and personality values.
Progressive Points of View of Curriculum

• Listing of subjects, syllabi, course of study and list of courses or specific discipline can only be called *curriculum* if these written materials are actualized by the learner.

• Total learning experiences of the individual.

• All experiences children have under the guidance of teachers. - Caswell & Campbell

• Experiences in the classroom which are planned and enacted by the teacher, and also learned by the students. - Marsh and Willis
Different Theories

- Conflicting philosophies of education have influenced curriculum principles and practices.
- A NUMBER OF “self-evident educational truths” in the past are now seen to be rather educational myths; such as teachers know, children or learners don’t; all learners should be treated alike.
Different Theories

• The fundamental concepts of some curricula have changed.
• In many areas, new methodologies: programmed instruction, Computer Assisted Instruction, Tutorials, Large and Small Group Instruction, and a variety of individualized instruction procedures have been developed.
Different Emphases

- There is the curricular emphasis on the subject matter for the mind, with priority in value to literature, intellectual history, ideas of religion, philosophy, studies.
- There is the curricular emphasis on the observable facts, the world of things.
Different Emphases

• Another curricular emphasis is the school’s dependence on Scholasticism,
• Another curriculum stresses the importance of experience – process.
Different Emphasis

• A recent curricular emphasis is that of existing choice.
• The learner must learn skills, acquire knowledge, and make decisions.
Ralph Tyler Model: Four Basic Principle

1. Purposes of the school
2. Educational experiences related to the purpose
3. Organization of the experiences
4. Evaluation of the experiences
1. Diagnosis of learners needs and expectations of the larger society.
2. Formulation of learning objectives.
3. Selection of the learning content.
4. Organization of learning content.
5. Selection of the learning experiences.
6. Organization of learning activities.
7. Determination of what to evaluate and the means of doing it.
Curriculum Development

- Tyler’s Questions of Curriculum Development will provide 4 steps:
  - What educational purposes should the school seek to attain?
  - What educational experiences can be provided that are likely to attain these purposes?
  - How can these educational experiences be effectively organised?
  - How can we determine whether these purposes are being attained?
Steps...

- In answering Tyler’s questions, we arrive at the following basic steps of curriculum development:
  - Selection of aims, goals and objectives;
  - Selection of learning experiences and content;
  - Organisation of learning experiences; and
  - Evaluation of the extent to which the objectives have been achieved.

- The 4 steps above are basic, because they can be more than 4.
Curriculum Development

• Some curriculum experts like Tyler say that the steps are followed in a sequence or a straight line.

• This model that assumes that curriculum decision making follows a straight line is called linear model.

1. Selection of Aims
2. Selection of Content & Learning Experiences
3. Organisation of content & Learning Experiences
4. Evaluation of Learning outcomes
• Other scholars argue that curriculum decision making is not a simple linear process that necessarily starts with aims.

• One of them is Wheeler (1978) who believes that curriculum decision making can start from any point and can come back to any of the points e.g. like a cycle.
Curriculum Development

• Kerr (1968) also believes that curriculum process is a very complex set of activities and decisions and they interact a lot.

• Changes made in content may necessitate changes in experiences, which may again bring about changes in evaluation etc.
Selection of Aims and Objectives

• Every curriculum is aimed at developing in the learners certain competencies or abilities. The curriculum process must therefore clearly identify the aims that the curriculum is intended to achieve.

• Curriculum aims range from the very broad to the more specific. In fact, that is why we use the terms aims, goals and objectives to refer to them. Aims are broad statements which cover all of the experiences provided in the curriculum; goals are tied to specific subjects or group of contents within the curriculum; while objectives describe the more specific outcomes that can be attained as a result of lessons or instruction delivered at the classroom.
Factors in Selecting Aims

• Analysis of our culture: we should take into account our cultural values, norms and expectations when selecting aims,

• The present status of the learner: what has the learner already known? What are his/her characteristics? What is he/she ready for?

• The state of our knowledge of the subject matter or content: We should examine new developments in knowledge to see if they contain things that are of real value to the learner and society.

• Relevance to school’s philosophy of education: each nation has its own philosophy of education which its schools try to implement. Nigeria’s philosophy of education is contained in its National Policy on Education. We should ask whether the objectives we select are relevant to this philosophy;

• Consistency with our theory of learning: at any time in any society, there is a dominant conception of learning i.e. our understanding what learning is and how it takes place. For instance, the National Policy on Education anticipates that the Nigerian child is active, exploratory and imaginative.
Selection of Content & Learning Experiences

• Content is what we teach; learning experience is an activity which the learner engages in which results in changes in his behaviour;

• We should select those contents and learning experiences that will in attaining the goals of the curriculum;

• There are some factors to consider in selecting both learning experiences and content.

• We shall first examine those criteria for selecting learning experiences
Factors in Selecting Learning Experiences

- **Validity**: this refers to the relevance of the stated learning experience to the stated goals of the curriculum;

- **Relevance to life**: learning experience must be related to the learner’s real life situations in and out of school;

- **Variety**: learning experiences must cater to the needs of different types of learners by providing different types of experiences;

- **Suitability**: learning experiences must be suitable to the learners present state of learning and characteristics:
Selection of learning experiences...

- **Cumulation**: even though experiences provided may be different, they should all lead to the attainment of the same goal; subsequent experiences should build on earlier ones;

- **Multiple Learning**: a single learning experience may bring about multiple outcomes. Such learning experiences are important because of their multiple benefits.
Factors in Selecting Content

- **Validity**: means two things, is the content related to the objectives, and is the content true or authentic;
- **Significance**: is the content significant or will lead it to the more mastery or more understanding of the course or subject;
- **Utility**: here the question is whether the content selected is useful i.e. will lead to the acquisition of skills and knowledge that are considered useful by society?
- **Interest**: is the content interesting to the learner? Or can the content be made interesting to learners?
- **Learnability**: is the content selected such that learners can learn and understand given their present level/
CURRICULUM IN THE PHILIPPINES
Curriculum Development in the Philippines

• Touched on the religion, economic, political, and social influences and events that took place in the country.
• Colonial rules in the Philippines tailored the curriculum to serve colonial goals and objectives.
The Need for Curriculum Framework

- What learning objectives should be included?
- What will be the bases for the choice of objectives?
- Will the choice be based on the learners’ needs and interests, or rather on the needs of the society?
- Will the selection depend on tradition, the nature of knowledge, or the learners’ characteristics?
- What philosophical and psychological theories regarding the nature of learners as well as the learning process will underpin the organization of the content?
- Will the choice of methodology be in line with accepted teaching-learning principles?
- Will the evaluation procedure be able to measure the learning that is taking place?
The result of lack of Framework

- Sari-sari (hodgepodge)
- Pira-piraso (piemal)
- Tagpi-tagpi (patchwork)
- Sabog (lack of focus)
- Malabo (vague)
- Lakas ng kutob (gutfeel)
- Hula-hula (hunches)
- Gaya-gaya (patterned from an existing model)
- Bahala na (by chance)
- Patama-tama (non-deliberate)
The Areas of Concern

- Cultural Values
- Knowledge of Learner
- Knowledge Of Teaching-Learning Theories and Principles
- Body of Knowledge
Cultural Values

Visible
• Rules
• Food
• Dress
• Language
• Music
• Dance
• Means of Livelihood
• Political Behavior
• Family
• Community Norms

Non-Visible
• Philosophy
• Beliefs
• Value System
Knowledge of the Learner

- Program for Decentralized Educational Development (PRODED) - Content Based (not on the learner and learning process)

- The Basic Education Curriculum (BEC) and Secondary Education Development Program (SEDP) - addresses the learner and learning process
Determinants of Learning in Philippines

- Educational Development Project Implementing Task Force (EDPITAF) revealed that community and home variables have greater impact on learning than school factors.

Factors:
- Use of electricity
- Parental education
- Parents’ perception of academic abilities and interests of the children
- Parents’ attitude
- Geography (Region)
- School Type
- Socio economic status of the Family
Knowledge of Teaching-Learning Principles

- Behaviorism
- Cognitive Development Psychology
- Cognitive Field Psychology

The New Elementary School Curriculum (NESC) and New Secondary Education Curriculum (NSEC) - demonstrate ample evidence of the inclusion of behaviorist psychological principles through the use of behavioral objectives, drills, practices, and homeworks reinforces learning.
HISTORICAL CONTEXT

• Before 1521 - Education before the coming of the Spaniards
• 1521-1896 - Education during the Spanish Regime
• 1896 -1898 - Education during Philippine Revolution
• 1899 - 1935 - Education during the American Occupation
• 1935 - 1941 - Education during the Philippine Commonwealth
• 1941 - 1944 - Education during the Japanese Occupation
• 1945 - 1946 - Education after WWII
• 1946 - present - Education under the Philippine Republic
The Pre-Spanish Curriculum

- The Filipino possessed a culture of their own.
- They had contacts with other foreign peoples from Arabia, India, China, Indo-China, and Borneo.
- The inhabitants were civilized people, possessing their systems of writing, laws and moral standards in a well organized government.
The Pre-Spanish Curriculum

• As shown in the rule of Barangays, their code of laws—the code of Kalantiao and Maragtas, their belief in Bathala, and the solidarity of the family were obedience and respect had been practiced.
Pre-Spanish Devised-Curriculum

• The Spanish Missionaries aim to control of the Filipinos, both body and soul.
• The curriculum then consisted of 3 R’s (reading, writing and religion) to attain goals were the acceptance of Catholicism and the acceptance of Spanish rule.
The Spanish Devised Curriculum

• The schools were parochial or convent schools.
• The main readings were the catecismo.
• The method of instruction was mainly individual memorization.
AMERICAN Devised Curriculum

• The motive of the Americans was to conquer the Filipinos not only physically but also mentally.

• The public school system established and headed by an American until 1935.

• The curriculum was based on the ideals and traditions of America and her hierarchy of values.

• English was the medium of instruction.
American Devised Curriculum

• The primary curriculum prescribed for the Filipinos consisted of three grades which provides training in two aspects:

1. Body Training - physical education
Commonwealth Curriculum

• (1935-1946) considered as the period of expansion and reform in the Philippine curriculum.
• The educational leaders expanded the curriculum by introducing course in farming, domestic science, etc.
Commonwealth Act 586, also known as educational Act of 1940, recognized the elementary school system.
Japanese Devised Curriculum

- They devised a curriculum for the Filipinos to suit their vested interest.
- They introduced many changes in the curriculum by including Nippongo, and abolishing English as the medium of instruction and as a subject.
Japanese Devised Curriculum

• All textbooks were censored and revised.
• It caused a “black out” in Philippine education and impeded the educational progress of the Filipinos.
Liberation Period Curriculum

• (1945) Steps were taken to improve the curriculum existing before the war, some steps taken were to restore grade VII, to abolish the double-single session, and most especially to adopt the modern trends in education taken from the U.S.
Liberation Period Curriculum

• The curriculum remained basically the same as before and was still subject-centered.
Great experiments in the community school and the use of vernacular in the first two grades of the primary schools as the medium of instruction were some of them.
An experiment worth mentioning that led to a change in the Philippine Educational Philosophy was that of school and community collaboration pioneered by Jose V. Aguilar.

Schools are increasingly using instructional materials that are Philippine-oriented.
Memorandum No. 30, 1966 sets the order of priority in the purchase of books for use in the schools as follows:

- Books which are contributions to Phil. Literature
- Books on character education and other library materials
- Library equipment and permanent features
Philippine Constitution
Education
Section I.

- The states shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.
Section 2

- Establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society.
- Establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age:
• Establish and maintain a system of scholarship grants, students loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged.

• Encourage non formal, informal and indigenous learning systems, as well as self-learning, independent, and out of school study programs particularly those that respond to community needs.

• Provide adult citizens, the disabled, and out of school with training in civics, vocational efficiency, and other skills.
Section 3.

- All educational institutions shall include the study of the constitution as part of the curricula.

- They shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocation efficiency.
Section 4.

- The state recognizes the complementary roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions.

- Educational institutions, other than those established by religious groups and mission boards, shall be owned solely by citizens of the Philippines or corporations or associations at least 60 percent of the capital of which is owned by such citizens.
Section 5.

• The state shall take into account regional and sectorial needs and conditions and shall encourage local planning in the development of educational policies and programs.

• Academic freedom shall be enjoyed in all institutions of higher learning.

• Every citizen has a right to select a profession or course of study, subject to fair, reasonable, and equitable admission and academic requirements.
Language
Section 6.

• The national language of the Philippines is Filipino. As it involves, it shall be further developed and enriched on the basis of existing Philippine and other languages.
Section 7.

- For purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English.
Section 8.

• This constitution shall establish a national language commission composed of representatives of various regions and disciplines which shall undertake, coordinate, and promote researchers for the development, propagation and preservation of Filipino and other languages.
Science and Technology
Section 10.

- Science and technology are essential for national development and progress. The state shall give priority to research and development, invention, innovation, and their utilization, and to science and technology education, training and services. It shall support indigenous, appropriate, and self-reliant scientific and technological capabilities.
Section 11.

- The congress may provide for incentives, including tax deductions, to encourage private participation in programs of basic and applied scientific research. Scholarships, grants in aid, or other forms of incentives shall be provided to deserving science students, researchers, scientists, inventors, technologists, and specially gifted citizens.
Section 12.

• The state shall regulate the transfer and promote the adaptation of technology from all sources for the national benefit. It shall encourage the widest participation of private groups, and local governments.
Section 13.

• The state shall protect and secure the exclusive rights of scientists, inventors, artists, and other gifted citizens to their intellectual property and creations, particularly when beneficial to the people for such period as may be provided by law.
Arts and Culture
Section 14.

• The state shall foster the preservation, enrichment, and dynamic evolution of a Filipino national culture based on the principle of unity in diversity in a climate of free artistic and intellectual expressions.
Section 15.

• Arts and letters shall enjoy the patronage of the state. The state shall conserve, promote, and popularize the nation's historical and cultural heritage and resources, as well as artistic creations.
Section 16.

• All the country's artistic and historic wealth constitutes the cultural treasurer of the nation and shall be under the protection of the state which may regulate its disposition.
Section 17.

• The state shall recognize, respect, and protect the rights of indigenous, cultural communities to preserve and develop their cultures, traditions and institutions., it shall consider these rights in the formulation of national plans and policies.
Sports
Section 19.

• The state shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self discipline, team work, and excellence for the development of a healthy and alert citizenry.
The presidential decrees affecting the curriculum can be summarized.

• A. presidential decree no. 6-A (September 29, 1972)
  authorizing the undertaking of educational development projects providing for the mechanics of implementation and financing thereof, and for other purposes.
  SECTION 1. Title- EDUCATIONAL DEVELOPMENT DECREE OF 1972.
  SECTION 2. Declaration of policy.
• Section 4. Guiding principles of the ten year program:
  a. improvement of curricular programs and quality of instructions.
  b. upgrading of academic standards.
  c. democratization of access to educational opportunities.
  d. restructuring of higher education.
  e. training middle level technical and agricultural manpower.

• Section 5. Appropriations:
B. presidential decree no. 146 (March 9, 1973) upgrading the quality of education in the Philippines by requiring all high school graduates seeking admission to post secondary degree programs necessitating a minimum of four years’ study to pass a national entrance examination and appropriating funds thereof.

Section 1. Declaration of policy.
The letters of instruction affecting the curriculum can be summarized as follows:

- Letter of instructions no. 47 - Integration of family planning in curricula.
- Letter of instruction no. 48 - Encouraging the discussion of the proposed constitution in universities, colleges.
- Letter of instruction no. 51 - Creation of special task force to study salary promotion scheme for all public school teachers.
The department orders affecting the curriculum can be summarized as follows:

• A. department order no.16 s.1972 (June 27, 1972) - adoption of a work oriented curriculum in our schools.

• B. department order no.15 s. 1973 (April 27, 1973) - revised physical education and health, preparatory military training and scouting program in secondary schools.

• C. department order no. 16 s. 1973 (February 21, 1973) - reorienting education in the new society.
• D. department order no. 20, s. 1973 ( May 30, 1973 )
• E. department order no. 21, s. 1973 ( June 1, 1973 )
  - clarification on the revised physical education, and health, music, p.m.t., and scouting program.
CURRICULUM APPROACHES
Curriculum Approaches

1. Technical - Scientific Approaches
2. Behavioral-rational Approach
3. System-managerial Approach
4. Intellectual - Academic Approach
5. Non-Technician / Non-Scientific Approach
6. Humanistic - aesthetic Approach
7. Re-conceptualist Approach
8. Reconstructionism
9. Eclectic Models
Technical - Scientific Approach

• The curriculum developers which may include specialists, superintendents, principals and coordinators are likened to engineers and architects who use instruments and empirical methods in preparing a blueprint with well defined elements orderly-sequenced procedures, and quality control measures to increase the probability of success in its implementation
Bases of Technical Scientific Approach

• 1. The curriculum will improve as the professional competence of teachers improves.

• 2. The competence of teachers will improve when they participate in curriculum development.

• 3. When teachers share in shaping the goals and selecting the content and method of instruction as well as evaluating results, their involvement is assured.

• 4. When people interact during face-to-face sessions, they will better understand one another.
• It is a means-end approach. Curricula developed through this approach become the actual blueprints which prescribe the roles of key figures in the educative process.

• Viewing the curriculum as the means and instruction as the end is a behavioral orientation.
Systems-Managerial Approach

• 1. Motivate interest of all stakeholders
• 2. Encourage participation and involvement of all stakeholders
• 3. Synthesize divergent viewpoints
• 4. Monitor curriculum implementation
• 5. Create a climate of innovation and change
Intellectual- Academic Approach

• Emphasizes the importance of theories and principles in curriculum planning.
• This model is influenced by the philosophy of John Dewey
Non-Technical / Non-Scientific Approaches

• Flexible and less structured without predetermined objectives to guide the learning-teaching process
• Contends that not all ends of education can be known nor indeed to be known in all cases.
Humanistic-Aesthetic Approach

- Argues that those who favor the rational approach miss the artistic and personal aspects of curriculum and instruction.
- It is rooted in progressive philosophy which promotes the liberation of learners from authoritarian teachers.
Reconceptualist Approach

- Criticizes the technocratic - scientific models as not sensitive to the inner feelings and experience of individuals.
- Reflects on existentialist orientation.
- The aim of education is not to control instruction in order to preserve existing order.
Reconstructionism

- The school is an institution of social reform.
- Criticizes the progressivists for putting too much emphasis on the individual learner to the neglect of the needs of society.
Eclectic Models

- Oftentimes, Filipino educators, in particular, prefer eclectic models (halo-halo) which are a combination of several approaches, rather than commit themselves to one particular approach only.

- Eclectic models are not mere patchwork (pagtagpi-tagpi) but a synthesis. (pagbuo o paghahabi) where desired features from several models are selected and integrated into a new whole.
Curriculum Design

• The Subject-Area Design
• The Integrated Design
• The Core-Curriculum Design
• The Child-Centered Design
• The Social Reconstruction Design
• The De-schooling Design
Subject - Centered Design

• FOCUS - A group of subjects or subject matter that represent the essential knowledge and values of society that have survived the test of time.
• PHILOSOPHICAL ORIENTATION - Essentialism
• PROPOENT / S - Adler, Hutchins
Integrated Design

• FOCUS - the integration of two or more subjects, both within and across disciplines, into an integrated course.
• PHILOSOPHICAL ORIENTATION - Experimentalism
• PROPOSENT / S - Broudy, Silberman
Core Curriculum Design

• FOCUS - a common body of curriculum content and learning experience that should be encountered by all students - The great books
• PHILOSOPHICAL ORIENTATION - Perennialism
• PROPONENT /S - Goodlad / Boyer
Child-Centered Design

• FOCUS - Learning activities centered around the interests and needs of the child, designed to motivate and interest the child in the learning process.

• PHILOSOPHICAL ORIENTATION - Progressivism

• PROPONENT / S - Dewey, Eisner
Social Reconstructionist

• FOCUS - critical analysis of the political, social, and economic problems facing society; future trends; social action projects designed to bring about social change.
• PHILOSOPHICAL ORIENTATION - Social Reconstruction
• PROPONENT / S - Shane, Bramald
Deschooling

• FOCUS - in-school experiences, primarily in the social sciences, designed to develop the child’s sense of freedom from the domination of the political, social, and economic systems; out of school experiences of equal value.

• PHILOSOPHICAL ORIENTATION - Social Reconstructionism

• PROPONENT /S - Freire, Goodman
IMPLEMENTATION MODELS

1. Overcoming Resistance to Change (ORC)
2. Leadership Obstacle Course (LOC)
3. Linkage Model
4. Organizational Development (OD)
5. Rand Change Agent Model
ORC

* Focuses on overcoming staff resistance to change that is present immediately before, or at the time of the introduction of the innovation.
• Extends the ORC model and puts emphasis on the gathering of data to determine the extent and nature of the resistance in order to deal with it appropriately.
The Linkage Model

- The linkage process involves a cycle of diagnosis, search, retrieval, formulation of solution, dissemination and evaluation.
OD

• This model is an information-processing change strategy that enables the system to improve its operations and the quality of interactions among its members to facilitate the introduction of change.
• The Rand Model is based on the assumption that the success of the implementation of new program depends on:
  • A. The characteristics of the proposed change
  • B. Competencies of the teaching and administrative staff
  • C. The support of the local community
  • D. The School organizational structure
Factors Affecting the Choice of Implementation Model

1. Level of Resistance
2. Type of desired change
3. Available expertise
4. Available resources
5. Urgency of the situation
DEFINITION OF EVALUATION

Curriculum evaluation is a systematic process of determining whether the curriculum as designed and implemented has produced or is producing the intended and desired results.

It is the means of determining whether the program is meeting its goals, that is whether the measures / outcomes for a given set of instructional inputs match the intended or pre-specified outcomes. (Tuckman, 1979)
Types of Evaluation

1. Humanistic approach - goal free
2. Scientific approach - purpose driven
Objectives of Evaluation

1. Scope - (teaching-program-cost effectiveness)
2. Timing - (formative, summative, impact)
3. Method - (quantitative, qualitative)
4. Level - (classroom, school, national)
5. Personnel involved - (individual teachers, committees, consultants)
Role of Evaluation in Curriculum Development
Evaluation Studies in the Philippines

1. 1925 Monroe Survey
2. 1959 Swanson Survey
3. 1969 Presidential Commission to Survey Philippine Education (PCSPE)
4. 1976 Survey of Outcomes of Elementary Education (SOUTELE)
5. 1982 Household and School Matching Survey
6. 1991 Congressional Commission on Education (EDCOM)
MONROE SURVEY

1. Administrative organization and supervision
2. Elementary education
3. Secondary Education
4. Higher Education
5. Teacher education and training
6. Language of instruction
7. Private education
8. Finance
9. Education of the non-Christians
1. Elementary education
2. Secondary education
3. Vocational education
4. Teacher training
5. Organization and administration
6. Financing the public schools
7. The report included a deterioration of performance in reading, language and arithmetic due to poor instructional methods, large class sizes, and inadequate supervision
Presidential Commission to Survey Philippine Education (PCSPE)

1. Analyze performance of the educational system and its relevance to national developmental goals
2. Ascerten the efficiency of the system
3. Identify areas which need more detailed investigation.
4. The report included findings on:
   a. Mismatch between educational services and manpower requirements
   b. Mismatch between education priorities and the national development priorities
   c. Inequitable distribution of educational facilities and resources across the regions
   d. Lack of systematic planning and evaluation
1. Battery of achievement tests designed to measure the outcomes of elementary education
2. General mental ability test of non-verbal type designed to measure association
3. Student’s attitude inventory aimed to measure affective objectives
4. Questionnaires in order to establish the profiles of pupils, teachers, school heads, etc.
5. The study revealed deficiencies of elementary education in terms of inputs (resources), processes (curriculum and instruction), and outputs (students’ achievement). These are affected by socio economic, school types, quality of teaching.
The Household and School Matching Survey (HSMS)

1. The survey hypothesized that learning is predicated on the antecedent academic, social, physiological variables.

2. The findings of the investigation showed that home-related and community related variables have greater influences on learning than school related factors such as cost per pupil and numbers of textbooks per students.
1. Enhancing the internal capability of the system to satisfactorily implement the constitutional provisions on education
2. Providing the system with necessary financial and other infrastructure support
3. Strengthening the system’s linkages with all sectors concerned in human resource development
4. Assisting the system to achieve its sectoral goals and targets through strategies that are consistent with the nation’s development goals.
The National Evaluation and Impact Study of PRODED

1. Teacher factor is crucial in the success of the teaching-learning process.

2. There is a need to improve the pre-service and in-service training of teachers that should include the development of skills in classroom management, teacher-pupil interaction, and the use of instructional aids, etc.
Monitoring and Evaluation of RBEC

1. Defines what levels of learning students of schools and divisions meet at various stages of the basic education cycle based on the national curriculum.

2. Setting of minimum national standards for capabilities, structures, processes and output based on a template for school improvement processes from planning to implementation to monitoring and evaluation.

3. Nationally standardized student assessment, outcomes measurement and reporting of basic school statistics.
1. Created through E.O. in 1988 to define a budget feasible program of reform, and identify executive priority policy recommendations and items for a legislative agenda on education.

2. Comprised of multi sectoral group

3. Proposed the establishment of National Education Evaluation and Testing System (NEETS) that assumes responsibility for educational assessment of all levels, including technical and skills development
CURRENT TRENDS AND ISSUES
1. Article 14, sect 7 of 1987 constitution - “for the purposes of communication and instruction, the official languages of the Philippines are Filipino and until otherwise provided by law, English.”

2. DECS Order 52, s. 1987 - the policy of bilingual education aims to make every Filipino competent in both Filipino and English at the national level.

3. DECS defines bilingual as “separate use of Filipino and English as media of instruction in specific subjects.”
Early Childhood Care and Development (ECCD)

1. Art 15, Sec 2, 1987 Phil. Cons. - recognizes the “right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development.”

2. UN Convention on the Rights of Child

3. Education for All (EFA) agenda of DECS, 1990 envisioned 90% in 2000 of early childhood care and development either home-based services or kindergarten / nursery classes
Other issues

1. Access to pre-school education
2. Private Pre-school education
3. Global education
4. Environmental education