

[Click Here](#)























1 HISTORICAL FOUNDATIONS OF CURRICULUM 2 Education in our country has undergone various changes throughout the years. The differences in ideologies among the colonizers resulted in variation in the content and strategies of the curriculum in line with their goals and objectives. 3 Pre-Hispanic Filipinos had no formal schools. Learning began in homePre-Hispanic Filipinos had no formal schools. Learning began in home. Education was oral, practical and hands-on. The arrival of the Spaniards in the Philippines paved way to the establishment of schools in the country. The friars established parochial schools in accordance with the primary goal of colonial education to spread Christianity throughout the archipelago. 4 The Educational Decree of 1863 was implemented in the colony which required the establishment of one primary school for boys and one for girls in each of the major town in the country. 5 During the Philippine revolution, education was one of the priorities of the Malolos Republic. Many schools in the country were closed because of the revolution but were reopened on August 29, 1898 by the Secretary of Interior. President Aguinaldo ordered the opening of these schools. 6 America was able to effectively influence Philippine Educational system. They used education as an instrument to pacify the natives and eventually colonizing the island. Americans started opening schools in Manila at the time they were still in the process of consolidating their position in the city. 7 In January 1901, The Taft Commission enacted Act NoIn January 1901, The Taft Commission enacted Act NoIn January 1901, The Taft Commission enacted Act No. 74 which established the Philippine public school system. This law is provided for free primary education and the establishment of a school for the training of Filipino teachers. 8 On August 23, 1901, the first group of American teachers arrived in Manila, board the transport ship Thomas. These teachers became popularly known as the Thomasites. 9 The University of the Philippines was created in 1908 by the virtue Act No enacted by the Philippine Commission and the Philippine Assembly. The establishment of the higher education institution (HEIs) was also encouraged during this period. Private HEIs which started their operation during the American regime were the following: Silliman University at 1901 in the province of Negros Oriental, Centro Escolar University, founded by Prayda Arellano in 1907; and the Philippine Women's University, founded by Francisca T. Benitez in 1919. 10 Promotion of the education of the Filipino continues during the time of the Commonwealth. President Quezon created the National Council of the Education in 1936 as an advisory body on educational matters. Its first chairman was Dr. Rafael Palma. 11 In 1938, the National Assembly enacted a law providing for the establishment of national vocational schools in different parts of the country. With the creation of the office of Adult Education in 1936, an adult education program was started in the country. 12 In 1940, several changes were made in the Philippines educational system by the virtue of the Educational Act of Under this law, the elementary course was reduced from 7 years to 6 years. The Japanese Military Administration issued a proclamation order No. 2 in 1942 which contained the six basic principles of Japanese education in the country. 13 (1) to make people understand the position of the Philippines as a member of the Greater East-Asia Co-prosperity Sphere. Thus, to promote friendly relations between Japan and the Philippines to the furthest extent, (2) to eradicate the old idea of the reliance upon the western nations and to foster a new Filipino culture on the self-consciousness of the people as Orientals, (3) to endeavor to elevate the morals of the people, giving up over emphasis on materialism, (4) to strive for the diffusion of the Japanese language in the Philippines and to terminate the use of English in due course, (5) to put importance to the diffusion of elementary education and to the promotion of vocational education, and (6) to inspire the people with the spirit of love and labor. 14 In June 1942, schools were reopened and The Philippine Executive Commission established the Commission of Education, Health and Public Welfare. On October 14, 1943, the Japanese- sponsored republic created the Ministry of education. 15 On February 27, 1945, the Department of Instruction was made part of the Department of Public Instruction. In 1947, by virtue of Executive Order No. 94, the Department of Instruction was changed to Department of Education. During this period, the regulation and supervision of public and private schools belonged to the Bureau of Public and Private Schools. 16 In 1972, during the Martial Law years, The Department of education became the Department of Education and Culture by virtue of Proclamation 1081. In 1978, by virtue of P.D No. 1397, it was changed to Ministry of Education and Culture. Thirteen regional offices were created and major organizational changes were implemented in the educational system. A bilingual education scheme was established in 1974, requiring Filipino and English to be used in schools. Science and Math subjects as well as English language and literature classes were taught in English while the rest were taught in Filipino. 17 The Ministry of Education, Culture and Sports as created by the Education Act of 1982 which later became the Department of Education, Culture and Sports in 1987 by virtue of Executive Order No The structure of DECS as embodied in EO No. 117 has practically remained unchanged until 1994 when the Commission on Higher Education (CHED), and when the Technical Education and Skills Development Authority (TESDA) were established to supervise tertiary degree programs and non-degree technical-vocational programs, respectively. 18 The Congressional Commission on Education (EDCOM) report encouraged the Congress to pass RA 7722 and RA 7796 in 1994 creating the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA), respectively. 19 In August 2001, Republic Act 9155, known as the Governance of Basic Education Act, was enacted changing the name of the Department of Education, Culture and Sports (DECS) to the Department of Education (DepEd) and redefining the role of field offices (regional offices, division offices, district offices and schools). RA 9155 provides the overall framework for school head empowerment by strengthening their leadership roles and school-based management within the context of transparency and local accountability. 20 THANK YOU FOR LISTENING!PRESENTED BY: BARRIENTOS, JERELYN DE RAMOS, DIANA ROSE O ratings0% found this document useful (0 votes)319 viewsimplimentation" that took several years to fully roll out. The development of the Philippine education curriculum has been influenced by five factors across different . Raphaella Mae Alegre ReyesAL-enhanced title and descriptionSaveSave History of Educational Curriculum in the Philippin... For Later0% found this document useful, undefined 1. The document provides a historical overview of the development of education in the Philippines from pre-Hispanic times to the present. It describes how education evolved under different occ... AI-enhanced title and descriptionSaveSave Curriculum Development in the Philippines For Later83%83% found this document useful, undefined 1. Curriculum Development in the Philippines 2. Topics 2 Curriculum Development in the Philippines X 2.1 Pre-Spanish Curriculum X 2.2 Spanish Curriculum X 2.3 American Curriculum X 2.4 Curriculum during Commonwealth X 2.5 Japanese Curriculum X 2.6 Curriculum during the Liberation Period X 2.7 Curriculum during the Philippine Republic X 2.8 Curriculum during the New Society 3. Objectives 1. Discuss the significant milestones in curriculum development in each era in the Philippines from Pre-Spanish Era to Present K to 12 Basic Education Curriculum. 2. Compare and make analysis on the different curriculum development and curriculum change in the Philippines in the different eras. 3. 5. 1. Education during the Pre-hispanic Period 6. Pre-hispanic Period X When the Spaniards arrived in the Philippines they encountered islanders who knew how to read and write. X Pre-Hispanic education was not formal. X The objective was basically to promote reverence for, and adoration of Bathala, Respect for laws, customs, and authorities represented by parents and elders. 6 7. Pre-hispanic Period X Methods of Education X "Tell Me" or "Show Me" X Albata (Baybayin) X Oral, practical and hands on 14 consonants; 3 vowels 7 8. 2. Education during the Spanish Regime 9. Spanish Regime X Education in the country was not uniform X The system of schooling was not hierarchical nor structured, thus there were no grade levels X Education was managed and supervised and controlled by the friars X The friars established parochial schools X Spanish curriculum consisted of 3Rs - Reading, Writing and Religion 9 10. Spanish Regime Major Problem X Lack of trained teachers X Lack of teachers X Lack of funds, instructional materials, and many instances school houses Highest Level School X Colegios X Beaterios 10 11. Spanish Regime 11 Subjects: Based on the Royal Decree of 1863 X Languages (Latin, Spanish grammar and literature, elementary Greek, French and English) X History (Universal, Spanish) X Mathematics (Arithmetic, Algebra, Trigonometry, Geometry) X Philosophy X Geography X Psychology 12 3. Educating during the American Regime 13. American Regime X The American used education as a vehicle for its program benevolent assimilation X American soldiers were the first teachers X Restore damage school houses built new ones and conduct classes X Trained teachers to replace soldiers X Next is the Thomasites X American teachers influenced their students the spirit of democracy and progress as well as fair play 13 14. American Regime X The curriculum was based on the ideals and traditions of American and her hierarchy of values X English was the medium of instruction 14 15. American Regime The primary curriculum prescribed in 1904 by the Americans for the Filipinos consisted of three grades X Body training 15 16. American Regime In Grade III - Geography and civic Intermediate Curriculum - Arithmetic, geography, science, English science, plant life, physiology and sanitation College Level - Teacher's training curriculum appropriate for elementary mentors. 16 17. American Regime 17 X Government established NORMAL SCHOOL for future teachers X Courses include: Methods Of Teaching Practice Teaching Psychology Mathematics Language Science History And Government Social Science And PE 18. American Regime - Note! X Americans discarded the religious bias X Education Act of 1901 - separation of Church and State in Education X Encourage Filipino in the field of teaching X Outstanding Filipino scholars were sent to US to train as teachers. 18 19. 4. Education during the Commonwealth 20. Philippine Commonwealth X Also known as the period of expansion and reform in the Philippine curriculum X American trained Filipino teachers applied in the Philippines the educational reforms they learned from the United States X The Education leaders expanded the curriculum by introducing courses in farming, trade and business science 20 21. Philippine Commonwealth X All schools should develop moral character, personal discipline, civic conscience and vocational efficiency X Promote effective participation of the citizens in a democratic society X Education Act of 1940 "Meet the increasing demand for public institution and at the same time comply with the constitutional mandate on public education 21 22. 5. Education during the Japanese Regime 23. Japanese Regime 6 basic principles of Japanese Education 1. Realization of NEW ORDER and promote friendly relations between Japan and Philippines to the furthest extent 2. Foster a new Filipino culture based 3. Endeavor to elevate the morals of people, giving up over emphasis of materialism 4. Diffusion of the Japanese language in the Philippines 5. Promotion of Vocational course 6. To inspire people with the spirit to love neighbor. 23 24. Japanese Regime Curriculum X School calendar became longer XNo summer vacation for student XClass size increased to 60 XDelete anti-Asian opinion, banned the singing of American songs, delete American symbols, poems and pictures XNiHongo as means of introducing and cultivating love for Japanese culture XSocial Studies 24 25. Japanese Regime - Note XSpanish reign for 300 years XAmerican - 50 years XJapanese - 4 years 25 26. Summary table 26 Period Goal Focus Method Course of Study General Characteristics Pre Hispanic Era Integration of individuals into tribe Customs and traditions Oral Immersion None Not formal; community based; no educational system Spanish Era Spread of Christianity Religion Catechetical instruction; use of corporal punishment; rote memorization Not prescribe; flexible; not centralized No grade level; church based; no educational system American Era Spread of Democracy Academic English language and Literature Democratic English as a medium of instruction Prescribed uniform; centralized Formal; structured; existence of an educational system Japanese Era Spread of the New Asian Order Principle of the New Order Rote memorization; use of threat and punishment Prescribe; uniform; centralized Propaganda tool; repressively anti- American and anti- British; existence of an educational system 27 6. Education during the Liberation Period 28. Liberation Period Education after 1940 X The quality of public school education is generally considered to have declined since the post-war years, mainly due to insufficient funds. The Department of Education aims to address the major problems affecting the education by 2010. X Private schools are able to better facilities and education, but are also much more expensive. 36 38. K to 12 Curriculum Base of K to 12 curriculum XMastery of basic competencies is insufficient due to congested curriculum XPhilippines is the only remaining country in Asia with a 10 year basic education 38 39. K to 12 Curriculum X Learner-centered, inclusive and developmentally appropriate X Relevant responsive and Research based X Culture sensitive X Contextual and global X Use of pedagogical approaches that are constructivist, inquiry based reflective, collaborative and integrative X Adhere the principle of Mother-Tongue-Based Multilingual (MTB-MLE) 39 40. K to 12 Curriculum Mother-Tongue-Based Multilingual Education X It starts from where the learners are and from what they already knew proceeding from the known to unknown X Use of spiral progression approach to ensure mastery of knowledge and skills in every level X Flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context 40 41. K to 12 Curriculum Curriculum Tracks The students after the on-going Senior High School can choose among four tracks: Academic Technical-Vocational-Livelihood Sports Track Arts and Design Track 41 42. Why is it important for us to go back and recall the past education of the Philippines? 43. Importance of Philippine Education History 43 It give up not only the glimpse of the past but also what we could learn from it. History of education will help you to understand how the past events shaped the present education system, theories and related phenomenon in the are of teacher education in particular and education in general. Secondly, it will enable us to appreciate the importance of education to mankind since the immemorial across the generation 44. What could be the benefits that us future educators may have after studying the history of the Philippine Education? 45. The Study of History 45 X Helps teacher in training to appreciate the various aspects of their past educational process as to link to the present X It enables teachers in training to know what type of education we had and the purpose it serves in the past X It gives teachers in training of knowing our past mistakes in our education with the view to making necessary amendments X It also gives teachers in training a solid foundation to plan for our present and future educational development 46. The Study of History 46 X History of education gives teachers in training of studying other people's educational ideas and programs with the aim to developing ours X History guides teachers in training to understand some major trends and developments in present day problems X It helps teachers in training to formulate and implement better philosophies of education X History of education is a good academic exercise to improve teachers in training knowledge X Widen the scope and knowledge of teachers and makes her/him more comfortable and competent in their class 47. Element/Components of Curriculum 48. Element/Components of Curriculum 48 The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. Component 1: Curriculum Aims, Goals and Objectives Aims: Elementary, Secondary, and Tertiary Goals: School Vision and Mission Objectives: educational objectives Domains: 1. Cognitive - knowledge, comprehension, application, analysis, synthesis, evaluation 2. Affective - receiving, responding, valuing, organization, characterization 3. psychomotor - perception, set, guided response, mechanism, complex overt response, adaptation, origination 49. Element/Components of Curriculum 49 Component 2: Curriculum Content or Subject Matter Information to be learned in school, another term for knowledge (a compendium of facts, concepts, generalization, principles, theories. 1. Subject-centered view of curriculum: The Fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world 2. Learner-centered view of curriculum: Relates knowledge to the individual's personal and social world and how he or she defines reality. Jerome Bruner: "Knowledge is a model we construct to give meaning and structure to regularities in experience" 50. Element/Components of Curriculum 50 Criteria used in governing basic education was thus renamed in 2001 as the Department of Education (DepEd) 35 36. New Society From 1986 to Present X The quality of public school education is generally considered to have declined since the post-war years, mainly due to insufficient funds. The Department of Education aims to address the major problems affecting the education by 2010. X Private schools are able to better facilities and education, but are also much more expensive. 36 38. K to 12 Curriculum Base of K to 12 curriculum XMastery of basic competencies is insufficient due to congested curriculum XPhilippines is the only remaining country in Asia with a 10 year basic education 38 39. K to 12 Curriculum X Learner-centered, inclusive and developmentally appropriate X Relevant responsive and Research based X Culture sensitive X Contextual and global X Use of pedagogical approaches that are constructivist, inquiry based reflective, collaborative and integrative X Adhere the principle of Mother-Tongue-Based Multilingual (MTB-MLE) 39 40. K to 12 Curriculum Mother-Tongue-Based Multilingual Education X It starts from where the learners are and from what they already knew proceeding from the known to unknown X Use of spiral progression approach to ensure mastery of knowledge and skills in every level X Flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context 40 41. K to 12 Curriculum Curriculum Tracks The students after the on-going Senior High School can choose among four tracks: Academic Technical-Vocational-Livelihood Sports Track Arts and Design Track 41 42. Why is it important for us to go back and recall the past education of the Philippines? 43. Importance of Philippine Education History 43 It give up not only the glimpse of the past but also what we could learn from it. History of education will help you to understand how the past events shaped the present education system, theories and related phenomenon in the are of teacher education in particular and education in general. Secondly, it will enable us to appreciate the importance of education to mankind since the immemorial across the generation 44. What could be the benefits that us future educators may have after studying the history of the Philippine Education? 45. The Study of History 45 X Helps teacher in training to appreciate the various aspects of their past educational process as to link to the present X It enables teachers in training to know what type of education we had and the purpose it serves in the past X It gives teachers in training of knowing our past mistakes in our education with the view to making necessary amendments X It also gives teachers in training a solid foundation to plan for our present and future educational development 46. The Study of History 46 X History of education gives teachers in training of studying other people's educational ideas and programs with the aim to developing ours X History guides teachers in training to understand some major trends and developments in present day problems X It helps teachers in training to formulate and implement better philosophies of education X History of education is a good academic exercise to improve teachers in training knowledge X Widen the scope and knowledge of teachers and makes her/him more comfortable and competent in their class 47. Element/Components of Curriculum 48. Element/Components of Curriculum 48 The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. Component 1: Curriculum Aims, Goals and Objectives Aims: Elementary, Secondary, and Tertiary Goals: School Vision and Mission Objectives: educational objectives Domains: 1. Cognitive - knowledge, comprehension, application, analysis, synthesis, evaluation 2. Affective - receiving, responding, valuing, organization, characterization 3. psychomotor - perception, set, guided response, mechanism, complex overt response, adaptation, origination 49. Element/Components of Curriculum 49 Component 2: Curriculum Content or Subject Matter Information to be learned in school, another term for knowledge (a compendium of facts, concepts, generalization, principles, theories. 1. Subject-centered view of curriculum: The Fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world 2. Learner-centered view of curriculum: Relates knowledge to the individual's personal and social world and how he or she defines reality. Jerome Bruner: "Knowledge is a model we construct to give meaning and structure to regularities in experience" 50. Element/Components of Curriculum 50 Criteria used in governing basic education was thus renamed in 2001 as the Department of Education (DepEd) 35 36. New Society From 1986 to Present X The quality of public school education is generally considered to have declined since the post-war years, mainly due to insufficient funds. The Department of Education aims to address the major problems affecting the education by 2010. X Private schools are able to better facilities and education, but are also much more expensive. 36 38. K to 12 Curriculum Base of K to 12 curriculum XMastery of basic competencies is insufficient due to congested curriculum XPhilippines is the only remaining country in Asia with a 10 year basic education 38 39. K to 12 Curriculum X Learner-centered, inclusive and developmentally appropriate X Relevant responsive and Research based X Culture sensitive X Contextual and global X Use of pedagogical approaches that are constructivist, inquiry based reflective, collaborative and integrative X Adhere the principle of Mother-Tongue-Based Multilingual (MTB-MLE) 39 40. K to 12 Curriculum Mother-Tongue-Based Multilingual Education X It starts from where the learners are and from what they already knew proceeding from the known to unknown X Use of spiral progression approach to ensure mastery of knowledge and skills in every level X Flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context 40 41. K to 12 Curriculum Curriculum Tracks The students after the on-going Senior High School can choose among four tracks: Academic Technical-Vocational-Livelihood Sports Track Arts and Design Track 41 42. Why is it important for us to go back and recall the past education of the Philippines? 43. Importance of Philippine Education History 43 It give up not only the glimpse of the past but also what we could learn from it. History of education will help you to understand how the past events shaped the present education system, theories and related phenomenon in the are of teacher education in particular and education in general. Secondly, it will enable us to appreciate the importance of education to mankind since the immemorial across the generation 44. What could be the benefits that us future educators may have after studying the history of the Philippine Education? 45. The Study of History 45 X Helps teacher in training to appreciate the various aspects of their past educational process as to link to the present X It enables teachers in training to know what type of education we had and the purpose it serves in the past X It gives teachers in training of knowing our past mistakes in our education with the view to making necessary amendments X It also gives teachers in training a solid foundation to plan for our present and future educational development 46. The Study of History 46 X History of education gives teachers in training of studying other people's educational ideas and programs with the aim to developing ours X History guides teachers in training to understand some major trends and developments in present day problems X It helps teachers in training to formulate and implement better philosophies of education X History of education is a good academic exercise to improve teachers in training knowledge X Widen the scope and knowledge of teachers and makes her/him more comfortable and competent in their class 47. Element/Components of Curriculum 48. Element/Components of Curriculum 48 The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. Component 1: Curriculum Aims, Goals and Objectives Aims: Elementary, Secondary, and Tertiary Goals: School Vision and Mission Objectives: educational objectives Domains: 1. Cognitive - knowledge, comprehension, application, analysis, synthesis, evaluation 2. Affective - receiving, responding, valuing, organization, characterization 3. psychomotor - perception, set, guided response, mechanism, complex overt response, adaptation, origination 49. Element/Components of Curriculum 49 Component 2: Curriculum Content or Subject Matter Information to be learned in school, another term for knowledge (a compendium of facts, concepts, generalization, principles, theories. 1. Subject-centered view of curriculum: The Fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world 2. Learner-centered view of curriculum: Relates knowledge to the individual's personal and social world and how he or she defines reality. Jerome Bruner: "Knowledge is a model we construct to give meaning and structure to regularities in experience" 50. Element/Components of Curriculum 50 Criteria used in governing basic education was thus renamed in 2001 as the Department of Education (DepEd) 35 36. New Society From 1986 to Present X The quality of public school education is generally considered to have declined since the post-war years, mainly due to insufficient funds. The Department of Education aims to address the major problems affecting the education by 2010. X Private schools are able to better facilities and education, but are also much more expensive. 36 38. K to 12 Curriculum Base of K to 12 curriculum XMastery of basic competencies is insufficient due to congested curriculum XPhilippines is the only remaining country in Asia with a 10 year basic education 38 39. K to 12 Curriculum X Learner-centered, inclusive and developmentally appropriate X Relevant responsive and Research based X Culture sensitive X Contextual and global X Use of pedagogical approaches that are constructivist, inquiry based reflective, collaborative and integrative X Adhere the principle of Mother-Tongue-Based Multilingual (MTB-MLE) 39 40. K to 12 Curriculum Mother-Tongue-Based Multilingual Education X It starts from where the learners are and from what they already knew proceeding from the known to unknown X Use of spiral progression approach to ensure mastery of knowledge and skills in every level X Flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context 40 41. K to 12 Curriculum Curriculum Tracks The students after the on-going Senior High School can choose among four tracks: Academic Technical-Vocational-Livelihood Sports Track Arts and Design Track 41 42. Why is it important for us to go back and recall the past education of the Philippines? 43. Importance of Philippine Education History 43 It give up not only the glimpse of the past but also what we could learn from it. History of education will help you to understand how the past events shaped the present education system, theories and related phenomenon in the are of teacher education in particular and education in general. Secondly, it will enable us to appreciate the importance of education to mankind since the immemorial across the generation 44. What could be the benefits that us future educators may have after studying the history of the Philippine Education? 45. The Study of History 45 X Helps teacher in training to appreciate the various aspects of their past educational process as to link to the present X It enables teachers in training to know what type of education we had and the purpose it serves in the past X It gives teachers in training of knowing our past mistakes in our education with the view to making necessary amendments X It also gives teachers in training a solid foundation to plan for our present and future educational development 46. The Study of History 46 X History of education gives teachers in training of studying other people's educational ideas and programs with the aim to developing ours X History guides teachers in training to understand some major trends and developments in present day problems X It helps teachers in training to formulate and implement better philosophies of education X History of education is a good academic exercise to improve teachers in training knowledge X Widen the scope and knowledge of teachers and makes her/him more comfortable and competent in their class 47. Element/Components of Curriculum 48. Element/Components of Curriculum 48 The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. Component 1: Curriculum Aims, Goals and Objectives Aims: Elementary, Secondary, and Tertiary Goals: School Vision and Mission Objectives: educational objectives Domains: 1. Cognitive - knowledge, comprehension, application, analysis, synthesis, evaluation 2. Affective - receiving, responding, valuing, organization, characterization 3. psychomotor - perception, set, guided response, mechanism, complex overt response, adaptation, origination 49. Element/Components of Curriculum 49 Component 2: Curriculum Content or Subject Matter Information to be learned in school, another term for knowledge (a compendium of facts, concepts, generalization, principles, theories. 1. Subject-centered view of curriculum: The Fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world 2. Learner-centered view of curriculum: Relates knowledge to the individual's personal and social world and how he or she defines reality. Jerome Bruner: "Knowledge is a model we construct to give meaning and structure to regularities in experience" 50. Element/Components of Curriculum 50 Criteria used in governing basic education was thus renamed in 2001 as the Department of Education (DepEd) 35 36. New Society From 1986 to Present X The quality of public school education is generally considered to have declined since the post-war years, mainly due to insufficient funds. The Department of Education aims to address the major problems affecting the education by 2010. X Private schools are able to better facilities and education, but are also much more expensive. 36 38. K to 12 Curriculum Base of K to 12 curriculum XMastery of basic competencies is insufficient due to congested curriculum XPhilippines is the only remaining country in Asia with a 10 year basic education 38 39. K to 12 Curriculum X Learner-centered, inclusive and developmentally appropriate X Relevant responsive and Research based X Culture sensitive X Contextual and global X Use of pedagogical approaches that are constructivist, inquiry based reflective, collaborative and integrative X Adhere the principle of Mother-Tongue-Based Multilingual (MTB-MLE) 39 40. K to 12 Curriculum Mother-Tongue-Based Multilingual Education X It starts from where the learners are and from what they already knew proceeding from the known to unknown X Use of spiral progression approach to ensure mastery of knowledge and skills in every level X Flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context 40 41. K to 12 Curriculum Curriculum Tracks The students after the on-going Senior High School can choose among four tracks: Academic Technical-Vocational-Livelihood Sports Track Arts and Design Track 41 42. Why is it important for us to go back and recall the past education of the Philippines? 43. Importance of Philippine Education History 43 It give up not only the glimpse of the past but also what we could learn from it. History of education will help you to understand how the past events shaped the present education system, theories and related phenomenon in the are of teacher education in particular and education in general. Secondly, it will enable us to appreciate the importance of education to mankind since the immemorial across the generation 44. What could be the benefits that us future educators may have after studying the history of the Philippine Education? 45. The Study of History 45 X Helps teacher in training to appreciate the various aspects of their past educational process as to link to the present X It enables teachers in training to know what type of education we had and the purpose it serves in the past X It gives teachers in training of knowing our past mistakes in our education with the view to making necessary amendments X It also gives teachers in training a solid foundation to plan for our present and future educational development 46. The Study of History 46 X History of education gives teachers in training of studying other people's educational ideas and programs with the aim to developing ours X History guides teachers in training to understand some major trends and developments in present day problems X It helps teachers in training to formulate and implement better philosophies of education X History of education is a good academic exercise to improve teachers in training knowledge X Widen the scope and knowledge of teachers and makes her/him more comfortable and competent in their class 47. Element/Components of Curriculum 48. Element/Components of Curriculum 48 The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. Component 1: Curriculum Aims, Goals and Objectives Aims: Elementary, Secondary, and Tertiary Goals: School Vision and Mission Objectives: educational objectives Domains: 1. Cognitive - knowledge, comprehension, application, analysis, synthesis, evaluation 2. Affective - receiving, responding, valuing, organization, characterization 3. psychomotor - perception, set, guided response, mechanism, complex overt response, adaptation, origination 49. Element/Components of Curriculum 49 Component 2: Curriculum Content or Subject Matter Information to be learned in school, another term for knowledge (a compendium of facts, concepts, generalization, principles, theories. 1. Subject-centered view of curriculum: The Fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world 2. Learner-centered view of curriculum: Relates knowledge to the individual's personal and social world and how he or she defines reality. Jerome Bruner: "Knowledge is a model we construct to give meaning and structure to regularities in experience" 50. Element/Components of Curriculum 50 Criteria used in governing basic education was thus renamed in 2001 as the Department of Education (DepEd) 35 36. New Society From 1986 to Present X The quality of public school education is generally considered to have declined since the post-war years, mainly due to insufficient funds. The Department of Education aims to address the major problems affecting the education by 2010. X Private schools are able to better facilities and education, but are also much more expensive. 36 38. K to 12 Curriculum Base of K to 12 curriculum XMastery of basic competencies is insufficient due to congested curriculum XPhilippines is the only remaining country in Asia with a 10 year basic education 38 39. K to 12 Curriculum X Learner-centered, inclusive and developmentally appropriate X Relevant responsive and Research based X Culture sensitive X Contextual and global X Use of pedagogical approaches that are constructivist, inquiry based reflective, collaborative and integrative X Adhere the principle of Mother-Tongue-Based Multilingual (MTB-MLE) 39 40. K to 12 Curriculum Mother-Tongue-Based Multilingual Education X It starts from where the learners are and from what they already knew proceeding from the known to unknown X Use of spiral progression approach to ensure mastery of knowledge and skills in every level X Flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context 40 41. K to 12 Curriculum Curriculum Tracks The students after the on-going Senior High School can choose among four tracks: Academic Technical-Vocational-Livelihood Sports Track Arts and Design Track 41 42. Why is it important for us to go back and recall the past education of the Philippines? 43. Importance of Philippine Education History 43 It give up not only the glimpse of the past but also what we could learn from it. History of education will help you to understand how the past events shaped the present education system, theories and related phenomenon in the are of teacher education in particular and education in general. Secondly, it will enable us to appreciate the importance of education to mankind since the immemorial across the generation 44. What could be the benefits that us future educators may have after studying the history of the Philippine Education? 45. The Study of History 45 X Helps teacher in training to appreciate the various aspects of their past educational process as to link to the present X It enables teachers in training to know what type of education we had and the purpose it serves in the past X It gives teachers in training of knowing our past mistakes in our education with the view to making necessary amendments X It also gives teachers in training a solid foundation to plan for our present and future educational development 46. The Study of History 46 X History of education gives teachers in training of studying other people's educational ideas and programs with the aim to developing ours X History guides teachers in training to understand some major trends and developments in present day problems X It helps teachers in training to formulate and implement better philosophies of education X History of education is a good academic exercise to improve teachers in training knowledge X Widen the scope and knowledge of teachers and makes her/him more comfortable and competent in their class 47. Element/Components of Curriculum 48. Element/Components of Curriculum 48 The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. Component 1: Curriculum Aims, Goals and Objectives Aims: Elementary, Secondary, and Tertiary Goals: School Vision and Mission Objectives: educational objectives Domains: 1. Cognitive - knowledge, comprehension, application, analysis, synthesis, evaluation 2. Affective - receiving, responding, valuing, organization, characterization 3. psychomotor - perception, set, guided response, mechanism, complex overt response, adaptation, origination 49. Element/Components of Curriculum 49 Component 2: Curriculum Content or Subject Matter Information to be learned in school, another term for knowledge (a compendium of facts, concepts, generalization, principles, theories. 1. Subject-centered view of curriculum: The Fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world 2. Learner-centered view of curriculum: Relates knowledge to the individual's personal and social world and how he or she defines reality. Jerome Bruner: "Knowledge is a model we construct to give meaning and structure to regularities in experience" 50. Element/Components of Curriculum 50 Criteria used in governing basic education was thus renamed in 2001 as the Department of Education (DepEd) 35 36. New Society From 1986 to Present X The quality of public school education is generally considered to have declined since the post-war years, mainly due to insufficient funds. The Department of Education aims to address the major problems affecting the education by 2010. X Private schools are able to better facilities and education, but are also much more expensive. 36 38. K to 12 Curriculum Base of K to 12 curriculum XMastery of basic competencies is insufficient due to congested curriculum XPhilippines is the only remaining country in Asia with a 10 year basic education 38 39. K to 12 Curriculum X Learner-centered, inclusive and developmentally appropriate X Relevant responsive and Research based X Culture sensitive X Contextual and global X Use of pedagogical approaches that are constructivist, inquiry based reflective, collaborative and integrative X Adhere the principle of Mother-Tongue-Based Multilingual (MTB-MLE) 39 40. K to 12 Curriculum Mother-Tongue-Based Multilingual Education X It starts from where the learners are and from what they already knew proceeding from the known to unknown X Use of spiral progression approach to ensure mastery of knowledge and skills in every level X Flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context 40 41. K to 12 Curriculum Curriculum Tracks The students after the on-going Senior High School can choose among four tracks: Academic Technical-Vocational-Livelihood Sports Track Arts and Design Track 41 42. Why is it important for us to go back and recall the past education of the Philippines? 43. Importance of Philippine Education History 43 It give up not only the glimpse of the past but also what we could learn from it. History of education will help you to understand how the past events shaped the present education system, theories and related phenomenon in the are of teacher education in particular and education in general. Secondly, it will enable us to appreciate the importance of education to mankind since the immemorial across the generation 44. What could be the benefits that us future educators may have after studying the history of the Philippine Education? 45. The Study of History 45 X Helps teacher in training to appreciate the various aspects of their past educational process as to link to the present X It enables teachers in training to know what type of education we had and the purpose it serves in the past X It gives teachers in training of knowing our past mistakes in our education with the view to making necessary amendments X It also gives teachers in training a solid foundation to plan for our present and future educational development 46. The Study of History 46 X History of education gives teachers in training of studying other people's educational ideas and programs with the aim to developing ours X History guides teachers in training to understand some major trends and developments in present day problems X It helps teachers in training to formulate and implement better philosophies of education X History of education is a good academic exercise to improve teachers in training knowledge X Widen the scope and knowledge of teachers and makes her/him more comfortable and competent in their class 47. Element/Components of Curriculum 48. Element/Components of Curriculum 48 The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. Component 1: Curriculum Aims, Goals and Objectives Aims: Elementary, Secondary, and Tertiary Goals: School Vision and Mission Objectives: educational objectives Domains: 1. Cognitive - knowledge, comprehension, application, analysis, synthesis, evaluation 2. Affective - receiving, responding, valuing, organization, characterization 3. psychomotor - perception, set, guided response, mechanism, complex overt response, adaptation, origination 49. Element/Components of Curriculum 49 Component 2: Curriculum Content or Subject Matter Information to be learned in school, another term for knowledge (a compendium of facts, concepts, generalization, principles, theories. 1. Subject-centered view of curriculum: The Fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world 2. Learner-centered view of curriculum: Relates knowledge to the individual's personal and social world and how he or she defines reality. Jerome Bruner: "Knowledge is a model we construct to give meaning and structure to regularities in experience" 50. Element/Components of Curriculum 50 Criteria used in governing basic education was thus renamed in 2001 as the Department of Education (DepEd) 35 36. New Society From 1986 to Present X The quality of public school education is generally considered to have declined since the post-war years, mainly due to insufficient funds. The Department of Education aims to address the major problems affecting the education by 2010. X Private schools are able to better facilities and education, but are also much more expensive. 36 38. K to 12 Curriculum Base of K to 12 curriculum XMastery of basic competencies is insufficient due to congested curriculum XPhilippines is the only remaining country in Asia with a 10 year basic education 38 39. K to 12 Curriculum X Learner-centered, inclusive and developmentally appropriate X Relevant responsive and Research based X Culture sensitive X Contextual and global X Use of pedagogical approaches that are constructivist, inquiry based reflective, collaborative and integrative X Adhere the principle of Mother-Tongue-Based Multilingual (MTB-MLE) 39 40. K to 12 Curriculum Mother-Tongue-Based Multilingual Education X It starts from where the learners are and from what they already knew proceeding from the known to unknown X Use of spiral progression approach to ensure mastery of knowledge and skills in every level X Flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context 40 41. K to 12 Curriculum Curriculum Tracks The students after the on-going Senior High School can choose among four tracks: Academic Technical-Vocational-Livelihood Sports Track Arts and Design Track 41 42. Why is it important for us to go back and recall the past education of the Philippines? 43. Importance of Philippine Education History 43 It give up not only the glimpse of the past but also what we could learn from it. History of education will help you to understand how the past events shaped the present education system, theories and related phenomenon in the are of teacher education in particular and education in general. Secondly, it will enable us to appreciate the importance of education to mankind since the immemorial across the generation 44. What could be the benefits that us future educators may have after studying the history of the Philippine Education? 45. The Study of History 45 X Helps teacher in training to appreciate the various aspects of their past educational process as to link to the present X It enables teachers in training to know what type of education we had and the purpose it serves in the past X It gives teachers in training of knowing our past mistakes in our education with the view to making necessary amendments X It also gives teachers in training a solid foundation to plan for our present and future educational development 46. The Study of History 46 X History of education gives teachers in training of studying other people's educational ideas and programs with the aim to developing ours X History guides teachers in training to understand some major trends and developments in present day problems X It helps teachers in training to formulate and implement better philosophies of education X History of education is a good academic exercise to improve teachers in training knowledge X Widen the scope and knowledge of teachers and makes her/him more comfortable and competent in their class 47. Element/Components of Curriculum 48. Element/Components of Curriculum 48 The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. Component 1: Curriculum Aims, Goals and Objectives Aims: Elementary, Secondary, and Tertiary Goals: School Vision and Mission Objectives: educational objectives Domains: 1. Cognitive - knowledge, comprehension, application, analysis, synthesis, evaluation 2. Affective - receiving, responding, valuing, organization, characterization 3. psychomotor - perception, set, guided response, mechanism, complex overt response, adaptation, origination 49. Element/Components of Curriculum 49 Component 2: Curriculum Content or Subject Matter Information to be learned in school, another term for knowledge (a compendium of facts, concepts, generalization, principles, theories. 1. Subject-centered view of curriculum: The Fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world 2. Learner-centered view of curriculum: Relates knowledge to the individual's personal and social world and how he or she defines reality. Jerome Bruner: "Knowledge is a model we construct to give meaning and structure to regularities in experience" 50. Element/Components of Curriculum 50 Criteria used in governing basic education was thus renamed in 2001 as the Department of Education (DepEd) 35 36. New Society From 1986 to Present X The quality of public school education is generally considered to have declined since the post-war years, mainly due to insufficient funds. The Department of Education aims to address the major problems affecting the education by 2010. X Private schools are able to better facilities and education, but are also much more expensive. 36 38. K to 12 Curriculum Base of K to 12 curriculum XMastery of basic competencies is insufficient due to congested curriculum XPhilippines is the only remaining country in Asia with a 10 year basic education 38 39. K to 12 Curriculum X Learner-centered, inclusive and developmentally appropriate X Relevant responsive and Research based X Culture sensitive X Contextual and global X Use of pedagogical approaches that are constructivist, inquiry based reflective, collaborative and integrative X Adhere the principle of Mother-Tongue-Based Multilingual (MTB-MLE) 39 40. K to 12 Curriculum Mother-Tongue-Based Multilingual Education X It starts from where the learners are and from what they already knew proceeding from the known to unknown X Use of spiral progression approach to ensure mastery of knowledge and skills in every level X Flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context 40 41. K to 12 Curriculum Curriculum Tracks The students after the on-going Senior High School can choose among four tracks: Academic Technical-Vocational-Livelihood Sports Track Arts and Design Track 41 42. Why is it important for us to go back and recall the past education of the Philippines? 43. Importance of Philippine Education History 43 It give up not only the glimpse of the past but also what we could learn from it. History of education will help you to understand how the past events shaped the present education system, theories and related phenomenon in the are of teacher education in particular and education in general. Secondly, it will enable us to appreciate the importance of education to mankind since the immemorial across the generation 44. What could be the benefits that us future educators may have after studying the history of the Philippine Education? 45. The Study of History 45 X Helps teacher in training to appreciate the various aspects of their past educational process as to link to the present X It enables teachers in training to know what type of education we had and the purpose it serves in the past X It gives teachers in training of knowing our past mistakes in our education with the view to making necessary amendments X It also gives teachers in training a solid foundation to plan for our present and future educational development 46. The Study of History 46 X History of education gives teachers in training of studying other people's educational ideas and programs with the aim to developing ours X History guides teachers in training to understand some major trends and developments in present day problems X It helps teachers in training to formulate and implement better philosophies of education X History of education is a good academic exercise to improve teachers in training knowledge X Widen the scope and knowledge of teachers and makes her/him more comfortable and competent in their class 47. Element/Components of Curriculum 48. Element/Components of Curriculum 48 The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design. Component 1: Curriculum Aims, Goals and Objectives Aims: Elementary, Secondary, and Tertiary Goals: School Vision and Mission Objectives: educational objectives Domains: 1. Cognitive - knowledge, comprehension, application, analysis, synthesis, evaluation 2. Affective - receiving, responding, valuing, organization, characterization 3. psychomotor - perception, set, guided response, mechanism, complex overt response, adaptation, origination 49. Element/Components of Curriculum 49 Component 2: Curriculum Content or Subject Matter Information to be learned in school, another term for knowledge (a compendium of facts, concepts, generalization, principles, theories. 1. Subject-centered view of curriculum: The Fund of human knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, due to man's exploration of his world 2. Learner-centered view of curriculum: Relates knowledge to the individual's personal and social world and how he or she defines reality. Jerome Bruner: "Knowledge is a model we construct to give meaning and structure to regularities in experience" 50. Element/Components of Curriculum 50 Criteria used in governing basic education was thus renamed in 2001 as the Department of Education (DepEd) 35 36. New Society From 1986 to Present X The quality of public school education is generally considered to have declined since the post-war years, mainly due to insufficient funds. The Department of Education aims to address the major problems affecting the education by 2010. X Private schools are able to better facilities and education, but are also much more expensive. 36 38. K to 12 Curriculum Base of K to 12 curriculum XMastery of basic competencies is insufficient due to congested curriculum XPhilippines is the only remaining country in Asia with a 10 year basic education 38 39. K to 12 Curriculum X Learner-centered, inclusive and developmentally appropriate X Relevant responsive and Research based X Culture sensitive X Contextual and global X Use of pedagogical approaches that are constructivist, inquiry based reflective, collaborative and integrative X Adhere the principle of Mother-Tongue-Based Multilingual (MTB-MLE) 39 40. K to 12 Curriculum Mother-Tongue-Based Multilingual Education X It starts from where the learners are and from what they already knew proceeding from the known to unknown X Use of spiral progression approach to ensure mastery of knowledge and skills in every level X Flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social context 40 41. K to 12 Curriculum Curriculum Tracks The students after the on-going Senior High School can choose among four tracks: Academic Technical-Vocational-Livelihood Sports Track Arts and Design Track 41 42. Why is it important for us to go back and recall the past education of the Philippines? 43. Importance of Philippine Education History 43 It give up not only the glimpse of the past but also what we could learn from it. History of education will help you to understand how the past events shaped the present education system, theories and related phenomenon in the are of teacher education in particular and education in general. Secondly, it will enable us to appreciate the importance of education to mankind since the immemorial across the generation 44. What could be the benefits that us future educators may have after studying the history of the Philippine Education? 45. The Study of History 45 X Helps teacher in training to appreciate the various aspects of their past educational process as to link to the present X It enables teachers in training to know what type of education we had and the purpose it serves in the past X It gives teachers in training of knowing our past mistakes in our education with the view to making necessary amendments X It also gives teachers in training a solid foundation to plan for our present and future educational development 46. The Study of History 46 X History of education gives teachers in training of studying other people's educational ideas and programs with the aim to developing ours X History guides teachers in training to understand some major trends and developments in present day problems X It helps teachers in training to formulate and implement better philosophies of education X History of education is a good academic exercise to improve teachers in training knowledge X Widen the scope and knowledge of teachers and makes her/him more comfortable and competent in their class 47. Element/Components of Curriculum 48. Element/Components of Curriculum 48 The nature of the elements and the manner in which they are organized may