

K to 12
TRANSITION ISSUES
SYNTHESIS AND NEXT STEPS

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CHRONICLE OF EVENTS

- Eucharist (O.L Lourdes
- Preliminaries: Me-ann's intro, Doris' overview, Ely's welcome (the need to act now) Sagrado Corazon kids' rendition of Katy Perry
- Engr. Evan Uy: DepEd updates on K12
- Atty. Ada Abad: Legal Implications
- Dr. Gina Montalan: AdDU's Vertical Curriculum Articulation downward (BED) and upward (Tertiary) from the CRS cues

- CHRONICLE OF EVENTS
- Eucharist

- Sr. Corazon Manalo, DC: Transition Models for DC Healthcare and Allied Sciences
- Sr. Merceditas Ang, SPC: Paulinian Curriculum Model for SHS
- Sr. Marissa Viri, RVM: Senior HS Science and Technology Track for RVM schools
- Fr. Onofre Inocencio, SDB: Voc-Tech track for Don Bosco schools

- Fr. Maxell Lowell Aranilla: K to 12 for Seminaries
- Fr. Gerardo Ma. De Villa: Proposed Model of a Sports Track
- EnP Manuel L. Javier: Public- Private Partnerships in Education
- Fr. Urs Truli: Synthesis
- Dr. Guest Who?: Closing remarks

SYNTHESIS AND NEXT STEPS

- LESSONS FROM THE MODELS
 - TRACK DEVELOPMENT STRATEGY CAN/MUST BE DONE FROM AN EMPIRICAL ANALYSIS OF YOUR EXISTING REALITIES (data lack; Abad's options; plan piecemeal by focusing on particular tracks or system-wide like that of AdDU or USC's relay process)
 - PLAN, PLAN AGAIN, OVERPLAN IF YOU MUST, BUT BE PREPARED TO ENCOUNTER REALITY (AdDUs 28 possible programs eventually reduced to 4; USC rolled out 4 programs but found enrolment only 1 in 1)
 - THERE ARE MANY WAYS TO SKIN A CAT. Share us what you are doing so we can discover what are dead ends, open possibilities (or trade secrets). There are no limits to our imagination (PPP); just exercise due diligence and care.

- Education as a process of social change; cross-cultural studies as matrix, transition as a prism
 - (a) the old surrenders totally to the new; (generation Z or post-2016 schools)
 - (b) the old refuses the new wholesale (Disqualifying CHED's QA);
 - (c) the old assimilates the new partially and on its terms (transitional models, mestizos, hybrids and mongrels)
- Pre-figuration models resurrected (e.g., SDB, PSHS, San Beda Alabang, etc.)

- Social change as cross-cultural change occurs at three important levels
 - (a) paradigms, worldviews, basic narratives
 - (b) core values , fundamental structures, cross-cutting systems,
 - (c) social institutions, processes and practices.

- PARADIGMS: NEW WINE & OLD SKINS
(From PRE-K₁₂ to K₁₂ CHALLENGES):

ESSENTIALLY K₁₂ SIGNALS THE END OF PHL
EDUCATION AS THE PRESENT
GENERATION KNOWS IT:

Henceforth there will be
no longer “one size fits all,” but a dizzying
panoply of “charismatic expressions,”
ordinary “blends,” extraordinary “bundles”
and a variety of “religious flavours.”

- **Teleological Shifts**
 - Work-oriented basic education (incubation, career academy, B&I links, early placement)
 - Building up SMEs (small, micro enterprises)
 - Life-long-learning system (continuing education or university life)
- **Methodological shifts**
 - From knowledge-banking to competency-based learning and OBE (outcomes-based quality assurance)
- **Cultural shifts**
 - From the school as island of learning to school as crossroads of education

- New Learners: digital natives vs. Digital immigrants / intuitive rather than formal / interactive rather than passive / visual rather than aural, multi-tasking rather than laser-focused, etc.
- New Learning Facilitators: alternative sources of learning (culture and history, mass communication, the web, church); business and industry as part of the educational network (alias CES, CSR and linkages)
- New learning institutions : New Schools / Home Schooling / Open university / schools under the trees

NEW WORLD OF BASIC EDUCATION

Kindergarten at 5 (mandatory): reader by
Gr. 1

Elementary: MTB-MLE, from discipline-
based to spiral approach

Secondary: from preparation for college to
CRS but also immediate work and
employment

NEW WORLD OF HIGHER EDUCATION

New Demographics: enrolees are +2 (age-wise, education-wise, work-wise, experience-wise, tech-wise, expectation-wise, wais-wais)

Hence Tertiary admits no more remediation but focuses on direct professionalization

Higher competencies expected of college faculty

Every faculty must now do research and publish – or perish

Post-Graduate: deepening expertise and generation of new knowledge

- VALUES

(NEW PRIORITIES)

- STRUCTURES

(CREATIVE DESTRUCTION)

- SYSTEMS

(NOVEL SYNTHESSES)

- CURRICULUM CHANGES
 - ACADEMIC TRACK: STEM (science, technological, engineering, math), HESS (humanities, education and social sciences)
 - TECH-VOC-LIVELIHOOD: BAM (business, accountancy & mgt)
 - SPORTS AND ARTS : NCCA, PSC etc.
- AdDU Process: Approaching the BED-tertiary system via CRS as point of reference, and working out all foreseeable and quantifiable aspects (load, faculty, facilities, costs)

ADMINISTRATIVE CHANGES: new VMGs; new decisions : decline SHS, put up SHS, standalone SHS, consortia with SHS (don't forget OBE and obe); absolute importance of reliable data to calculate all kinds of risks/rewards in PPP.

ASSESSMENT CHANGES: Philippine Qualifications Framework (8 levels of expertise); diploma supplement (kaya nga OBE and obe, okay?)

REGULATORY CHANGES: DepEd, CHED, Tesda, PRC (quasi-regulatory, market, ASEAN, etc.) (OBE and obe nga, ang kulit!)

FISCAL ADMINISTRATION CHANGES: choices relevant (to the local community) , feasible (market study), national (developmental needs); bankruptcy or closure / learning or earning (?)

FINANCIAL ADMINISTRATION CHANGES:

Certain models are extremely expensive, e.g., voc-tech , hard sciences and sports tracks.

PPPs like ESC, EVS, Concessions, GASTPE, ECCD, Brigada Eskwela, etc.: comparable compensations between public and private faculty; double taxation for parents with children in private schools)

- **NOVEL LEGISLATION:** Manual of Regulations for Private Schools (current general rules apply; new exceptions and new restrictions); dissonances between BED and tertiary norms; new realities (consortium status; hybrid compensation); revised school charters and by-laws
- **LABOR & STRESS MANAGEMENT:** SHS faculty types, along with appropriate qualifications, reduced loads, compensation rates, diminished status, loss of academic freedom. College faculty during the lean years (ERP, retrench, redundancy, renegotiation, float)

- MATERIAL CULTURE ITEMS IN EDUCATION (works in progress; attention, providers!)
 - Classrooms: brick and mortar vs. virtual
 - Textbooks, instructional materials and libraries: paper vs. digital / minimalist design over vs. over-engineered
 - Laboratories: in-school; in the field; within industry
 - Equipment: provision via partnership with B&I

POINTS TO PONDER FOR CEAP QUA ASS'N OF CATHOLIC SCHOOLS

- FIRST, A NEW AGE IS DAWNING, AND WE ARE ALL CALLED UPON TO MAKE A THOUSAND FLOWERS BLOOM (unique is beautiful; but where are the models for the flyweights and paperweight schools, or specialized outliers?).
- SECOND, PARENTS NEED TO BE REEDUCATED AS CAREER DECISIONMAKERS (not to live their failed dreams in their children).

- THIRD, ALWAYS REMEMBER THAT EDUCATION IS FOR THE BEST INTERESTS OF THE LEARNER (now is the time to start retooling the faculty – kung pwedi pa)
- FOURTH, AS CEAP SCHOOLS, WE NEED TO CONSCIOUSLY INCLUDE THE MARGINALIZED IN OUR VISION, i.e., TO SCHOOL THE UNSCHOOLED (e.g., advocacies for IPs, OSY, Adult education, etc.)

- FIFTH, WE NEED TO GOT BACK TO THE BASIC QUESTION TRANSFORMATIVE EDUCATION. What for is education in the first place? How do you distinguish good from poor schooling? What are the characteristics of an authentic and quality school?
- SIXTH, WHAT HIGHER LESSONS CAN WE DRAW IN LIGHT OF CHRIST THE TEACHER? What content (for work, for life)? Processes (change, reform, transformation)? Relationships (apprenticeship, discipleship)?

- Unless the grain of wheat falls into the ground and dies, it will not bear fruit. But if it dies...
 - Amen??
 - Amen!!

Thank you
for your kind attention

Ito po ang inyong ...
Kuya Diony