

Religious of the Virgin Mary
Education Ministry Commission
214 N. Domingo St., Quezon City

Strategies and Actions
Implementation of K to 12 Educational System in the RVM Schools

In preparation for the implementation of the K to 12 Educational System, RVM Education Ministry Commission (RVM-EMC) designed strategies / plan of actions for all RVM Schools with the following objectives:

- a) to make all the stakeholders fully understand K to 12 Educational System, and
- b) to assist the RVM schools for its full and effective implementation.

A. On Transition

Objectives	Activities	Suggested Time-table	Expected Output	Follow-up Action
<p>To disseminate information to all stakeholders on K to 12</p> <p>To gather feedback and determine the next possible course of action</p>	<ul style="list-style-type: none"> • Prepare a flyer on FAQ re: K to 12 for distribution / info dissemination • Organize an orientation on K to 12 for: <ul style="list-style-type: none"> a) administrators, faculty, Grade 6 pupils and parents of Grades 5 and 6 b) parents of Kinder, Grades 1 to 4 pupils 	<p>October</p> <p>Nov 2011 to Jan 2012</p> <p>June 2012 – July 2012</p>	<p>Orientation Evaluation results</p>	<p>Plan for on-going dissemination of information for parents to have greater clarity of understanding of K to 12</p>
<p>To formulate a Career Guidance and Streaming Program</p> <p>To determine probable track to offer for Senior High School</p>	<ul style="list-style-type: none"> • Administer Career Interest Test to: <ul style="list-style-type: none"> a) Grade Six pupils. b) New First Year students 	<p>November 2011</p> <p>July 2012</p>	<p>Career Interest Profile</p>	<p>Formulate Developmental Career Guidance and Streaming Program</p>
<p>To determine how parents value their children's education and for them to provide greater support for their children's career choices</p>	<ul style="list-style-type: none"> • Make a survey on Grade 6 and First Year parents' educational goals for their children 	<p>2nd quarter of SY 2012-2013</p>	<p>Educational Goals of Parents</p>	<p>Present the survey results to parents and pupils / students vis-à-vis their children's Career Interest</p> <p>Organize a Seminar for Parents on Understanding the</p>

Objectives	Activities	Suggested Time-table	Expected Output	Follow-up Action
				Career Choice of their Children
To determine the percentage of High School graduates who completed college and got employed	<ul style="list-style-type: none"> Review / Conduct tracer study on high school graduates for the past 3 to 4 years 	Jan – Dec 2012	Data on the High School graduates	Prepare a relevant program for Senior HS Note: In areas where there are more than one (1) RVM schools such as Misamis Oriental (Tagoloan, Jasaan; Lagonglong, Balingasag and Talisayan) and Cagayan de Oro (Lourdes College and SMA Carmen) consider which track each school will offer
To ascertain the relevance of the skills / voc-tech courses to be offered	<ul style="list-style-type: none"> Carry out Community-based research or social investigation to establish the relevance of the skills/ courses to be offered putting into consideration the "hard-to-fill and in-demand" jobs/ occupation identified by DOLE 	SY 2012-2013	Identified relevant voc/tech courses to be offered	Tie-up with TESDA center in the area when available / apply to TESDA Voc-Tech courses that will be offered. For schools with accredited TESDA courses, enhance the program offering
To assess the school's preparedness to implement K to 12.	<p>Accomplish an Institutional Assessment focusing on the following: enrolment projection for the next 6 years, facilities, human and financial resources, etc</p> <ul style="list-style-type: none"> Evaluate / assess external environmental factors affecting the school – demographic, economic, social, political and geographical trends 	SY 2012-2013	Identified school capability as well as needs to be addressed to be able to implement K to 12.	Address identified needs e.g. human resource and facilities development :

B. Curriculum

Features of the K to 12 Basic Education Curriculum

1. It is research-based.
2. It is decongested but enriched.
3. Music, Art, Physical Education, and Health (MAPEH) will be taught starting Grade 1, not Grade 4.
4. The use of MTB-MLE as medium of instruction and as separate subject.
5. The use of the spiral progression approach
6. Viewing as a macro-skill in Languages
7. More proportionate distribution of informational and literary texts in Languages
8. Technology and Livelihood Education (TLE) subjects enable students to obtain Certificate of Competency (COC) and/or National Certificate Level 1 or 2.
9. In Grades 11 and 12, a student will go through a core of academic subjects and elective subjects of his/her choice. If s/he opts to go to college, s/he takes elective subjects related to the core academic subjects.
10. Recognition of the role of co-curricular activities and community service in the holistic development of children

Features of the K to 12 Basic Education Curriculum	Action/s to be Taken	Time-table	Person/s Responsible
<ul style="list-style-type: none"> • Decongested but enriched 	<ul style="list-style-type: none"> • Comparative study of the present and K to 12 curricula for Gr 1 and Gr 7 • Consider the inclusion of Congregational requirements and thrusts 	April 2012	Principal Academic Coor Subject Area Chair Faculty
<ul style="list-style-type: none"> • Music, Art, Physical Education, and Health (MAPEH) will be taught starting Grade 1, not Grade 4 	<ul style="list-style-type: none"> • Study the curriculum • Conduct training for Grade 1 MAPEH Teachers • Prepare Unit Plans and Student Learning Plans 	April – May 2012	Principal Academic Coor Subject Area Chair Grade 1 Teacher
<ul style="list-style-type: none"> • The use of MTB-MLE as medium of instruction and as separate subject 			
<ul style="list-style-type: none"> • The use of the spiral progression approach 	<ul style="list-style-type: none"> • Implement team-teaching 	June 2012	Principal Academic Coor Subject Area Chair Faculty
<ul style="list-style-type: none"> • Viewing as a macro-skill in Languages 	<ul style="list-style-type: none"> • Conduct a training for Communication Arts Teachers on Viewing as a Macro Skill • Prepare Unit Plans and Student Learning Plans 	April – May 2012	EMC Principals Academic Coor Subject Area Chair in Comm Arts

Features of the K to 12 Basic Education Curriculum	Action/s to be Taken	Time-table	Person/s Responsible
<ul style="list-style-type: none"> • More proportionate distribution of informational and literary texts in Languages 	<ul style="list-style-type: none"> • Review the informational and literary texts being used in teaching the Languages • Provide additional informational or literary texts to assure proportionate distribution. 	April 2012	Academic Coor Subject Area Chair Faculty
<ul style="list-style-type: none"> • Technology and Livelihood Education (TLE) subjects enable students to obtain Certificate of Competency (COC) and/or National Certificate Level 1 or 2 	<ul style="list-style-type: none"> • Study the TLE Curriculum to be offered • TLE Teachers acquire National Certificate (NCII) • Register TLE subjects to TESDA 	April and May 1 st Q of SY 2012-2013 1 st semester of SY 2012-2013	School Head Principal Academic Coordinator SAC

Note: In the event that there will be no textbooks available for Grades 1 and 7, the EMC will spearhead the preparation of modules / worksheets during summer.

References:

Handouts: National Conference towards Developing the Framework of the New Teacher Education Curriculum for K to 12 Basic Education Curriculum: Benchmarking with International Standards (July 20-22, 2011, PNU Taft Avenue, Manila)

Talk of Dr. Isagani Cruz – RVM Basic Education Congress (August 25 – 27, 2011; Cebu City)
PAASCU General Assembly (November 25, 2011)

Talk of Dr. Paraluman Giron – RVM-EAP General Assembly (November 17-19, 2011; Cebu City)