
Articulating the Foundations of Philippine K to 12 Curriculum: Learner-Centeredness

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Abstract

This article is focused on an in-depth assessment of the K to 12 curriculum of the Philippine educational system. The goal of this article is to identify and/or to explore the misalignment of the teaching pedagogies as mandated by (RA # 10533) in the sound idea of the widely spreading concept of learner-centeredness. This article is premised on the assumption that many Filipinos, including Filipino teachers are complacent on the implementation of the K to 12 curriculum not noticing the deviation of foundations to the constitutional aim of learner-centeredness. Furthermore, in an attempt to analyse the K to 12 curriculum, this article comprehensively looks into the foundations and connection to learner-centeredness in order to provide articulation in the new curriculum. Through descriptive-analysis, this article takes into account the official statements of the education department in the enumeration of fluctuations. Furthermore, this paper reveals the strong need for the articulation in the content of the curriculum, which leads to recommendation for an in-depth review of content of curriculum.

Keywords:

curriculum articulation, learner-centeredness, Philippine K to 12, RA#10533

Introduction

Background of the study

The World Bank Group (WBG) defines education as a powerful driver of development and one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability. If the quality of education will be uplifted it can be considered as a good indicator of tremendous progress. The WBG's support to education extensively focuses on investing in young children before they even enter primary school— guaranteeing that children have

the proper stimulation, nurturing and nutrition as a good way of investments in a certain country to address inequality, break the cycle of poverty, and boost productivity (2017). Partnering with the WBG and other global organizations (UNICEF, MNFPA, UNDP, UN Women and UNHCR), the UNESCO (United Nations Educational, Scientific and Cultural Organization) declares their commitment to quality education, through the Education 2030 Incheon Declaration 2015. Quality Education as defined by UNESCO is something that fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem solving, and other high-

level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship education.

In the national scene, a citizen of the country is entitled to their right to quality education as stated in the Philippine Constitution and by-laws. In order to fulfil the aforementioned educational goal, the government established the Department of Education as an institutional governing body in charge of the fulfilment of the said goal.

In 2013, the education agency propels towards innovative transformation in the field of education by introducing the K to 12 Curriculum. Simultaneously with the amendment of curriculum from 10 years to 12 years of basic education, the department introduced its vision of is the introduction of being a **learner-centered institution**:

We dream of a Filipino who passionately loves their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a *learner-centered* public institution, the Department of Education continuously improves itself to better serve its stakeholders.

It is important to look into the educational goal of the department to better understand where the newly implemented curriculum is coming from. In an article written by Doherty and Peters (1981), "... until the aims of a school system are stated, there is no way of telling how well the system is performing its mission." The question is; *What if what is written in the aim is not supported in the implementation?* In relation to the implementation of the K to 12 curriculum, the basis of the approaches in the learning process must be inclined to learner-centeredness as stated in the institutional goal. Nonetheless, the primary proposition of this article is to analyse and describe how learner-centered are the pedagogies of educational institution in the Philippines. A descriptive analysis is timely because the new curriculum that

seems to anticipate better education is not yet in its extreme or full implementation, so this paper could be a basis to achieve more desirable results inclined to the goals of learner-centeredness.

One of the challenges in the aforementioned approach is the realization of how learner-centered pedagogical foundations are employed among educational institutions, where this article is primarily premised on. It is important to identify the misleading approaches in classroom practices to fully feel the impact of the new curriculum. In addition, the identification of the misleading practices could be a bold move to depart from the traditional classroom practice and carry on to better serve the Filipino people in a learner-centered way. Dr. Bill Atweh (2017) describes that change in any curriculum would not be effective if somebody in the implementation aspect/ component is not getting away from its traditional restrictions. He also mentioned the need for synergy among curriculum, pedagogy, and assessment. However, time is an essential factor to be considered as it is equally important to appreciate and take as one of the element of synergy in the field. Teachers cannot simply maintain the synergy without considerable time and effort. In relation to the premise of this paper, the implementation of the new curriculum is being rushed that the synergy is often forgotten. As a matter of fact, there was a brave move on the shift of institutional goal where learner-centered is highlighted. But up to what extent? and how? Is it enough to verbally tell each Filipino teacher to rely on the said pedagogy? What are the foundations of the pedagogy?

Currently fine tuning of the newest curriculum is served to address all the loopholes in the implementation and to attempt for the loopholes to be corrected and all the weakness could be identified. Traditional approaches and misconceptions regarding the alignment in the constitutional coherence must be improved as soon as possible. This goal can be achieved only if we recognize that learning is a process shared by both the student and the teacher and its foundation (Liwag et.al, 2001,p. 2).

Confusion among the teachers particularly to the seasoned teachers who were in the field for so long may surface; especially to those teachers who

have witnessed various pedagogies and have been attached to it, as part of their expertise or art of teaching. But what if their pedagogue is less likely to be learner-centered? Also new teachers might be lost to what pedagogies must be used because learner-centeredness was not then a focused pedagogy. The main reason of the confusion could be attributed to the misalignment on the foundations of the learner-centeredness in the curriculum, which is the primary factor for the loopholes. De Guzman in 2005, describe this phenomenon in the educational system as “*likened to a boat sailing in a sea of changes*(p.223).”

The Review of Learner-centeredness

The Department of Education, being an institution cultured by invasion of different countries where authority is solely contained in the teachers, the definition of a learner-centered curriculum seems to be very vague. According to De Guzman (2005), “*Philippines had undergone dramatic changes in the various epochs of educational revolution* (p. 223).” His statement revealed the status of the Philippine Educational System before learner-centered has incarnated. Even in our present era, the definition of a learner-centered curriculum cannot be easily granted. In an attempt to differentiate the traditional non-learner-centered and the learner-centered one, a segment in a discussion during an undergraduate studies will be shown.

Professor J is a teacher in one of the professional subjects. When a topic is on through the difference between the traditional non-learner-centered and the learner-centered approaches he gave two statements about learner-centered and non-learner-centered; “the teacher must only be a guide on the side” and the other one is “The teacher is a sage on the stage ” respectively.

Accordingly, Ralph Tyler (1976) claimed that, “*a human being cannot be forced to learn intellectual and emotional behaviour patterns. Only under coercion, or when offered tempting rewards, will an individual even attempt a learning task that seems to him or her as meaningless or distasteful. Even then, if the experience with the task that is not rewarding to the individual, he or she will not sustain the behaviour and will not eventually learn.*

As emphasized, any behaviour becomes a permanent part of a person repertoire only if he or she continues to carry on.” This means that a learning task that seems to be meaningful to the learner could lead to the learner-centeredness. Of course, if a certain task becomes engaging to the psychological formation of an individual it is where the learning activity calls for the construction of knowledge even if it takes being an independent learner. The primary contention in this argument is that the pedagogies that engage the psychological formation of an individual leading to learner-centeredness. Through the statement of Tyler, behaviourist movement of coercion and reward could be a useful tool to enumerate pedagogies concerning learner-centered approaches. In connection with that, it is reasonable that the practice of learner-centeredness is highly erroneous.

Philippines before the K12 Curriculum

Long before the K to 12 curriculum was implemented, the Philippines has the Basic Education Curriculum (BEC Curriculum) made into the system as early as 2002. The Department of Education claimed that this curriculum is a product of 16 years of research based on different stakeholders’ roundtable discussion. Based on the Department Order Number 25 series of 2002, this curriculum focuses on the basics of reading, writing, arithmetic, science and patriotism. Values is integral to all the subject areas that teach students to be ready for lifelong learning. It seeks to address the inability of students to read with comprehension at grade 3 and worse, at grade 6. Integrative and interactive teaching-learning approaches are even stressed. These are characterized by group learning and sharing of knowledge and experiences between teachers, between teachers and students, and among students. However, there is no clear enclosure on the role of learner-centered approaches that the term learner is not yet made into account as it is just recently introduced in the K12 curriculum.

Several reasons were already published on-line on why there is a need to shift in the K to 12 curriculum aside from the need to address learner-centeredness. According to K12philippines, some explanations to the shift were as follows: 1) because Philippines is the only country in Asia with

10 years of basic education; 2) the poor quality of education as revealed in the National Achievement Test and Trends in International Math and Science Study (TIMSS), which seemed to be the reflection of the current quality of education in the country; 3) the prolific existence of non-practical subjects as exposed by SEAMEO INNOTECH; 4) the graduates of basic education in the old curriculum are not prepared in college education due to lack of practical application, which leads to young investment in the labor force, and 5) Filipino professionals who have finished a 10-year basic education may not be acknowledged in many parts of the world. The discredit issue could be attributed to education requirements set by some international accreditation agreements.

The K to 12 Curriculum

The Philippines has started to implement a huge transformation in its educational system in the name of the K to 12 curriculum early in the year 2011. This huge transformation is believed to increase the quality of education among Filipinos and increase the global competitiveness of the learners. In an English Curriculum Guide presented by the Department of Education, *“The world is now in the “Knowledge age” where the challenge of education is to prepare learners to deal with the challenges of the changing world. Students in this age must be prepared to compete in a global economy, understand and operate complex communication and information systems, and apply higher level thinking skills to make decisions and solve problems* (“K to 12 Curriculum Guide-ENGLISH”, 2016)”. From these statements, preparation of learners is an important and interesting steps to look at. It is sometimes confusing on how students should be prepared. Do we do it in a learner-centered approach the way it has to be? Well there is really no strict rule to follow but it is challenging for a teacher not to align his/her pedagogy to the goal of the institution.

To slice the main goal into pieces, three of the many practical benefits of schooling under a 13-year education cycle. Firstly, the preparedness for tertiary learning – with adaptation of K to 12 , students are expected to graduate at an age a bit older than past graduates. Hence, they will be more equipped

to deal with much higher level of learning as they enter the college education. Second, readiness to join the workforce means that the old system, K to 12 does not compel each student to take college after completing Senior High School (SHS). In fact, this scheme empowers students to make their own choice. They may not pursue college education especially if they have chosen a track other than academic track. The good thing is SHS graduates will be equipped with skills (through electives) that will make them good at certain field(s). Third, skill competency in the global job market – K to 12 system aims to improve Filipino students’ mathematical, scientific, and linguistic competence. With the new curriculum, the department promised to offer higher quality education through tracks. Each track will give students enough time to master a field and enhance their skills (“K to 12 Curriculum in the Philippines and Its Benefits”, 2017). In the end, K to 12 graduates will become globally competitive and are set to obtain spots in the stiff labor market. The government believes that K to 12 curriculum in the Philippines will put Filipino students at par with the rest of the world. Truly, investing in education is the key toward reaching national growth and development.

Having presented the pieces of goals, inclination to which pedagogy is needed to be used is vaguely expressed. Tempting to read the beneficial outcome, the K to 12 might bring the Filipino people a satisfaction (and not to disclaim this curriculum) as a holy grail, yet it is appropriate to demand for the insertion of clear pedagogy to use in the achievement of the desirable outcomes the K to 12 curriculum is bringing in the Philippine educational system. (“K to 12 Curriculum in the Philippines and Its Benefits”, 2017)

Literature Review

The Learner-centered approach facilitates the exploration of the metaphor that while we see similarities of things, there can also be differences about them. A metaphor should have a life of its own and not be confined to, pigeonhole. It is then up to the individuals to discover it and to discern its meaning (Salana, 2006). Under this approach, the learners feel safe and accepted, while they take the

risk of seeking new knowledge and understanding. The learner-centered approach provides a learning opportunity that includes involvement, interaction and socialization among learners. Learners are given frequent opportunities to confront new information and experiences in the search for meaning. However, these opportunities need to be provided in ways that allow students to do more than just receive information. Students must be allowed to confront new challenges using their past experience without the dominance of a teacher/giver of information. New meanings should be acquired through a process of personal discovery. The methods used to encourage such personal discovery must be highly individualized and adapted to the learner's own style and pace for learning (Combs 1996).

In the local study of Magno and Sembrano (2007) about learner-centred approach, it was found that the teachers practicing learner-centered approaches use their self-efficacy in order to be effective in teaching, but it was also found that being effective does not result in high teaching performance ratings. The use of learner-centered practices is seen as effective.

In the article of the African Minister of Education regarding role of the foundation of OBE in the success of the curriculum, he claimed that there was much debate on the curriculum policy and following clear evidence that the 1997 framework on OBE had many problems, a process of review via the Chisholm Commission was set in motion in 2000. The review proposed significant changes with respect to curriculum design and the need for specific guidelines to schools. The recommendations were acted upon through the development of a revised national curriculum and the phasing in of the curriculum over a period of six years.

In sum, the literature survey stipulates a strong and positive effect of learner-centeredness in the field of education. Thus, in the development of 21st century learners and in the absorption of quality education as aimed by the UNESCO may place the learners in the heart of the learning process that may lead to significant motivation to adjust the curriculum. Their studies are tracked in the direction towards the need to articulate learner-centeredness in the curriculum.

On one side, Atweh, Tyler and De Guzman upkeep the careful process of evaluating certain curriculum for paradigm shift, which contributes to the careful analysis on the pedagogical foundations/approaches in the curriculum.

Many researches have been widely arguing on how learner centered approach to curriculum changed the quality of education. However, this study looks into the vertical articulation in the foundations of the K to 12 curriculum across learner-centeredness, which seemed to be overlooked by other researchers. The distinctive area of this article could be attributed to the fresh innovation in the curriculum of the Philippines from 10 years of Basic education to K to 12 Basic Education Curriculum.

This study is intensively important in the fine tuning of the loopholes in the recent curriculum for which policy makers in the department will have a point of reference in their curriculum evaluation. In addition to that, this article will serve as basis in checking the vertical alignment of K to 12 in order to produce a sound and quality curriculum highlighting learner-centeredness. Moreover, this article intentionally opens the eye of the teachers on the field, locally and globally, on the need to articulate learner-centeredness in his/her pedagogy. Although this article is highly opinionated, scholarly description using educational repertoire of knowledge across curriculum is taken into consideration.

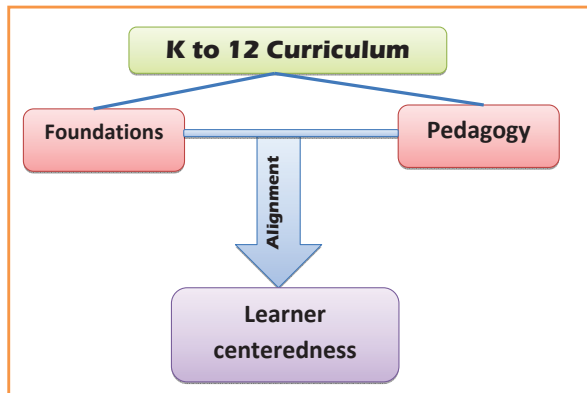
According to Eisner as cited in the book from National Research Council (2004), connoisseurial assessment is used to produce conclusions needed to assist evaluators and to provide decision making with clearer assumptions. With that, the findings of this article will be highly desirable in redesigning or in the modification of the newly implemented curriculum.

Purposes of the Research

The purpose of this qualitative study is to explore and/or to expose the misalignment in the teaching pedagogies (as suggested in the RA # 10533) by means of analysing its articulation in the sound idea of widely spreading concept of learner-centeredness. Basically, this paper seeks to answer

the question on whether there is a vertical articulation in the foundation of the K to 12 curriculum across the concept of learner-centeredness in terms of 1) foundation and 2) pedagogy.

Framework of the Study



In order to understand and check on the vertical articulation of learner-centredness in the K to 12 curriculum, revisiting the congruence in the foundations and pedagogy is where this study is anchored from.

Foundations of the K to 12 Curriculum

In a thorough search for the pedagogies, it is useful to browse the Republic Act 10533 known as the Enhanced Basic Education Act of 2013 directly from the official government site of the Philippines. An excerpt from the act is hereby arranged below:

RULE II. CURRICULUM

Section 10. Basic Education Curriculum Development. In the development of the Basic Education Curriculum, the DepEd shall be guided by the following:

10.1. Formulation and Design. Pursuant to Section 5 of the Act, the DepEd shall formulate the design and details of the enhanced basic education curriculum. The DepEd shall work with the CHED and TESDA to craft harmonized basic, tertiary, and technical-vocational education curricula for Filipino graduates to be local and globally competitive.

10.2. Standards and Principles. The DepEd shall adhere to the following standards and principles, when appropriate, in developing the enhanced basic education curriculum:

- a) The curriculum shall be learner-centered, inclusive and developmentally appropriate;

As stated, in the letter (a), a wise guess is possible to include in the enumeration of pedagogies those theories that are developmental in nature such as Piaget's and Vygotsky.

- b) The curriculum shall be relevant, responsive and research-based;

If a curriculum is relevant, responsive and research-based therefore pedagogies must be inclined with them.

- c) The curriculum shall be gender- and culture-sensitive;

The culture-sensitive aim of education needs extensive clarification. There is a parody if cultures from each individual learner would be considered absolute. There must always be a respect to the relativity of culture and individual differences.

- d) *The curriculum shall be contextualized and global;*

It can be noticed on the implementation of K to 12 curriculum, most of it are based and patterned on international standards. As equal statement, it is true that pedagogies are also patterned in international methodologies.

- e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;

Evidently, reflection must not stop in just reflecting there must be an action done after reflection. Learners must not be just train to contemplate on what is being taught. The learners must be train to apply praxis-an action on what has been reflected.

On the Collaborative pedagogy, there must be a respect on the idea of the other.

- g) *The curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level;*

Spiral approach is allowing students to progress from the foundational level to higher levels of language use (English CG, p. 8).

Methodology

In order to ensure quality assurance in the articulation of foundations of K to 12 to learner-centered, a skilful and comprehensive description was undertaken. Neither biases, nor personal motif were considered in the description to prevent misleading output of this article. This article adopted the Descriptive- Analytic Design of research as the best approach for this type of study. This design scrutinizes the various features of a given phenomenon. In this approach, it enables the researcher to identify and/or to expose the misalignment in the Republic Act 10533 known as the Enhanced Basic Education Act of 2013. In a thorough exploration of the articulation of learner-centeredness in the K to 12 curriculum, the researcher, gathered all the relevant evidences to support the argument particularly by analysing the pedagogies suggested in the mentioned law.

Qualitative-Content Analysis is the instrument of research to achieve the objectives of the study. This is used for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (Hsieh and Shannon, 2005).

There is no other participant in this study aside from the researcher in order to minimize subjectivity in the description of the content and to prevent further interwoven interpretation in the analysis; the viewpoint was intentionally limited to the researcher's.

Descriptive rating is the tool used in the context analysis. According to Strong as cited in the paper of Pandey and Pandey (2015), Rating is a term applied to express opinion or judgment regarding some situation, object or character. The documents were rated comprehensively in a descriptive and highly opinionated but scholarly manner. To discuss further, documents concerning the article were analysed comprehensively such as the RA 10533 of the Third Regular Session of the Fifteenth Congress of the Republic of the Philippines, DO 43, series of 2013 or the implementing rules and regulation of RA 10533, DO 25 series of 2002 or the Implementation of the 2002 Basic Education Curriculum, Recent Curriculum Guides, Researches and Field Observation. In order to deeply analyse the articulation a topical analysis across RA 10533 descriptor was qualitatively presented through Microsoft Word Software.

The researcher applied appropriate and adequate citations in writing the paper. The composed output will not violate any intellectual property rights and shall not commit plagiarism. Furthermore, the researcher will give proper acknowledgement to the authors of the used related literature and related studies.

Results and Discussion

This section presents the obtained data in the articulation in the Republic Act 10533 known as the Enhanced Basic Education Act of 2013.as response to the problems of the study.

- a) *The curriculum shall be learner-centered, inclusive and developmentally appropriate;*

As suggested by the local study of Magno and Sembrano (2007) about learner-centred approach, it was found that the teachers practicing learner-centered approaches are effective in teaching. For letter (a), a wise guess is possible to include in the enumeration of pedagogies those theories that are developmental in nature such as Piaget's and Vygotsky. However, there is an important emphasis on inclusivity. I tend to disagree on some degree. It would be intensively difficult to maintain learner-centered approaches in an inclusive education. Let us take the shoes of a SPED teacher. The knowledge is most of the time transferred by the teacher in a sole reason of intellectual deficiencies. Learner-centeredness is conflicting across the conceptual pedagogy of inclusion simply because learners with intellectual deficiencies practically need a significant transmittal of functional knowledge from the teachers to be guided in the proper and appropriate body of knowledge to be acquired. The role of teacher as the authority to select developmentally appropriate body of knowledge should not be disregarded. Although, inclusion is something debatable till now, the point here is the difficulty it could face in the full blast implementation of learner-centeredness. (c) A developmentally appropriate curriculum is somehow relational to learner-centeredness because in order for the learner to construct his or her own knowledge it must consider appropriate developmental considerations.

- b) *The curriculum shall be relevant, responsive and research-based;*

If a curriculum is relevant, responsive and research-based therefore pedagogies must be inclined with them. A relevant

pedagogy is not all the time being observed. Imagine a learner giving relevance to what he or she is learning. I find it difficult and conflicting. As far as field of teaching is concern, I can say that the teachers themselves find it hard to see the relevance of what is being thought. So the thing is how much more it could be if the job of connecting what is thought to reality is thrown to the assumed creators of learning. Also the curriculum is just in fine tuning how come the content be research based?

- c) *The curriculum shall be gender- and culture-sensitive;*

The same as the advocacy of Salana, the learners must feel safe and accepted, while they take the risk of seeking new knowledge and understanding.

I would like to comment on the culture-sensitive aim of education. There is a parody if cultures from each individual learner would be considered absolute. There must always be respect to the relativity of culture and individual differences. Hard as a rock it may seem if construction of learning from learners is employed having to consider the diversity each and every one have. There is no measurement on what each one knows or how each would react to certain stimuli. My argument here is that, at least there is some respect to the differences of an individual a meaningful, diverse creation of knowledge could only be possible. Meeting halfway between the cultures of the creators of learning is important.

- d) *The curriculum shall be contextualized and global;*

As I noticed on the implementation of K to 12 curriculum, most of it are based and patterned on international standards. As equal statement, it is true that pedagogies

are also patterned in international methodologies.

It is not bad to look on international standards and benchmark what was good but it doesn't have to be always like that. Not all pedagogies outside the country could be appropriate to Filipino learners. Let me mention explicit instruction. Explicit instruction has been a very used pedagogy when there is a shortage of time. Tracing this instruction was so long ago that one of the developing countries embedded it to the system of education particularly in the invasion period. Obviously, explicit instruction is a clear conflict to what we dream learner-centeredness.

- e) *The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;*

Voila. These are now the pedagogies mandated to use. These are what I am looking for in the entirety of this article. First, the curriculum must be constructivist. There is no doubt that a constructivist approach is learner-centered as long as constructivism is not misunderstood. If constructivism is not understood as just sometime to do for the creation of knowledge there would be a conflict. Constructivism must be the building of knowledge solely from the learners without the meddling of teachers instead the teachers must be solely a facilitator.

Inquiry-based is another pedagogy that seems to be conflicting with learner-centeredness. Inquiry-based as it is being implemented based on my observation is simple having a simple problem sometimes not related to real life situation. The knowledge being wanted to learn is already presented by the teacher and there becomes no space for learners to come up

into a brighter idea because the thought is already in the inquiry.

Reflective pedagogy is good but my contention is it usually stops in just reflection. In a collective study of William Pinar and Rita Irwin from the collected works of Dr. Ted Aoki (2005), Praxis is described as:

... to understand praxis requires an estrangement from the dichotomized view of "theory and practice" and embracing of that which sees them as twin moments of the same reality. Rather than seeing theory as leading into practice, we need now more than ever to see it as a reflective moment in praxis. In action-oriented language, praxis is action done reflectively, and reflection on what is being done

- f) *As I see it, reflection must not stop in just reflecting there must be an action done after reflection. Learners must not be just train to contemplate on what is being taught. The learners must be train to apply praxis-an action on what has been reflected.*

On the Collaborative pedagogy, there must be a respect on the idea of the other. It is hard to come up into a definite knowledge or learning if there is an extreme diversity. There has to be a nexus of idea. Unless handled properly, collaborative would be a threat to learner-centeredness.

Integrative pedagogy or approach is I believe very conflicting with the learner-centeredness because most of the time when there is integrative pedagogy it is most of the time set by the teacher where the lesson is inclined to as well as how it is integrated. The only moment the integration is revealed in when there is

Table 1

Analysis of Constitutional Descriptors of Learner-centeredness Descriptor	Dichotomy of the Articulation across Learner-Centeredness	
The curriculum shall be learner-centered, inclusive and developmentally appropriate		Not Articulated
The curriculum shall be relevant, responsive and research-based;		Not Articulated
The curriculum shall be gender- and culture-sensitive	Articulated	
The curriculum shall be contextualized and global;	Articulated	
The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;	Articulated	Not Articulated
	Articulated	
	Articulated	Not Articulated
<i>The curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level</i>	Articulated	

someone a higher up or not would ask where I the integration is otherwise it is not happily being done.

- g) *The curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level; and*

Gladly I am that there is a foundation in the psychological approach in the idea of spiral progression. It is said to be a spiral progression if the movement of difficulty is from simple to the most complex. In here I can say that it reveals the need of the learner to be independent where simplicity is a vital role going to complexity. Although I am not closing the door here that skills can be attained not necessarily getting the basics first. My contention is that the over-all psychological foundation of the curriculum is for the learner-centeredness. There is no question in that. I just hope that every teacher/educator in my country realize that the true spirit of spiral progression is learner-centeredness (RA#10533,2015).

Based on the observations I had on the field, there is really an ambiguity on the concept/ideology of learner-centeredness. Most educators are unaware of its importance and its relevance as mandated by the Republic Act. It seems to be very difficult for the advancement in global trends if this local policy hasn't been arranged accordingly. Insufficient awareness of educators on the foundations of the learner-centeredness is the key factor to this problem. It is unless the foundations are aligned and spread for awareness then the implementation will be unified all through-out the country and it is where the lovely result of the curriculum will be recognized globally.

Conclusion and Recommendations

The newly implemented curriculum has still is loopholes especially in the articulation of pedagogical approaches to learner-centeredness. It could be a likely possible confusion in the field of teaching once it is neglected. Putting into account the words of Minister of Africa in revisiting the curriculum for modification he recommended a through development of a revised national curriculum and the phasing in of the curriculum over a period of six years.

The absence of consistency towards the statement of the department is obviously the leading factor as well as improper edification on the terminologies about education on the part of the lawmakers. Further browsing in the foundations of the K to 12 curriculum gives us a deeper understanding of what kind of pupils our constitution wanted to produce and how should we make it possible as teachers by considering things that have to be considered. A holistic individual as mandated by law however it all depends in a uniform understanding of what is meant by the enumerated suggestions. In the end let us all be guided by a famous quotation about the teachers, "Be proud you are a teacher. The future depends on you." An extensive challenge of accountability and responsibility still lie within the teachers no matter how much the constitution or the Department of Education cage them in the iron bars of approaches because if there is one person or if there is one professional who knows what the pupils need is the teacher. Let us leave articulating the k to 12 curriculum to learner-centeredness in the hands of the teachers in the fields, they are professionals after all.

Based on the findings of the study, some recommendations with a view in the articulation of learner-centeredness are as follow:

The teachers, must themselves be flexible enough to localized, indigenized, and contextualized the content of the curriculum to what is best suited for the pupils for the betterment of learning. In my humble opinion, I believe it is significant to always look on the different important considerations in creating and publishing such. In particular, vertical articulation to the constitution is important as air to breathe. There are thousands of things in need of analisation whether there is vertical articulation of the materials being given to the educators/teachers. Important as it is to look on them in order to minimize the confusion among the implementors of curriculum. Curriculum evaluation on the impact of modified learner-centered curriculum.

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