

Education for the Generation Z

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“New Collar Workforce” or Workforce 4.0, is the new buzz to describe the envisioned 21st century workers (Boisvert, 2018) with enhanced creative and critical thinking skills coupled with new skill set inclusive of emotional intelligence and cognitive flexibility (How to ensure your workforce is ready for Industry 4.0, 2018). Thus, a shift in education paradigm, termed as “Education 4.0 (E4.0)” (Hussin, 2018) may be on its way to align the current skill set of the workforce to those envisioned learning outcomes. This new vision of learning (E4.0) features learners learning the skills and the know-how of sourcing these skills and knowledge. The new paradigm sets forth a learning environment built around the new breed of learners with database-indulged performance tracking and monitoring. This condition gears all education efforts towards excellence and quality.

Quality education seems to spell out the envisioned “Education 4.0.” This foresight drags all sections and domains of education to quality. In fact, the 12 articles in the latest issue of *The Normal Lights (December 2018)* spell out varied tactics to quality. The first six articles feature teacher quality, quality in the curriculum and quality in student services.

Teacher quality may be derived from teacher empowerment as influenced by school heads. Alvarez (2018) vehemently recognized that school heads with high levels of special managerial skills develop teachers who are good decision-makers. Aiding the pursuit of teacher quality, Bituin and Dacanay (2018) developed an Efficacy Scale for Teachers anchored on the Philippine Professional Standards for Teachers. This self-assessment tool may help teachers

in the basic education (elementary, junior and senior levels) think about the ways in which they approach tasks in their own classroom and reflect on their personal competence.

Vis-a-vis teacher quality, Tesorio and Canizares (2018) pursued curriculum quality by exploring teachers' assessment conception in promoting student learning. Their findings retort to policy recommendations to the current assessment guidelines of the education department. Additionally, the group of Sira (2018), Obias (2018) and Arangote (2018) traced the attributes of curriculum quality from curricular and services assessment through tracer study, licensing and assessment of student services respectively. Commonality in their findings include, the identified strengths and weaknesses of the curricular programs (drafting technology as sourced from the tracer study, Psychology and guidance education from the study on Psychometrician Licensure Examination, and student services from the descriptive study of this school sector). In fact, the results of these three studies sourced from assessment of students spell out trends in E4.0, which highlights how education values students or learners as they have a voice in determining how they may best learn and a voice in designing and improving or updating the services and their curriculum.

Other trends define E4.0 for the Generation Z learners. Five of our articles explored these other trends in E4. 0 underscoring pedagogy. Magulod (2018) determined the literary appreciation skills and reading performance of university students and proposed 29 innovative learning tasks for literature classes to improve such skills. In math, Eslit (2018) determined anxiety reduction strategies of teacher education students when experiencing math anxiety to appreciate the beauty of Mathematics as tool in life. Relatively, Agcaoili (2018) successfully employed Cognitive Academic Language Learning Approach as an instructional model to

acquire and develop competence in the target language and learn the content (Math). Two of these five articles on pedagogy featured Philippine indigenous knowledge. Salvaleon (2018) surveyed and documented five tud-om of the Mamanwa tribe (in both Mamanwa dialect and English) revealing the tribe's courtship, faithfulness, culture and livelihood which may serve as source of authentic texts to language curriculum. Similar design deduced the oral literatures of the Manobo tribe in Agusan del Sur. Bermiso (2018) found that Manobo eco - literatures contained their eco-knowledge in preserving air, water, land and forest which are rich sources of materials for education for sustainability.

Our final article exemplifies one of the important domains in education that may define success of learning. Abing (2018) explored the plight of single parents in terms of familial, economic values, educational and their other experiences that may inform educating learners from such family background. She found that these parents view education as a necessity in uplifting their status. They believe that education is the only gift they could give their children to improve their predicament as well.

These 12 articles attune us to the significant trends Education 4.0 brings forth: diverse time and place of learning, personalized learning, free choice, project-based scheme of learning, field experience, data interpretation, new assessment styles, student ownership, and focused mentoring. As our articles explore majority of these trends, we perceive and campaign for the envisioned future of education minted by lifelong learning paradigm, which highlights learning from childhood schooling to continuous learning in the workplace and to learning to cast better role in the society.

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