CURRICULUM INNOVATION

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The popular notion of having gained quality education among students and pupils is that they are able to speak or write English well, solve mathematical equations, compute scientific problems, and ultimately for them to pass regulating exams. We lost sight of the fact that these achievements are dependent on the individuals level of mental capacity.

In scientific perspective, every individual is considered a unique learner, and as learners they have different areas of interests that can be a factor to project the end result, which we all aspire: ACHEIVEMENT. We emphasized too much on the use of English language as medium of instructions in Math and Science. Our curriculum is burdened and adorned with quizzes, periodic tests, achievement test etc. We got lost that the mind of the kid is more of playing, manipulating things. Adding to the problem is the fact that our curriculum in the junior high does not really classify students according to their inclination. It has the same subjects for all sorts of students. Classifying students according to their line of interests will eliminate our present problem of under achiever in the elementary and junior high school as well.

Some learners enjoy linguistics and communication skills, others are interested in manipulating objects, machines and or instruments. To some solving problems with numbers are exciting while others may enjoy the arts and performances. The art of questioning and reasoning attracts other people, that’s logic. There’s a lot more I don’t intend to mention, assuming you already have it in mind. We must therefore provide a different appropriate curriculum, for different groups of learners classified according to their line of interests, giving them the opportunity to develop their full potential. The
evaluation of learners will focus only to the category in which they were classified and belonged to.

To cater to the needs of these different groups of learners, our present curriculum has to be innovated if not overhauled. A curriculum that can give the learner the opportunity to develop his/her full potential of the subjects offered in line with his/her interest alone. Presented later is my idea of a curriculum designed to address different groups of learners based on their interest and inclination.

Clive Shepherd, a consultant in the Application of Technology to Learning and Business Communications, in his blog, Blended Solutions, cited the conclusion of the Association of Psychological Science that states, ‘There is no adequate evidence base to justify incorporating learning-styles assessments into general educational practice.’ He added, that in the UK, a review by The Learning and Skills Research Centre found the various theories ‘seriously wanting’ and with ‘serious deficiencies’. Many were downright dangerous. Further he said, “The fact that we have yet to find a reliable way to categorise learners, does not reduce the need for a learner-centered approach to design or for empathetic teaching.

On these statements I would like to base my idea of having a curriculum that would address every unique learner, and to challenge the reader into changing the mindset of our education.

A. FIRST LEVEL (PRE-SCHOOL, 6 YEARS OLD)- This is a compulsory pre-school education

   (Play, Socialize,)

B. SECOND LEVEL (GRADE 1-4, 7-10 YEARS OLD)- This is Basic Education for everybody. All primary basic education subjects are introduced in this level in a gradual manner, WRITING and READING, MATHEMATICS, LANGUAGE (Filipino, English), SCIENCE, ARTS, CHARACTER BUILDING, SPORTS. In this level pupils are evaluated
by teachers for the purpose of DISCOVERING the inclination/interest of each learner. No failure grade for any subject. Just pure assessment/evaluation for the purpose of classifying/categorizing them. Learners will be evaluated as: Outstanding, Excellent, Potential, Very Good, Very Satisfactory, Satisfactory and Fair. This scheme will not bring any frustration, fear or trauma to the learner and even their parents.

SECOND LEVEL (GRADE 5-6, 11-12 YEARS OLD)- This level is Reinforcement Period. Learners are now grouped/categorised according to their line of interest and given only the subjects requisite to their line of interest. A National Pupil Specialization Evaluation can be conducted to officially determine and lead the pupil to what specialization he/she may take on the next level.

C. THIRD LEVEL (GRADE 7-12, 13-18 YEARS OLD)- This is the Specialization Stage. The first three years will be preparatory level. The remaining three will be concentration/majoring. This level will focus on preparing the individual with the skills needed for employment and accreditation in the case of technical and vocational specializations. In this stage we see the different specialized categories working independently on their own group of students. Each of these specialization must focus and only emphasize its curriculum on the skills needed to master their line of training. Presented below are the Specialized Preparatory courses as grouped/categorized:

Technical/Vocational courses
Baccalaureate Degrees
Performance and other Arts
Health, Fitness and Sports, etc.
C.1. Group I. Technical and Vocational Courses; Electricity, electronics, welding, machine shop, carpentry, masonry, plumbing, cabinet making and the likes.

C.2. Group 2. Degree Courses: (subjects are designed to prepare the individual for a 4 to 5 year degree courses and above as listed below)

Teaching, engineering, nursing, medical sciences, agriculture, political sciences, mass communications, military sciences, seamanship, aviation, IT, etc.

C.3. Group 3. Arts @ Other Performing Arts.

Theatre, music, fine arts/painting, acting, dance, sculpture, and others.


Fitness instructors, coaching, sports officiating/management, martial arts, health advisors, massage therapist, care giving, recreation specialist, and the likes.

The above four categories need four different curricula, giving a focused, specialized approach learning scheme. The present teaching force will be assigned according to their specialized skills and knowhow and will use our Filipino language as medium of instruction. Mathematics and English language will only be used where it is necessary and according to the classifications needs. Not all categories need these two subjects. Each learner will be certified by the institution and accredited by an agency as a graduate and for the purpose of employment in the case of technical/vocational specialization, and a pre-degree exam in the case of those who will pursue for a degree/career. This will be done by an office or agency supervised by the government.
D. FOURTH LEVEL (COLLEGE, 4 to 10 year courses, age 19 onwards)

This is the final stage of training for students who have finished the preparatory specialized stage leading to baccalaureate degrees and have passed the accreditation/pre-degree exam. Upon finishing their studies, graduates are required to take the licensure exam specific only to their course for them to be entitled to practice their profession, and or employment.

You might find some shortcomings from what I have presented but I believe the general idea of this curriculum design has been understood. Let us give our learners the opportunity to learn the things they are interested to, without the hindrance of other subjects/requirements not necessary to their line of interest. Expect every graduate we have is an expert to his/her own field.

References:

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