ENHANCING THE IMPLEMENTATION OF K TO 12 PROGRAM THRU BEST PRACTICES

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In school year 2012-2013 the enhanced curriculum for K to 12 was implemented in all public and private schools across the country. It was in 2013, K to 12 was enacted into law known as RA 10533. Continuous development and improvements since its implementation was evident.

To come up for more effective implementation of the K to 12, schools utilized best practices in different areas of concern. These best practices help great in the improvement of teaching-learning process in view of K to 12 implementation.

Teachers improved the curriculum by enhancing the contents and designing all the needed and appropriate instructional materials to develop and create situations that strengthen pupils’ creative and critical skills. Contextualization and localization of curriculum and production of instructional materials were employed. Regular consultation with the school head for updates in curriculum is also done. Also, teachers simplify curriculum content to suit to the level of learners.

To ensure effective learning, teachers also equipped themselves with varied teaching strategies and techniques that indicate good teaching. Such approaches are collaborative learning that involves groups of pupils working together to solve, complete a task or create output; discovery method where learning takes place in problem solving situations; learning by doing where teachers present real life problems to the pupils and guide them to solve problem by providing hands-on- activity to learn the solution or concepts; utilization of technology in teaching-learning process like use of K-YAN,
power point presentations, videos and audio-visual. In these practices aided by technology pupils become more engaged and motivated in learning most if not all activities. In kindergarten and primary classes, *storytelling* is regularly use to develop love for reading among the learners. Reading and learning resource corner are also available in each classroom. *Differentiated instruction* is another strategy employs by the teachers where lessons are design based on pupils’ learning styles, group them according to their interest and ability. In this way teachers meet individual needs. Since K to 12 gives importance on the performance standards, most of the time in their day to day endeavor, *performance-based* teaching-learning process and assessment is utilized. In general, it measures students’ ability to apply skills and knowledge learned and use their higher-order thinking skills to complete a process (Chun, 2010). *Integration approach* is also practice where teachers make connections of lessons to different learning areas and integrate values.

To abreast teachers’ competencies both in content and strategies, *teachers were sent in different trainings and seminar-workshop*. These trainings help teachers to be familiar with the latest teaching strategies and techniques to create fun, engaging and effective learning process. With the learnings gained in training-workshops teachers able to designs lesson plans/activities prescribed in newly implemented curriculum.

With all the above-mentioned best practices; implementation of K to 12 Program is indeed in a progress. School Teaching and non-teaching force together with the stakeholders and involvement of the community continue join hands in attaining the goal of enhanced K to 12 Basic Education Program which is to produce fruitful and responsive citizen equipped with the indispensable abilities and skills for both life-long learning and employment.
References:

Retrieved March 2, 2019, from https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/