FOUR PILLARS OF EDUCATION: ITS PHILOSOPHY IN THE REAL WORLD

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Career development goals are essential to the learning aspects of the learners. One of the main reasons of formal schooling is to give students the exposure of how the system works in the real world. Their career begins after the most basic attempt of learning the common topics such as language, arithmetic, science, and physical fitness. After the long years of basic education, the learners are transitioned to the next phase – the secondary level where they delve into puberty and initiate the thinking and planning of restructuring their interests.

They impose the self-aptitude by creating a list of the things they would like to try, venture, and master. Such interests and skills may refer to livelihood activities (gardening, cooking, and cosmetics); kinesthetic activities (dance, sports, exercises); linguistic talents (writing, speech, and literary analysis); numerical capabilities (measuring, problem-solving, and engineering); and humanitarian skills (social work, leadership, volunteerism, and community projects); and science-related functions (research, robotics, and experimentation).

However, in the context of formal schooling, some students still think that school is not a basis for choosing a good career path especially if the big factor of career success relies only on academics. Being studious depends on the goals the students want to achieve. If the school is not a place for providing opportunities that surpass the academic life, where will the learners go? In K to 12 Curriculum, teenagers study four years in junior high school and another two years for senior high school. The senior
years are a preparation for college life where the learners become more inclined on the choice of their career.

According to Fizer (2013), they do not have all the data about the work they are pursuing as students select a profession. There could be more math or science involved in the job than students are prepared to learn. One aspect of a certain work could be liked by students and they do not understand what other things come with that career. Some students may want to be veterinarians, for instance, because they want to be around animals, but students may not understand how much school work is needed to become a veterinarian.

The real world is scary if the students were not prepared to face the challenges ahead when they got out of the school. To prevent this, applying the four pillars of education is an amazing deal, making both the school and the real world better places.

Our world is now on the verge of the 21st century education and there is this desire to learn continuously and in a lifetime. We are not only prospering the short-term academic lives of the students, but also instilling them the value of lifelong learning. It is like a sword that pierces all the four pillars from the first until the last.

Certainly, the UNESCO, headed by Jacques Delors, identified the key aspects and challenges of present education. Learning how to learn is the umbrella, but the tentacles are:

- Learning to Know – pertains to the acquisition of knowledge and skills that will help the learners to function in the real-world setup. These things are the basic needs for learning. For instance, a student learns and applies how to fill-out a form with personal information for scholarship application;
- Learning to Live Together – is respecting our differences and accepting that diversities make the world colorful. It is all about social skills, empathy, and appreciation. As teachers, teaching them kindness and humility through words is
not enough. They should see how we act authentically. We should initiate how they need to be a part of the group without bias and discrimination. For example, if they will be a part of the workforce in the future, they might become the leaders, and by being the leaders, they respect their members and they give them opportunities to be heard;

- Learning to Do - is the application of the knowledge acquired in the first part. Learning does not stop with a pen and a paper. Our body is a requirement to be persistent and to be visible in the society. Every action is counted and credited, that’s why there are apprenticeships and on-the-job trainings in SHS and in college. In fact, the labor force contributes to the success of the economy and the solution to the problems of the society; and lastly,

- Learning to Be – involves holistic personal development (physical, physiological, social, mental, spiritual, intellectual, and emotional aspects). It is about being you or being me, or collectively, being ourselves. This pillar is the stage where lifelong learning becomes continuous. People usually think that Bachelor’s, Master’s and Doctorate degrees are the endpoint of learning. It isn’t. Latency is a type of learning when we absorbed something indirectly regardless of age.

These pillars of education belong to the hidden curriculum in schools. To think that innovative ways in teaching emerge, we must not forget the goals and purposes of education. We must not focus only on what we teach inside our classrooms. The outside world is a big place where the young people may get lost, but as the second parents, we will not let them wander in the big waves without the armor and the guns.

It is a big part of a young man or woman's life to choose a career path. The career path students choose will influence how the rest of their lives will be lived. Without knowing what direction they walk through, many of them will be discouraged. They need to learn what that profession is like and what it entails before students can choose a career path.
Learning is seen not only as an academic process, but one that covers all facets of the life of an individual, including their position in the community, job success, personal growth, and physical well-being.

This philosophy belongs to everybody. Let us teach with a heart that loves sincerely.

References:


UNESCO Module 1 – The Four Pillars of Learning in the 21st Century