The field of education in the Philippines has undergone a significant evolution throughout the years. There are numerous changes that transformed the aspects of education better, most especially in the teaching instructions. Thus, teachers are more abreast with much improved approaches in instructions.

The 21st century instruction is student-centered. It considers the child as the focus in the teaching-learning process. In this case, the teacher serves as the facilitator who guides the child in the discovery learning. The child is being put in the center of education and being provided with excellence in education. Furthermore, it promotes student engagement which stimulates the active and dynamic participation of learners in various class activities for better learning.

The 21st century instruction is skills-oriented and collaborative in nature. Teachers expose learners to various skills which are useful in their daily life experience. The children are taught of independence to perform their various tasks. While being independent, they are also taught of teamwork which is working in collaboration with other learners. With proper guidance, learners are motivated to share what they think and they collate all the ideas and sympathize them for the overall output.

The 21st century instruction is integrated to the society. It connotes that the things that are learned in school are being connected to the society. Moreover, there are topics and ideas in the instruction that are found relevant to the society where the people live. In reference with the research conducted by Orkodashvili (2010), she found out that the
child friendly school itself is directly linked to the support, participation and collaboration it receives from families. This reveals that the success of CFS depends on how the school itself connects itself to the community, the school serves.

The 21st century instruction is also content-guided and performance-based. This means that the learners follow instructions for them to perform the skills needed in learning. The content is instrumental in executing a certain skill or performance. Thus, it is also a performance-based which requires the learners to show the knowledge and abilities through demonstration using their talents and skills. These are required in their performance tasks.

The 21st century instruction advocates critical thinking. This means that the child is being trained to think logically and analytically. Through critical thinking, the school children are able to think intelligently and they are homed to develop Higher Order Thinking Skills (HOTS). This helps them perform better in their academic performance. According to Tanujaya et.al. (2017), there is a significant relationship between HOTS and students’ academic achievement. This proves that as the higher order thinking skills of the pupils develop, their academic achievement gets better.

However, according to Cobanoglo et.al.(2018) the characteristics of the CFC schools changed in accordance with the socioeconomic level of the school itself, gender and grade level of the students. Thus, an awareness drive for the child-friendly school must be constructed for the continuity of the purpose and making it functional.
References:


http://www.battelleforkids.org/networks/p21
