

T.I.e: the significance in the implementation of k-12 essay sample



**ASSIGN
BUSTER**

Introduction

Do you think that k-12 program is the best solution in our educational and economic problem? Do you think that our government can provide all things needed to the program? Is the teacher ready to the new educational setting? There are of course no simple answers to these questions. So what is k-12 program?

K-12 program covers that kinder garten and 12 years of basic education (six years of primary education four years of junior high school and two years of senior high school) to provide sufficient time for mastery of concepts and prepare graduates for tertiary education, middle level skills development, employment and entrepreneurship.

The K to 12 Basic Education Program is the flagship program of the Department of Education in its desire to offer a curriculum which is attuned to the 21st century. This is in pursuance of the reform thrusts of the Basic Education Sector Reform Agenda, a package of policy reforms that seeks to systematically improve critical regulatory, institutional, structural, financial, cultural, physical and informational conditions affecting basic education provision, access and delivery on the ground. The Department seeks to create a basic education sector that is capable of attaining the country's Education for All Objectives and the Millennium Development Goals by the year 2015 and President Noynoy Aquino's 10-point basic education agenda by 2016. These policy reforms are expected to introduce critical changes necessary to further accelerate, broaden, deepen and sustain the Department's effort in improving the quality of basic education.

BACKGROUND STUDY

Almost everybody knows about the current education system that regulates the public schools. This system is already popularly known as the K-12 education. There are thirteen grades that make up the K-12 system starting from kindergarten up to twelfth grade, thus the name K (kindergarten) to 12 (12th grade). This kind of education system is not just applied in United States. Even those who are living in United Kingdom, Canada, and other parts of Europe use the K-12 at the same time. A parent can choose whether they want their children to get the K-12 from a private or a public institution. There are some parents who enrolled their parents as early as 4 or five years old, which is still their option. But by the time the child becomes six years old, parents will be required by their local state to enrolled the child in a school offering the K-12 education whether they like it or not.

However, the compulsory school age in some states is seven or eight years old. This compulsory schooling started thanks to the law that was created in 1918. Unfortunately, this requirement only covers the children studying in elementary. That is why there are some parents, especially those who are financially incapable, who prefer not to let their child continue to higher levels including high school. There are also some students who think that since they already learned the basics of reading and writing.

The K-12 system before is not what it is right now. It already went through a lot of changes since it the US Department of Education was established in 1979. The said department has been doing this in order to meet the changing demands in the education. But regardless of the changes, one

thing remains the same. The K-12 education still needs financial help especially the schools that are located in urban districts.

STATEMENT OF THE PROBLEM

Problem met by k-12 teacher basically in the T. L. E. Dept after first year of implementation of K-12 basic education curriculum program. (BEC) 1. Are the T. L. E. teacher equipped with proper skills in teaching k-12? 2. Are shop available in their school?

3. Can the school provided equipment that need in all shop area? 4. Can the student cope up with new curriculum?

HYPOTYHESIS

Knowledgeable, competent and skilled 21st century learners ready for the world work.

THEORETICAL FRAMEWORK

Goal: holistically developed Filipino with 21st century skills

TECHNOLOGY AND LIVELIHOOD EDUCATION

Alternative

Learning

center

k-12 curriculum

assessment

RESEARCH PARADIGM

Among the policies pursued by the administration of President Benigno Aquino III, the introduction of the K-12 programme is perhaps the most ambitious and controversial. It aims to provide universal kindergarten education to some 2.4m five-year-olds, while also adding two extra years of schooling at the high school level, bringing the Philippines in line with international standards. Detractors argue that, since resources are already spread so thin, quality, not quantity, should be the focus. **STARTING EARLY:** The K-12 programme aims to address several negative outcomes of the current system. A late starting age means some children only begin learning English at age six, which hampers their learning of core subjects taught in English, such as maths and science. Tertiary providers claim they currently spend two of higher education's four years teaching skills the secondary system should provide. Should this responsibility be removed, more time could be spent on specialisations, which would increase the skills of graduates. Filipinos typically graduate at the age of 19 or 20, among the youngest in the world. The priority for the Department of Education is kindergarten provision. The target is to reach universal coverage of 2.4m five-year-olds by 2012.

In 2011 public enrolment increased to 1.57m, a 33% increase on 2010, with a further 400,000 children to be targeted through an eight-week summer curriculum in 2012. Combined with current levels of attendance at private schools (around 500,000), this should meet the target. **A QUESTION OF PRIORITIES:** While there is almost universal support for the programme's aims, critics point to existing resource and quality issues and argue these should be prioritised over extending coverage. Certainly, implementation will

not be easy. Facilities are simply not available, with many kindergarten classes conducted on playgrounds or in makeshift accommodation. Most teachers – around 25, 868 – are volunteers compared to just 2807 trained staff. The issue is largely one of funding. Kindergarten teachers earn a salary of P17, 099 per month, while volunteers receive a stipend of P3000. Many volunteers, often out of-work nurses, teach both morning and afternoon classes to double their earnings.

While the programme's kindergarten component is under way, the government has made less progress with moves to add years 11 and 12 to high school provision. No clear plan has been developed, nor have any costs been calculated, although a deadline for implementation (2016) has been set. The consequences of this change are wide-ranging, requiring huge additional resources, and it is not clear where the money will be found. Supporting children for two additional years will also put greater financial pressure on families. PRIVATE IMPACT: Private universities are also in danger of being affected. While the public sector handles 87% of elementary and high school students, private universities provide about 80% of tertiary education. If secondary schooling is extended, these institutions will have no fresh intake for two years, leading to a serious reduction in revenue. Private schools offering both secondary and higher education will be less affected, but parents will have to pay fees for another two years.

A transition period is likely, with private universities receiving income by hiring out facilities to the government, which will help alleviate time and cost pressures. Vincent K Fabella, the president of Jose Rizal University in

Mandaluyong City, thinks the change will have broader implications and present new opportunities for higher education providers.

“ An extra two years puts additional financial pressure on families and means a higher graduation age,” he said. “ We think students may think about shorter two-year courses, with more interest in vocational qualifications, encouraging universities to work harder to provide relevant courses.” As ambitious as it is controversial, the government’s K-12 programme is in the process of reshaping education in the Philippines. With a forward-thinking and adaptable approach, private institutions are ideally placed to support the endeavour and benefit from the new opportunities presented by extended schooling.