

		<p>understanding of the arts, sciences, and technology as ways to maximize their potential for both personal enjoyment and the betterment of others.</p>			
<p style="text-align: center;">Basic Education Curriculum (BEC)</p>	<p>The 2002 Curriculum's purpose, goals, structures, and content align with the Republic of the Philippines' 1987 Constitution, the 2001 Governance of Basic Education Act, and the 1982 Education Act.</p> <p>According to Article XIV, Section I, the state must defend and advance every citizen's right to high-quality education at all levels and take the necessary actions to ensure that everyone has access to it.</p> <p>Section 2 (1) of Article XIV. A comprehensive, sufficient, and integrated educational system that is pertinent to the requirements of individuals and communities must be</p>	<p>The secondary education's goals are:</p> <p>Maintain the broad education you began in elementary school.</p> <p>Get the students ready for college; and</p> <p>Get the students ready for the workforce.</p> <p>The goals of elementary education are as follows:</p> <p>Provide the information and cultivate the values, attitudes, and abilities necessary for individual growth, a successful life, and positive interaction with a shifting social environment.</p> <p>Give children educational opportunities that will make them more conscious of and receptive to society's fair demands;</p>	<p>More focus should be placed on assisting all students in becoming better readers.</p> <p>Emphasis on cooperative and participatory learning strategies.</p> <ul style="list-style-type: none"> • Among students and instructors • Between pupils and resources for self-education <p>Students working together (collaborative learning)</p> <ul style="list-style-type: none"> • From students to multimedia-assisted education <p>Focus on implementing integrated learning strategies.</p> <p>Increased emphasis in all subject areas on the development of values. All educators are educators of values.</p> <p>Emphasis on fostering the growth of independent and patriotic citizens.</p>	<p>Filipino, English, Math, Science (Science and Health for Elementary), Science and Technology for Secondary</p>	<p>BEC focuses on the basics of reading, writing, arithmetic, science, and patriotism. Values are integral to all subject areas. Students can then be ready for lifelong learning.</p> <p>Integrative and interactive teaching-learning is stressed through group learning and sharing of knowledge and experiences between teachers, between teachers and students, and among students. For instance, under the old curriculum, English teachers prepared lesson plans for English, and values teachers prepared lesson plans for values</p>

	<p>established, maintained, and supported by the state.</p> <p>Section 2 (4) of Article XIV. The state will support self-learning, independent, and after-school study programs, especially those that address community needs, as well as non-formal, in-formal, and indigenous learning systems.</p>	<p>Encourage learning experiences that broaden the learner's perspective on the world or workplace and equip them to perform morally and profitably.</p> <p>The Non-Formal Education's Goals:</p> <p>Eliminate illiteracy and increase the population's functional literacy level.</p> <p>Instill in the students the values, attitudes, and information necessary to think critically and act creatively for the advancement of the individual, the community, and the country.</p>	<p>Focus on the application of practical techniques to foster the growth of critical and imaginative thinking.</p>		<p>education. Under BEC, the teachers work together.</p>
<p>Revised Basic Education Curriculum (RBEC)</p>	<p>For a specific population of students—that is, students enrolled in elementary and secondary school—the objectives of these subject's function as the "official learning goals" of basic education.</p> <p>For its specific target audience of out-of-school kids and adults, the Bureau of Alternative Learning System</p>	<p>To impart knowledge and cultivate the values, attitudes, and abilities that are vital to individual growth and required to live in and contribute to a society that is evolving and changing.</p> <p>Give children educational opportunities that will make them more conscious of and receptive to societal changes;</p> <p>Encourage and deepen one's</p>	<p>Increased focus on assisting all students in becoming proficient readers.</p> <p>Focus on collaborative and interactive learning strategies.</p> <p>Focus on the application of integrated learning strategies.</p> <p>Values education in all subject areas. • The growth of independent and patriotic citizens.</p>	<p>Filipino, English, Math, Science (Science and Health for Elementary), Science and Technology for Secondary</p>	<p>Teachers are required to prepare lesson plans and tests aligned with the RBEC's objectives.</p> <p>Various teaching methods are being observed including integration, collaboration, and mentoring.</p>

	<p>(previously Non-formal Education) also has a set of formal learning objectives.</p> <p>Batas Pambansa Blg, also known as the Education Act of 1982. The general goals of elementary, secondary, and non-formal education are outlined in 232.</p>	<p>understanding, sense of belonging, and affection for the country and its citizens; and</p> <p>Encourage job experiences that help students become more oriented to the working world and get ready for honest, profitable labor.</p>	<p>Growth of critical and creative thinking abilities.</p>		<p>Elective subjects are added to the students' load to give emphasis on Science and Mathematics subjects, most especially in the field of Research and Statistics</p> <p>RBEC curriculum's effective use of traditional tools.</p>
<p>K to 12 Education</p>	<p>To begin with, the K–12 Program will not result in any extra workload. Only six hours of instruction each day is allowed by the Magna Carta for Public School Teachers. Act No. 4670 of the Republic</p> <p>Teaching Hours. Any teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom teaching a day, which shall be so scheduled as to give him time for the preparation and correction of exercises and other work incidental to his normal teaching duties ... any teacher may be required to render more than six hours but not</p>	<p>Establishing a viable basic education system that will generate responsible and productive people with the necessary competencies and skills for both employment and lifelong learning is the aim of the Enhanced K+12 Basic Education Program.</p> <p>To provide every student with the chance to obtain a high-quality education founded on a simplified, improved curriculum that is similar and acknowledged globally.</p> <p>To shift the public's idea that a high school education merely serves as a means of preparing for college; instead, it should enable one to take advantage of opportunities for profitable employment, self-employment,</p>	<p>Enhancing Universal Kindergarten and Early Childhood Education</p> <p>Adding Contextualization and Enhancement to Make the Curriculum Relevant to Students</p> <p>Making sure that learning is seamless and integrated (Spiral Progression)</p> <p>Developing Linguistic Proficiency (Mother Tongue-Based Multilingual Education)</p> <p>Getting Ready for the Future (High School Senior)</p> <p>Fostering the holistic development of Filipinos (21st Century Skills, College and Livelihood Readiness)</p>	<p>Languages, Literature, Communication, Mathematics, Philosophy, Natural Sciences, and Social Sciences</p>	<p>It is stressed that the Outcomes-Based Curriculum focuses more on the things the students are doing inside the classroom. The more the students do activities, the higher their chances of passing as well.</p> <p>Their understanding of the outcome-based education is also the same, they see OBE focusing on the outputs the students produce.</p> <p>K-12 curriculum significantly enriched holistic behavior of students through</p>

	<p>exceeding eight hours of actual classroom teaching a day upon payment of additional compensation at the same rate as his regular remuneration plus at least twenty-five (25%) percent of his basic pay.</p> <p>The second goal of the Enhanced K+12 Basic Education Program is to guarantee every Filipino the high-quality 12-year basic education to which they are entitled. This is in line with the 1987 Philippine Constitution's Article XIV, Section 2(1), which declares that "The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society."</p>	<p>and/or careers in a world that is changing quickly and becoming more interconnected.</p> <p>Create graduates with internationally recognized credentials and who are competitive on a global scale.</p>			<p>increased social interaction, activities, and participation in extracurricular activities.</p> <p>Encourages the development of social skills and reduces emotional stress and improves participation by means of performance-based learning.</p> <p>The focus of the K-12 curriculum on strict assessment and focused intervention to meet individual needs supported more engaged and goal-oriented behavior</p> <p>No Left Behind Policy</p>
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<p style="text-align: center;">K-12 MATATAG CURRICULUM</p>	<p>In adherence to RA 11476, or the GMRC and Values Education Act of 2020, the formation of the Filipino learners' values and the development of their characters will be intensified under the new curriculum. It will also integrate peace competencies that will highlight the promotion of non-violent actions and the development of conflict-resolution skills in learners.</p> <p>The 1987 Philippine Constitution which states that "The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society."</p>	<p>The MATATAG Curriculum aims to reduce the number of competencies and to focus more on the development of foundational skills literacy, numeracy, and socio-emotional skills of Kindergarten to Grade 3 learners, thus, decongesting the present K to 12 curriculums.</p> <p>The MATATAG or K to 10 curriculums, which will put emphasis on five important skills: language, reading and literacy, mathematics, makabansa, and good manners and right conduct.</p>	<p>MATATAG curriculum has four critical components, these are: (1) MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; (2) TAKE steps to accelerate delivery of basic education facilities and services; (3) Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and (4) Give support to teachers to teach better</p>	<p>Kindergarten to Grade 10, including language, reading and literacy, mathematics, makabansa (patriotism), good manners and right conduct.</p> <p>Filipino and English will be introduced later in Grade 2, Science in Grade 3, and Social Studies, Music, Arts and Physical Education in Grade 4. 'Mother Tongue'</p> <p>Humanities will be dropped as subjects.</p>	<p>The MATATAG curriculum has integrated and intensified Good Manners and Right Conduct (GMRC) and Values Education, aligning with legal requirements.</p> <p>The adequacy of resources and support structures was highlighted as a crucial factor for overcoming these challenges, emphasizing that effective curriculum implementation relies on sufficient material and institutional support.</p> <p>The MATATAG Curriculum was expected to bring about significant improvements in teaching and learning practices, the success of these reforms depended on addressing the identified challenges and ensuring robust support for teachers throughout the</p>
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					<p>implementation process.</p> <p>The general competencies that the new curriculum offers in basic education science in the Philippines are (1) critical and creative problem solvers, (2) responsible stewards of nature, (3) innovative thinkers, (4) informed decision makers, and (5) effective communicators.</p> <p>The new MATATAG or K to 10 curriculum in basic science education offers relevant competencies for graduates to develop attributes crucial in the 21st century, Industry 4.0 and Industry 5.0.</p>
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CONCLUSIONS

All curriculums were in lined with the 1987 Constitution in Article XIV Sec. 1 states that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. The curriculums were mandated in pursuant of 2001 Governance of Basic Education Act, the 1982 Education Act, and RA 11476 or the GMRC and Values Education Act of 2020.

Basic competences cannot be mastered by children due to an antiquated ten-year basic education program. Because they were under the age of eighteen, graduates of the previous curriculum were legally ineligible to work or launch a business. Inadequate practical applications and a wide curriculum are two major features of the previous educational system. Science, math, language, and the social sciences are among the vital subjects and abilities that the K–12 educational system helps students develop. Additionally, it aids in the development of fundamental abilities like writing and reading. Additionally, get comfortable using the abilities you need in real-world situations by practicing them. As a result, it helps students advance through the various grade levels by strengthening their cognitive and analytical skills.

The term MATATAG, which stands for "strong or unyielding principles," combines a heavy emphasis on peace education with the concepts of humanized education. It emphasizes flexibility to the changing labor market, which is a key objective of a responsive curriculum, and prepares students for real-world issues. Additionally, the focus on innovation and technology aligns with the dedication to speeding up education services, creating a contemporary and vibrant learning environment. Several aspects are involved in fulfilling the socio-emotional demands for effective learning, including a commitment to inclusivity, positive learning environments, and learner well-being.

Five distinct themes were found based on teachers' experiences implementing the curriculum. Theme 1: Transitioning from Direct Instruction to Self-Discovery Learning; Theme 2: Transitioning from Conventional Tools to Contemporary Technology; Theme 3: Transitioning from English-Only Instruction to Multilingual Education; Theme 4: Transitioning from Writing-Based Grading to Performance-Based Assessment; and Theme 5: Transitioning from No Read No Move to No Child Left Behind.

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