

## ESSENTIALS OF OUTCOMES-BASED EDUCATION FOR TEACHERS

*by:*

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Nowadays, instructional competence and performance are being measured through teaching and learning outcomes, making the pursuit for quality education even complex and complicated.

As the mantra of the Department of Education (DepEd) underscores the need to raise the quality of teachers and learners to elevate education in the country, instructional and learning outcomes are also being intensified. Outcomes-based education (OBE) outlines a clear picture of what learners are able to do and organize the curriculum, instruction, and assessment for optimal realization of learning.

Hence, OBE is task-oriented and output-oriented at the same time. It details what students needed to accomplish and provide concrete direction to realize such. In designing any activity, the teachers need to specify what learners have to do (clarifying the focus of the activity), relay information for the intended outcomes, set high and challenging expectations to engage learners, and provide more opportunities for learners that are competency-based.

What teachers need to consider for OBE is the provision of a conducive and supportive learning environment where learners can foster higher gains in their achievement, leading to the realization of the set learning outcomes. Teachers must assist learners to discover and construct ideas on their own to come up with constructive decisions that would help them realize their goals. The challenge here is for teachers to align instruction based on the target learning outcomes.

As McGhan (1994) puts it, OBE eliminates permanent failure, eliminates compromised standards, reduces rote learning, increases students' ability to appreciate and deal with realistic situations, and eliminates tracking. It provides promising opportunities for teachers to reinvent the instructional process and for learners to succeed and achieve learning goals.

But OBE is not the sole responsibility of teachers. DepEd and school administrations need to provide thorough support for teachers to realize this herculean task. Teachers should not be left behind with providing quality instruction if little to no assistance is given to them, especially in terms of the resources and training they need to assure that learners are being led on what they need to know, do, and able to achieve in the process.

#### *References:*

McGhan, B. (1994, March 1). The possible outcomes of outcome-based education.

<https://www.ascd.org/el/articles/the-possible-outcomes-of-outcome-based-education>