

## A SYSTEM OF CURRICULUM IMPROVEMENT, TEACHER'S DEVELOPMENT AND COMMUNITY DEVELOPMENT

*by:*

**Rhenn B. Songco**

*Teacher II, Dr. Victoria B. Roman Memorial High School*

A systems approach considers the instructions between the parts of an education system. It seeks to understand how these parts work together to achieve the system outcomes, instead of focusing on specific elements in isolation (Bowman, et. al.,2015). Thus, the interconnectedness of three major variables which are Curriculum Improvement, Teacher's Development and Community Development could make or break the achievement of the educational system's goal. These three also have the direct relationship of the element, learning objectives and responsibilities.

### Curriculum Improvement

Actors that are responsible for curriculum improvement must clearly know their roles and responsibilities in planning, creating, and designing interventions to achieve learning objectives that are clearly articulated. Hence, failing to know their roles, responsibilities and part will contribute to not achieving the system's goal.

### Teacher's Development

Likewise, teacher's development is a huge factor in achieving the system's goal. Knowing their responsibilities in achieving the learning objectives should be well-stated especially this New Normal where teaching and learning process shifted from face-to-face to distance or online learning. Teachers should develop their knowledge and skills in delivering strategies in teaching especially in this time of pandemic. Failure of knowing the goals and their roles will also break the system.

Community Development.

Furthermore, community should also be involved in achieving the system's goal. They should know the goals of the system and their responsibilities to achieve these goals. Working with them should be encouraged because they serve as major part in helping the internal organization (school) in building capacity to organize and manage the system.

In this new normal, they are the major partner in reaching students by delivering and retrieving Self-Learning Modules (SLMs). Therefore, they become one of the factors that influences the continuity of the teaching-learning process amidst pandemic. Thus, not involving them could possibly hinders the achievement of the goals.

These three variables: Curriculum Improvement, Teachers Development, and Community Involvement should be established. Establishing the learning objectives and their roles mean achieving the learning goals while unaware with the goals and their tasks mean leaving the accountability of giving quality education. Thus, these three variables need to work together to attain the system's goal. Actors from these three variables should know the educational system's goal and their roles and responsibilities to hit these goals. With their interrelatedness, failure of one variable is automatically a failure of the other variables resulting to failure in achieving the goals while a success of these three variables means a success in achieving the goals.

Therefore, evidently articulated learning objectives of the system and clearly stated roles and responsibilities of different educational actors lead to the success of the whole system.

*References:*

<https://www.june29.com/what-is-system-approach-in-educational-technology-pdf/>