

## REVAMPING TEACHERS' MINDSET FOR 21ST-CENTURY LEARNERS

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K12 Curriculum has garnered a lot of feedback since the time it was implemented. It is no secret to the education world the ups and downs it has faced from planning to implementation. It is not a perfect curriculum. Our curriculum is derived from the West making it questionable if it fits our society and economic capacity as a third-world country. Are we really ready as one country? The Department of Education had to remain calm and continue the battle of achieving 21st-century education for our 21st-century learners. Together with the educators, stakeholders, non-teaching personnel, and local government, we faced the battle head-on.

As we reached 2023, we cannot continue to say that K12 Curriculum dumbs down our students. Negating the current education system will not help in solving the problems that we see and experience every school year. It is wiser to think of ways to strengthen and improve our education system.

First, we need to revamp the language education policy. Like every policy our leaders make, by this time, we should have a clearer answer if using the mother tongue from kinder to grade 3 made the teaching and learning process better for students and teachers. Considering the long-term effects of utilizing the mother tongue, did our students progress better in English once the language was utilized at a later age which is grade 4? We must honestly evaluate from junior high school up to senior high school students are adapting positively or the opposite. We can improve our language policy both ways if given the proper objectives to look for. Good or bad, there are always ways to remediate and help students adapt better.

Second, educating educators has always been the priority for the Department of Education. We are given seminar after seminar so we can continuously improve in our profession. Are those seminars and workshops enough if we are assigned to teach subjects that we don't have experience with or simply not our major subject? It's like we are studying with our students. The students are not aware, but teachers are stressed out about meeting the requirements of the subject. Will attending a seminar about it for 2-3 days make the situation less stressful? It will just be a temporary fix. The problem still exists. Thus, the teacher must attend different seminars available online to cope.

Third, in the 21st century, memorization of knowledge is not a great requirement in learning. We encourage the students to use critical thinking. Teach students how to access legit information and show them how to use the information they find. It is a waste of time and effort if students are not properly directed on the right process in utilizing the knowledge they have been taught.

Lastly, in senior high school, the subjects being taught should be reevaluated per course. It is a waste to teach subjects that a certain course would not utilize after graduating. There should be a clear difference in subjects offered per strand. Since Grades 11 and 12 are preparatory years for the student's higher education, focus on the major and limit minor subjects. We have enough time utilized already to get relevant research and studies on the graduates of the K12 curriculum in the previous years. In this manner, we can maximize the school's resources and redirect funds that can improve the quality of education in the country. In this manner, senior high school teachers will have mastery of subjects that they major in rather than being assigned to subjects that they have no idea about. This change will eventually reap positive effects on the education system and future workforce in the Philippines.

Just like in getting an education, revamping, and reevaluating the curriculum in line with the type of students we have is a continuous process. It is not the sole

responsibility of our department but a daily challenge for every educator working with and for the Department of Education.

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