

PHILOSOPHY OF THE PHILIPPINE EDUCATION CURRICULUM

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As per the Department of Education, the learner-centered approach was given priority by the Department of Education, which based its principles on progressivism. As a starting point for analyzing and addressing learners' experiences, progressivism uses learners' interests. That being said, as a teacher, my educational philosophy is defined in the DepEd as my conviction regarding the purpose, content, and delivery of the instruction as well as my confidence in my students' learning styles. Thus, it is a set of principles that directs professional action through the situations and problems that we, educators deal with on a daily basis.

Moreover, on the Commission on Higher Education, I assume that the philosophical foundations of social reconstructionism and existentialism were the basis of CHED. Existentialism occurs when an institution creates a setting that allows for personal choice and acceptance. Furthermore, it was also a social reconstructionism since CHED uses education to assist in resolving important social issues, which helps improve the efficiency and order of democracy. Educating with a student-centered philosophy means understanding their needs and adapting lessons to their everyday life. Ultimately, CHED also strongly emphasizes developing students' uniqueness and individuality and assisting them in reaching their full potential.

Furthermore, the goal of TESDA, skills development, was founded on the humanist philosophy, which stresses self-actualization. As put forth by humanism, the primary objective of TESDA is to offer high-quality technical education and training to Filipino citizens to enable them to find work in a variety of industries. The institution also

seeks to certify workers' proficiency in many professions, assisting them in getting better job possibilities. Moreover, TESDA aids students in realizing their full potential and determine the required skills.

References:

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