

SPIRAL PROGRESSION APPROACH IN TEACHING SCIENCE

by:

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The spiral approach to teaching competencies is presumed of all teachers, and the spiral evolution of the subjects shows how lessons are linked at every year level. The K-12 Basic Education curriculum follows this approach across subjects by building on the same concepts developed in increasing difficulty and complexity starting from grade school.

The spiral progression method to curriculum was built on the spiral curriculum concept proposed by Jerome Bruner. He underlined that education should always be designed to promote cognitive development. Students won't understand a concept if teachers simply attempt to convey it at their level of knowledge. Students should be able to build on what they have learned thus far thanks to the curriculum being organized in a spiral manner. The learner learns more about the subject with each review of the material. It benefits from information reinforcement over time and makes use of existing knowledge to guide future learning.

Additionally, spiral curriculum is a design framework that will assist science instructors in developing courses, activities, or projects that target the development of thinking abilities and dispositions that go beyond identification. In learning science, there is development and consistency. The spiral progression approach's main goal is to expose students to a wide range of ideas, concepts, abilities, and attitudes that are repeatedly studied but with varying depths of complexity³⁵. It is predicated on the idea that every time a topic is reviewed or addressed, a student learns more about it. The notion is that each time a student encounters the subject, they increase their knowledge or develop new

skills. The four pillars of science are integrated science, biology, chemistry, and physics, and Sanchez (2014) articulated them in connection to the secondary science curriculum.

In conclusion, DepEd sees spiral progression to address the issues in education, particularly when it comes to the teaching of science. The students' mastery of the material and retention of the material acquired are always given priority in scientific instruction. Considering this, educators should consistently pursue professional development opportunities that will keep them current, enhance their subject-matter knowledge and expertise, and help them improve their lesson-delivery techniques.

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