

"EMPOWERING THE FORTHCOMING: THE SIGNIFICANT ROLE OF TEACHING TLE EXPLORATORY COURSES IN GRADES 7 AND 8 IN CHOOSING FIELD OF SPECIALIZATION FOR HIGHER GRADES"

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The K-12 Basic Education Program as mandated by the Department of Education with the partnership of Technical Education and Skills Development Authority (TESDA) has strengthened the Technology and Livelihood Education that has something to do with the establishment of Technical Education in Enhanced Basic Education to prepare high school graduates by arming them with skills for employment.

The prior goal of teaching and learning Technology and Livelihood Education under the K-12 program is to prepare and equip learners with the basic skills and knowledge within their trades in order to face global challenges. To contemplate the possibility of this, the competencies of Technology and Livelihood Education (TLE) in Junior High was anchored by the Technical Education and follow the rules of the Technical Education and Skills Development Authority (TESDA)

Teaching Technology and Livelihood Education or TLE follow the guidelines of the following: in Grades 7 and 8 the subject is exploratory, in which the learners have the opportunity to explore four main courses in TLE -

Agri-Fishery Arts

Home Economics

Information and Communications Technology (ICT)

Industrial Arts

In Grades 9 and 10, the learner chooses one course of specialization to focus on from among the exploratory courses he/she chose in 7th and 8th grades. Aside from the rendered courses by the Junior High School, some schools offer Technical-Vocational Livelihood Track or TVL in Senior High School level. This will allow the student to earn NC II that he/she can use as credentials in applying for a job if he/she wants to work after SHS graduation. However, if the student continues their studies, they can follow the TVL route and graduate with a bachelor's degree in a relevant field.

Despite of this well-designed program, the raising challenges of the different Educational Institutions in addition of the struggles of TLE teachers and students is inevitable. One of the crucial challenges facing by the TLE teachers is on how they can empower the future of the learners if the significant role of teaching TLE Exploratory Courses is neglected upon the nature and its process.

Empowering the transition of the students from exploring TLE subject on their Grades 7 and 8 (Exploratory courses) in to selecting their course or field of specialization in higher grade levels has something to do with the curriculum management and administration of the school. The school must offer exploratory courses in teaching and learning TLE subject through further considerations and enhancement of selection by the locality's needs and school assets or facilities.

Incapacitate to keep an eye on the significant role of teaching Exploratory courses will compromise opportunities and futures of every learner through selecting irrelevant field of specialization to choose. It can also happen that some schools restrict their students to study at a lower grade level, leaving them with no other options if their exploration of technology and livelihood education in grades 7 and 8 wasn't in line with the specializations offered in grades 9 and 10, including the TVL track in senior high school education. This matter could happen if the curriculum implementation in teaching TLE among local schools was unseen and taken for granted.

Every subject is significant as the Department of Education with the collaboration of any Educational Institution always ensuring the updating of the curriculum for the betterment future of our learners. We couldn't argue that we, as a teacher, has the pivotal role in nurturing and upskilling not only for our professional growth but above all, it is for empowering the future of our would-be Doctors, Engineers, Teachers and other role of our todays' world.

References:

K12 Philippines (2015). K-12 Curriculum: The Technical Vocational Livelihood Track