

THE ROLE OF TEACHERS IN IMPLEMENTING THE MATATAG CURRICULUM IN MAPEH EDUCATION

by:

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The implementation of the Matatag Curriculum in the Philippines for the School Year 2024–2025 marks a pivotal step in the country's educational reform. Designed to address learning gaps and equip Filipino learners with critical skills for the future, this curriculum requires the active engagement of educators to ensure its success. Among the key areas of focus, MAPEH (Music, Arts, Physical Education, and Health) holds a unique position as a subject that fosters holistic student development. Teachers play a vital role in bridging policy to practice, ensuring that the Matatag Curriculum's objectives are realized within the MAPEH framework.

The Matatag Curriculum seeks to strengthen foundational literacy and numeracy skills while aligning subject areas to global standards. Emphasizing practicality and relevance, it promotes interdisciplinary teaching and mastery of essential competencies. In the context of MAPEH, the curriculum aims to enhance creativity, physical well-being, and social-emotional development. This holistic approach recognizes that MAPEH subjects are not merely co-curricular but integral to shaping well-rounded individuals.

Teachers are the cornerstone of curriculum implementation. In the case of MAPEH, their responsibilities extend beyond content delivery to include curriculum interpretation, adaptation, and contextualization. Teachers must first understand the curriculum's objectives, content, and assessment methods. This involves participating in professional development programs such as workshops and seminars organized by the Department of Education (DepEd). For MAPEH educators, these trainings are essential

to grasp the interdisciplinary nature of the subject and to integrate new teaching strategies effectively.

One of the primary responsibilities of MAPEH teachers under the Matatag Curriculum is creating localized and relevant teaching resources. For instance, in Music and Arts, educators can incorporate traditional Filipino songs and indigenous art forms to highlight cultural heritage. Contextualizing lessons in Physical Education and Health can address issues such as local dietary habits, community sports, and mental health concerns.

The Matatag Curriculum underscores the importance of leveraging technology in education. MAPEH teachers can use digital tools to create interactive music and art lessons, virtual sports tutorials, and engaging health education modules. Such integration not only enhances learning but also prepares students for the digital era. Teachers play a pivotal role in evaluating the curriculum's effectiveness through student assessments. In MAPEH, where practical application is central, educators must employ varied assessment methods, including performance-based tasks, portfolios, and peer reviews. Providing timely and constructive feedback helps students improve and also informs teachers about the curriculum's impact.

Beyond classroom instruction, teachers serve as advocates for MAPEH education. By engaging with parents and community stakeholders, they can emphasize the importance of arts, physical health, and cultural appreciation in holistic education. Partnerships with local artists, athletes, and health professionals can enrich the curriculum and provide students with experiential learning opportunities.

Implementing a new curriculum is not without challenges. Limited resources, varying levels of teacher preparedness, and resistance to change can hinder progress. Teachers can address resource gaps by collaborating with peers and seeking external

partnerships. Continuous professional development ensures that they remain adaptable to new teaching methodologies.

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