



Republic of the Philippines
Department of Education
REGION III – CENTRAL LUZON
SCHOOLS DIVISION OFFICE - SCIENCE CITY OF MUÑOZ
GABALDON INTEGRATED SCHOOL

Embracing the Demands of Curriculum from New Normal

to Beyond Normal

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Several changes have been made to Philippine educational system. Since the society is evolving so quickly that school systems must stay up with the pace of societal technology and increased growth in order to keep up with present developments, schools must be compelled to engage in and produce an educated result as part of the educational transition brought by COVID-19 pandemic. The COVID-19 outbreak has impacted negatively on schooling and resulted in huge changes. These changes, though, are now subsiding as schools resume for limited face-to-face classes. Also, not much of the changes in education are necessarily the things educators desire. Teachers in schools and colleges all across the country were forced to adapt to new normal setting and innovate projects for education as a result of the pandemic's sudden onset and associated school closures. Such modifications were implemented swiftly in order to meet the demands of the situation.

Despite the suspension of face to face classes, remote learning or distance learning became a manner of the delivery of education that teachers supported in giving continuous learning to learners. According to the United Nations (2020), the crisis has stimulated innovation in the education sector; yet, this quick innovation is insufficient to make a significant transformation in education in the post-pandemic world. Rather of taking this opportunity to rethink education, the improvements were mostly focused on solving the immediate and urgent demand for continuing education, instructing online, and finding inventive methods to connect



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learners at homes. Although these modifications are reasonable in the near term, these will most probably be regarded insignificant in the long run.

During the New Normal, the Department of Education, through the Bureau of Curriculum Development, has streamlined K to 12 Curriculum through the Most Essential Learning Competencies (MELCs). According to DepEd, facilitating the learning competencies to the most essential will focus more on the different learning activities and available resources while having sufficient time for coverage and mastery.

Restructuring the K to 12 Curriculum into the MELC effective during the Implementation of Distance Learning Delivery

Subjects	Number of LCs in Current Curriculum Guide	Number of MELCs	Percentage of MELCs	Percentage of Removed LCs
Kindergarten	241	66	27%	73%
Mother Tongue (MT)	1,738	135	8%	92%
Araling Panlipunan	527	255	48%	52%
EsP	380	313	82%	18%
English	3,120	231	7%	93%
Filipino	2,378	708	30%	70%
Mathematics	741	543	73%	27%
MAPEH	1,436	997	69%	31%
Science	284	187	66%	34%
EPP/ TLE	883	749	85%	15%
SHS Core Subjects	739	409	55%	45%
SHS Applied	219	178	81%	19%
ABM	257	167	65%	35%
STEM	586	347	59%	41%
HUMMS	326	168	52%	48%
Sports Track	149	149	100%	0%
Arts and Design	167	87	52%	48%
Total	14,171	5,689	40%	60%

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The K–12 Curriculum has been restructured into MELCs as part of the implementation of distance learning delivery, as seen in the table. In implementing the learning delivery strategies, all schools and divisions use MELCs as their primary guide. The evaluation by the Bureau of Curriculum Development led to a reduction in learning skills for the K–12 Curriculum of 60 percent, from 14,171 to 5,689 learning competencies in MELCs. Some learning competencies, such as those in reading comprehension, numeracy, and research abilities, are kept because they are thought to support life - long learning. Some have been merged because they share similar learning objectives, while some competencies, which were too specific and included in another learning competency, were removed.

The remaining competencies in the current DepEd Curriculum Guides, which was reduced, has significantly affected a lot of teachers' preparations in as far as their teaching is concerned. This, however, could have lessened the students' burden but have resulted in a decreased learning outcome expected to the learners.

Due to the pace of change, a post-pandemic situation has arisen, bringing new adjustments to the education sector. In the aftermath of a pandemic, the curriculum must be reviewed so that a learning continuity strategy can be implemented. A new curriculum that meets the needs may achieve a number of goals. First and foremost, B.K Barber, Professor Emeritus and articles author, it must assist students in developing new competencies for the present era. For S. Wagner (2021), Assistant Professor and a Researcher, curriculum must be revised in order to adapt to hybrid learning, especially if there are broad contents that need to be unpacked. Instead of focusing solely on 'template' information and knowledge, the curriculum should place more emphasis on developing students'



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competencies for more life-long learning. It must also consider the social and emotional well-being of students. All educators must grasp this conflict ability to advance for major changes over almost all of field of education: what, how, where, who, and when. To put it differently, education can and should undergo profound transformations across the board, from curriculum to methodology, from teachers to learners, from teaching to evaluation, and from time to time. Furthermore, this should ensure that learners' access to education that is both globally and environmentally attached. Although the content remains vital, it should be integrated into competency-based education. Learners are progressively being encouraged to take an active role in their own schooling.

As a result of a combination of primary causes, education will definitely undergo significant changes over the next decade. Curricular modifications that determine what learners will learn are among these changes. More students are likely to move toward competency-based learning, which focuses on building unique abilities. Education need to become more specific and focused primarily on areas of strength and passions. In order to reform pedagogy and school organizations, education institutions shall prioritize learners' involvement and responsibility. Learners can benefit from more control over their own learning and that of their school community. Additionally, as a result of COVID-19 and the need for global linkages, schools will have a unique chance to positively and proactively transform. Schools are reconfiguring their timelines and teaching areas so that learners can participate in various, quite challenging opportunities to learn at the same time, regardless of the situation. Meaningful online learning will become even more widely known, and for many learners, it may become a regular part of everyday life. Of obviously,



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educators must remember that not all learners have fair opportunities to technology in terms of both equipment and technological skills. The digital divide is still a major problem all over the world. It is critical that they use technology to reimagine a better education and find innovative ways of making learning more inclusive, including closing the digital gap.

With the hurdles the pandemic brought to the field of education and to the Department of Education's efforts to address the gaps and raise the quality of learning, educators must find more ways to address the gaps left by the pandemic while also making way to high-quality education. Investing in education will undoubtedly be rewarding. One investment that will definitely pay off in safeguarding the future of education in the Philippines is accepting the demands of the curriculum from new normal to beyond normal.



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