

FOUNDATIONS OF CURRICULUM AND INSTRUCTION: BASIS FOR EFFECTIVE TEACHING AND LEARNING

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Psychology, Sociology and Philosophy are foundations in teaching and learning. As individuals, we are affected by biology and culture we are exposed to. It is very important to consider these foundations to ensure that we achieve a more relevant, advanced, and complete human learning. As we develop the potentials of our learners, we have to provide a learning environment conducive and appropriate for them. Their learning conditions are observed through interaction in the environment where learning is organized. Their learning experiences and practices develop reflective thinking, creative thinking and discovery of their own learning. Their environment situations carry their experiences in the process of achieving positive learning.

These foundations of learning and the curriculum are inseparable. Embedded with the theories and philosophical views, curriculum developers select the best alternatives to be the bases of providing the most appropriate curriculum that will respond to the needs of the society. Thus, the learning experiences gained are highly valued by the students. Solely considered are the educational views that prescribe the curriculum to be responsive, meaningful and appropriate in developing acceptable social attitudes and sound minds of our learners. Considering the foundations of Education, this is about making useful decisions from our curriculum developers and experts to come up with the enhancement of our curriculum.

There are several implications of these major foundations of Education that can be observed in teaching and learning. Behaviorism is reflected in the principles of reward system. We appreciate the outstanding performance of our learners through recognition, positive feed backs and awards. This is where the assessment of learning becomes important and of value of curriculum. The learning performance of the students are gauged effectively through assessments where curriculum delivery and its effectiveness is also measured. In designing the curriculum learning, the learning plans and tasks are done considering the individual differences, multiple intelligences and diversities of learners. They are able to make meaningful connections when their contexts of learning are highly given consideration. Localization and contextualization are applied to discover their own learning and their environment where learning opportunities are being provided.

We cannot deny the fact that school exists within the social context and culture that shapes the curriculum. Within the context of the learners, we have to address the needs by responding to social conditions. Learning takes place when they see its relevance and connection to their daily tasks and practicalities in the world they are in. As a school head, the effectiveness of curriculum development and its implementation lies on understanding the learners and their contexts. As the curriculum evolves, there should be continuous monitoring and evaluation and must adapt its educational activities and services to meet the demands of the society. I strongly believe that a good

curriculum reflects the needs of the individual and his society as a whole. Like the challenges met during pandemic, our education becomes responsive.

Curriculum mapping process is also done to effectively respond to the changes in the learning environment of our students. This becomes a continuous work in progress that serves as a basis for development or enhancement of our school curriculum. Together with our teachers, we have come across with the visual timeline that outlines the desired learning outcomes to be achieved, the content/lesson, competencies and values to be taught, and the strategies and assessments to be utilized. We strongly consider the context of our learners, the available resources in their immediate environment and their learning conditions. The continuous monitoring of their learning progress is done to effectively adjust the instructional design that best fits their abilities, interests and needs.

Considering the philosophical, sociological, and psychological foundations of Education, it should ensure that the child is the center of teaching and learning processes that every child matters equally and we must know how they learn. The curriculum must be relevant, responsive, integrated, balanced, well-organized and structured, sequenced and progressive. Their learning progress greatly matters and should be continuously monitored.

Knowing the philosophical foundations of curriculum, we are able to develop and implement the learning environment considering the questions like: How should students learn? What methods should be used? What outcomes should be achieved? and Why? While applying the social foundations of learning, it is important to know what should be included in the curriculum and eventually what happens in the classroom. Thus responding to the social conditions, the demands and needs, is highly considered that makes the curriculum more relevant and meaningful to the learners.

Any structure without foundation is weak and is capable to collapse. The development, implementation, and evaluation of curriculum are based on the philosophical, psychological, and social foundations of learning. The major foundations keep on the curriculum deeply grounded and structured with durability to support the teaching and learning. Indeed, no curriculum cannot stand without philosophical, psychological, and social influences and foundations of Education.