



School-based Empowerment, Responsibility and Accountability towards Meaningful Curriculum, Instruction and Assessment

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Rationale

- 12.9 years of basic education equivalent to only 7.5 years (EDCOM 2, 2024)
- 0.61 average loss in LAYS (SEPO, 2022)
- 355 Overall Score for Math PISA 2022
- 347 Overall Score for Reading PISA 2022
- 356 Overall Score for Science PISA 2022
- USD 11,000 (PPP) cumulative spending (EDCOM 2, 2024)
- Empowering schools might be one of the routes to addressing the education problem in the country.





Empowered Schools are high-performing schools

High-Performing Schools

- Effective accountability systems
- Highly qualified teachers and school leaders to design and implement curriculum and assessment
- Take main responsibility over human resources
- Allow principal to manage budget

Low-Performing Schools

- Central authority taking responsibilities for human resources, budgeting, and curriculum and assessment
- Little or no responsibilities assigned to teachers on curriculum and assessment

Based on OECD (2023) PISA data analysis for trends in PISA 2022 cycle assessment.



Empowerment
+
Responsibility
+
Accountability
=
Attainment of
Education
Outcomes



Context

Philippine Education System

- Kindergarten for 5-year old children
- Elementary (Grades 1-6)
- Junior High School (Grades 7-10)
- Senior High School (Grades 11-12)

Schools

- Public: 47,421
- Private: 13,256
- SUCs and LUCs offering basic education program: 247

Enrollment for AY 2024-2025

- Over 23.8 million students
- Some 20.8 million in public schools
- Some 2.6 million in private schools
- Some 280 thousand in Alternative Learning Systems

(DepEd Order No. 024, s. 2022 “Adoption of the Basic Education Development Plan 2030)
 (“DepEd”, 2024 August).



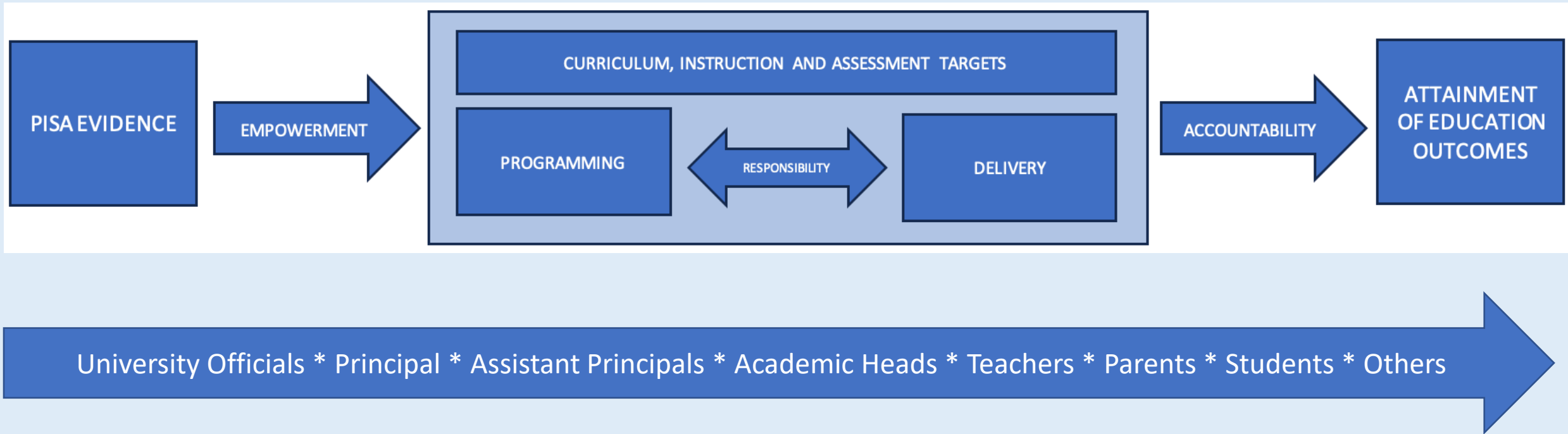
Angeles University Foundation – Integrated School

Level 3 Accreditation = Full Curricular Autonomy, therefore empowered to make innovations, contextualize curriculum and delivery and utilize PISA evidence for improvement

Integrated School – Pre-School, Grade School, Junior High School and Senior High School

DepEd Order No. 32 s. 2006, which grants “full curricular autonomy, including the authority to innovate without need for prior approval provided that the DepEd Regional Office is duly informed.”

Approach





Analysis and coding of PISA Evidence

Student Wellbeing

Scenario B: Value of Context (-) and Level of Performance (+)	Scenario A: Value of Context (+) and Level of Performance (+)
<p>Hunger and not having eaten</p> <p>Socio-economic status (Resilient students or disadvantaged students outperforming advantaged students)</p>	<p>Feeling safer and less exposed to risks and bullying in school</p> <p>Regular class attendance and punctuality</p> <p>Socio-economic status (parents' highest level of education; parents' highest occupational status; home possessions)</p> <p>Equity (inclusion and fairness)</p> <p>Students motivated to learn independently</p> <p>Peer-to-peer tutoring</p>
<p>Equity (inclusion and fairness)</p> <p>Teacher showing interest in every student's learning</p>	<p>Equity (inclusion and fairness does not translate to outcomes)</p> <p>Not eating at least once a week (more than a third in the Philippines)</p> <p>Technology use for leisure (mobile phones)</p> <p>Distracted by other students using digital devices</p> <p>School closure</p>
Scenario C: Value of Context (-) and Level of Performance (-)	Scenario D: Value of Context (+) and Level of Performance (-)



Analysis and coding of PISA Evidence

Curriculum and Instruction	
Value of Context (-) and Level of Performance (+)	Value of Context (+) and Level of Performance (+)
Shortage of material resources	Up to one hour per day on digital devices for learning (vs. no time)
Disparity in access by advantaged and disadvantaged to resources	Number of students in class (East Asian countries)
Number of students in class (OECD countries)	Provision of learning space for homework
Students repeating a grade level	Homework (up to 2 hours a day)
	Regular time for lessons (up to 27 hours; Japan 32)
	Participation in a variety of extra-curricular activities
	Effective use of learning management system
Learning time (20 hours or less per week)	Learning time (39 hours or more per week) More than three hours of learning per subject matter (PISA 2018)
	Shortage of education staff
Value of Context (-) and Level of Performance (-)	Value of Context (+) and Level of Performance (-)

Analysis and coding of PISA Evidence

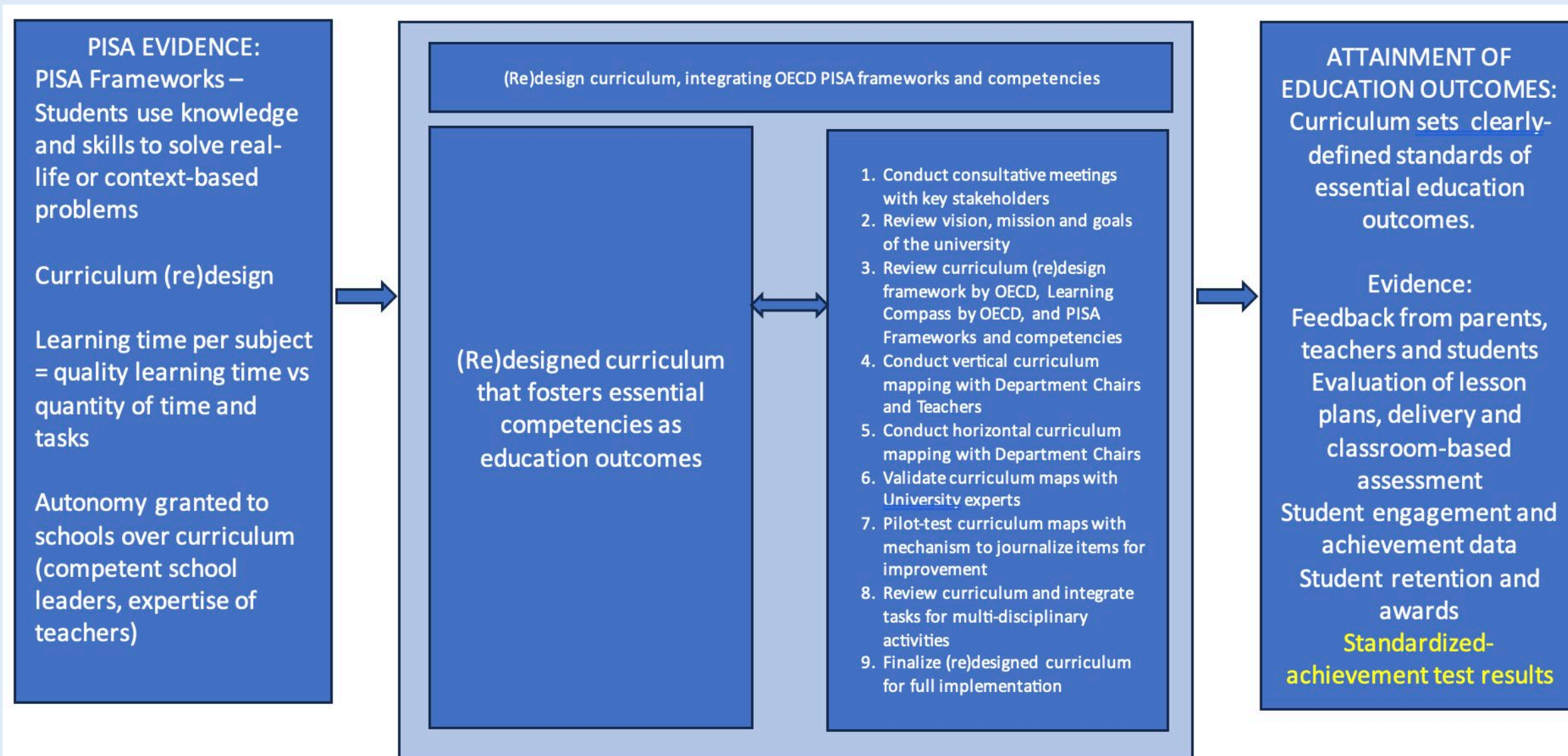
Resilience in Program Delivery

Value of Context (-) and Level of Performance (+)	Value of Context (+) and Level of Performance (+)
	<p>Students spared from longer school closures fostering greater sense of belonging in school</p> <p>Access to teacher's help during pandemic</p> <p>Parental engagement</p>
Value of Context (-) and Level of Performance (-)	Value of Context (+) and Level of Performance (-)

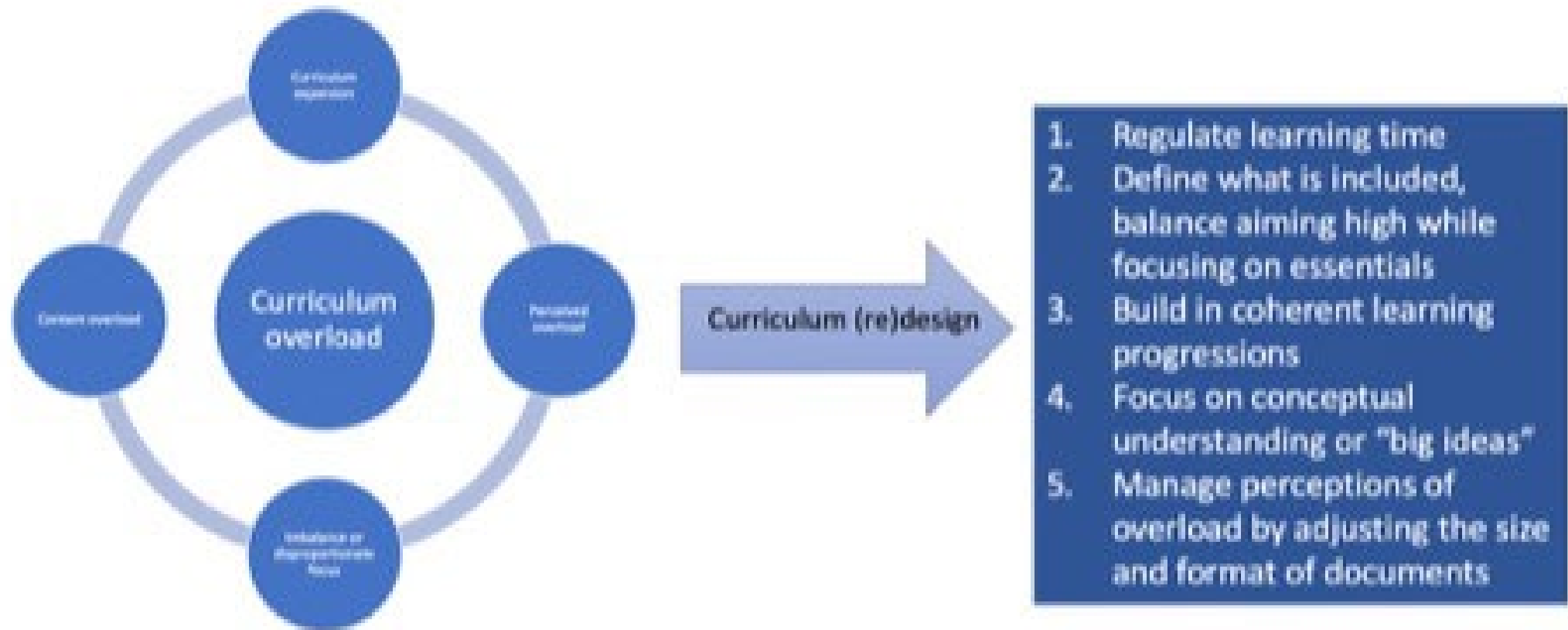
School Leadership and Governance

Value of Context (-) and Level of Performance (+)	Value of Context (+) and Level of Performance (+)
	<p>Responsibility for principals and teachers (competent school leaders and teachers)</p> <p>Autonomy granted to schools over curriculum (competent school leaders, expertise of teachers)</p> <p>Spending (up to USD 75,000) for education</p> <p>Attendance in pre-primary grades</p> <p>Sufficient high-quality teaching and non-teaching staff</p> <p>Certified teachers</p> <p>Teacher mentoring and monitoring practices by having an inspector observing classes</p> <p>Systematic recording of students' test results and graduation rates</p> <p>Use of assessments to (1) inform parents about child's progress, (2) identify aspects of instruction or curriculum for improvement, (3) seek feedback, (4) have regular consultations on school improvement</p> <p>School autonomy and more standardized accountability measures</p>
Spending (below USD 75,000) for education	
Value of Context (-) and Level of Performance (-)	Value of Context (+) and Level of Performance (-)

Using PISA Evidence for Curriculum Improvement

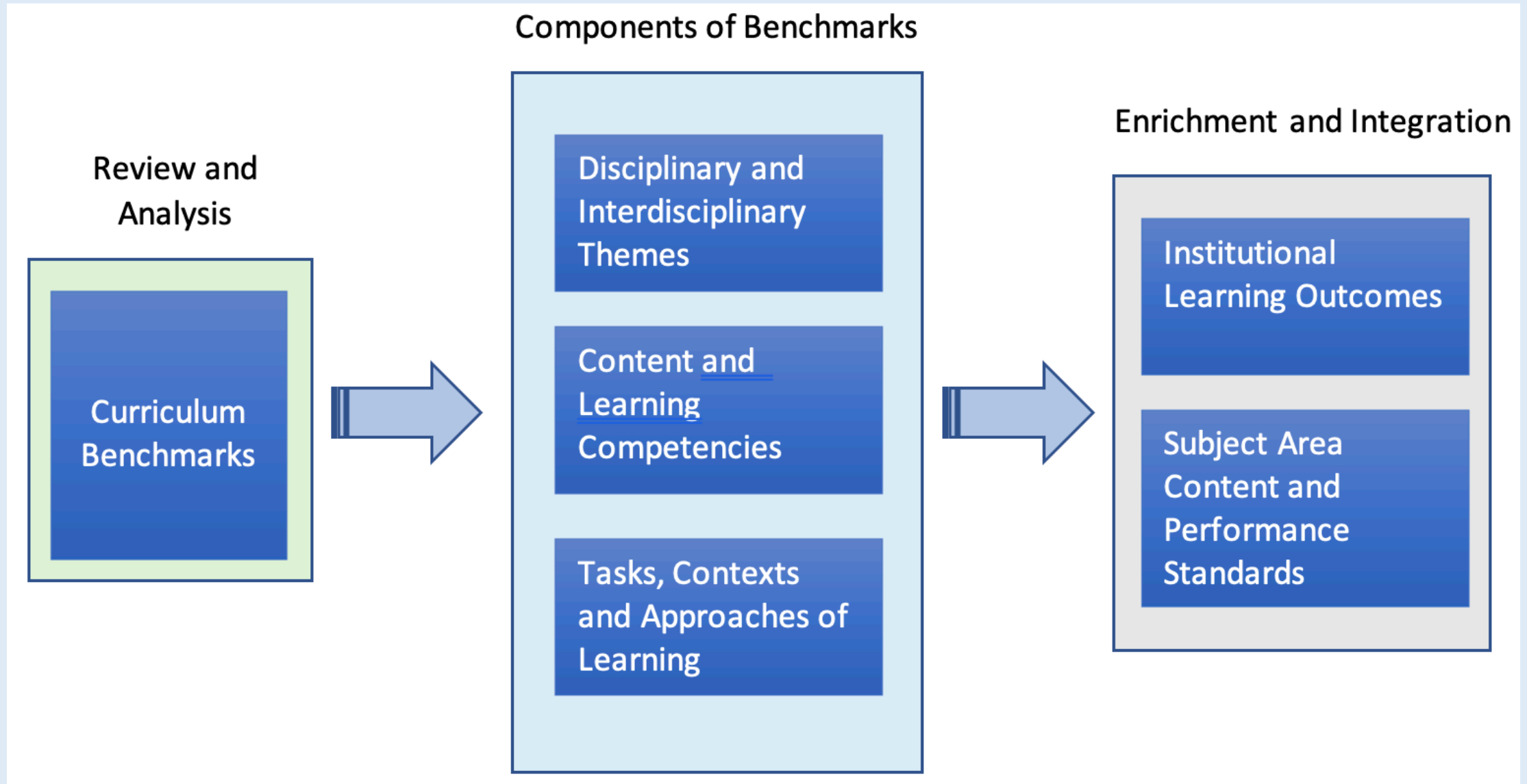


Curriculum (re)design by OECD (2020)



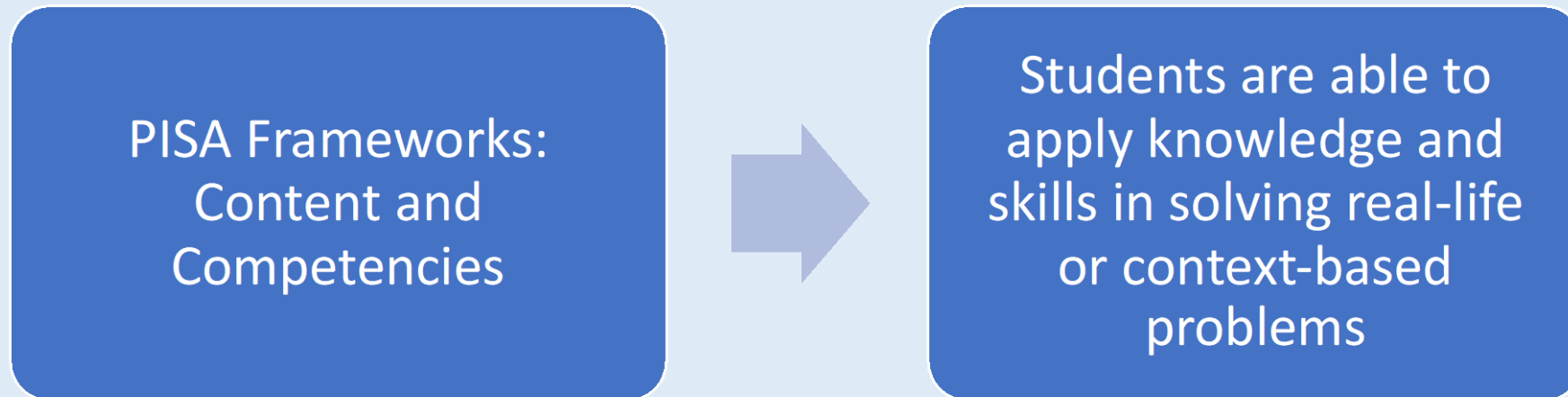
(OECD (2020). Curriculum Overload: A Way Forward. OECD Publishing, Paris. <https://doi/10.1787/3081ceca-en>.)

Integrating PISA Frameworks

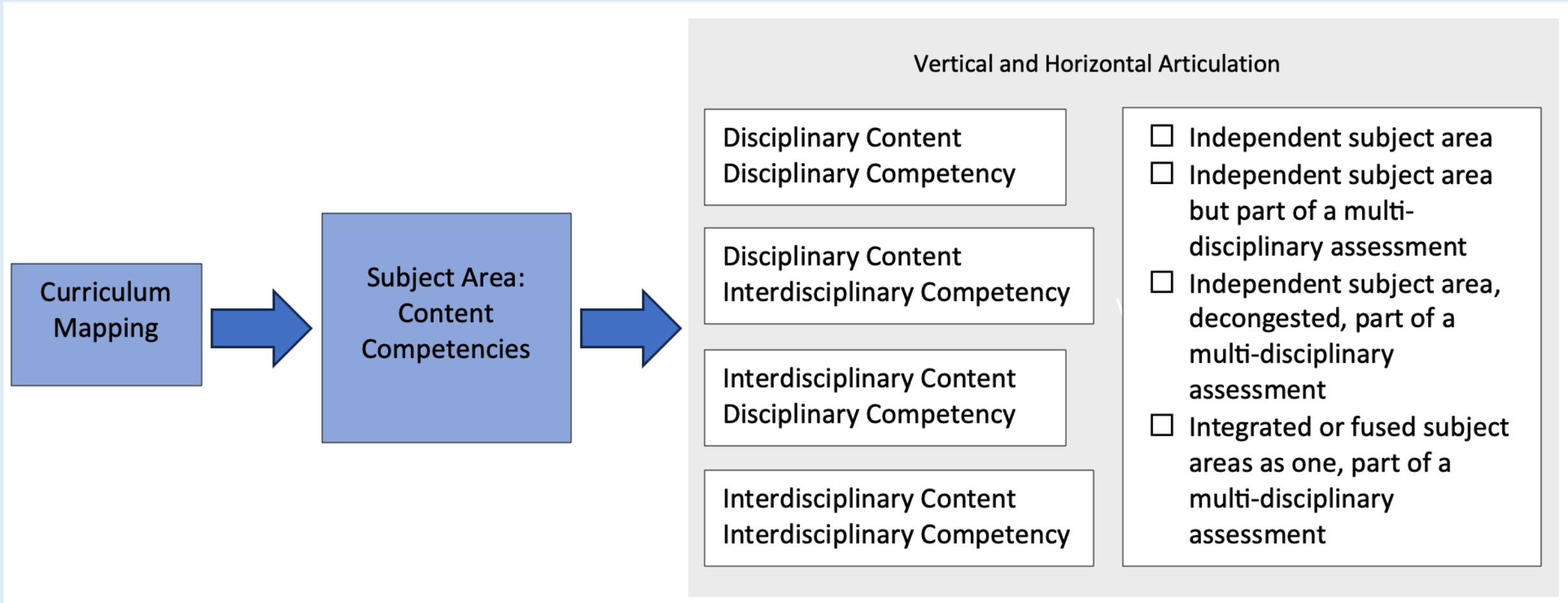




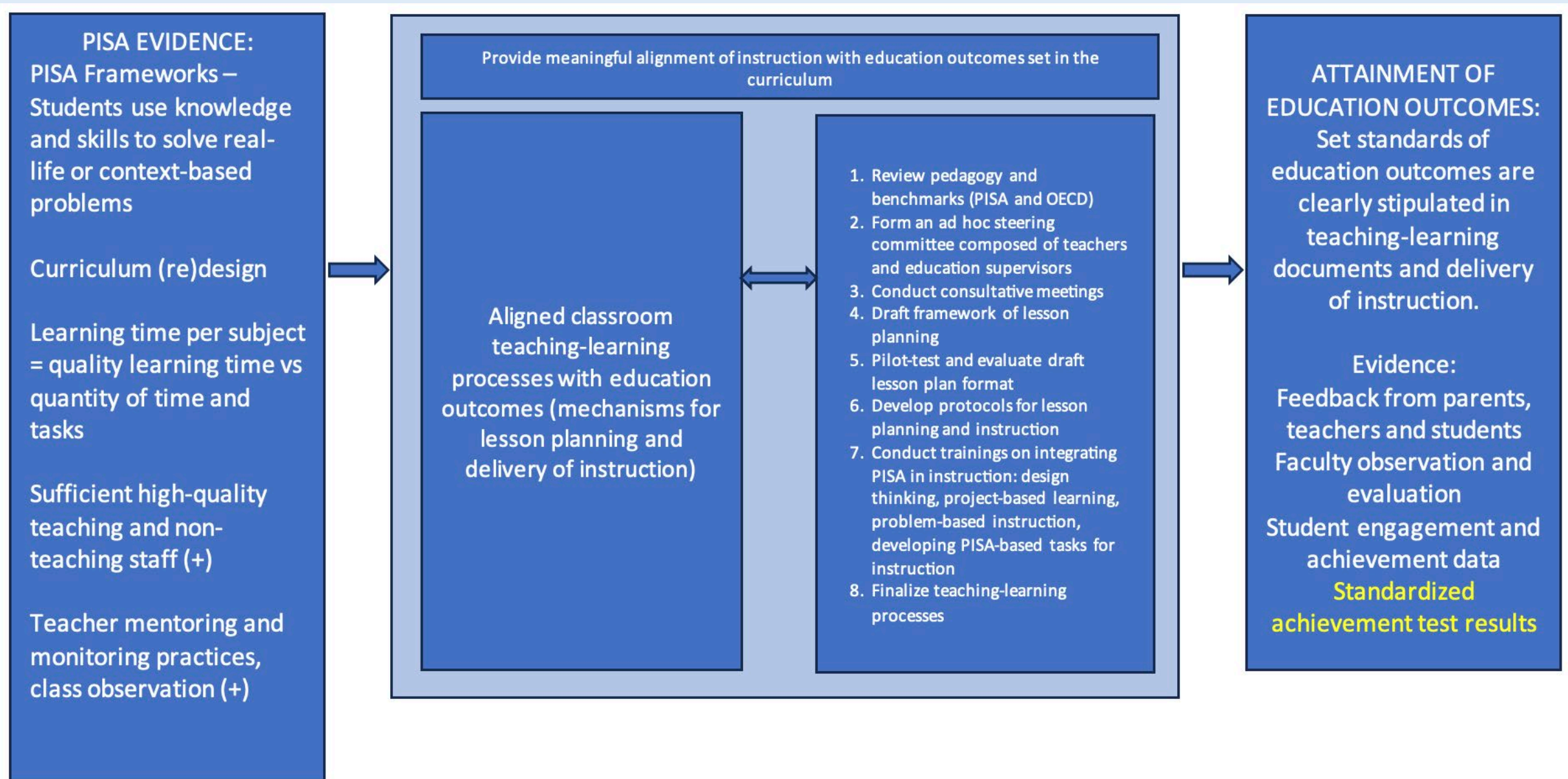
Integrating PISA Frameworks



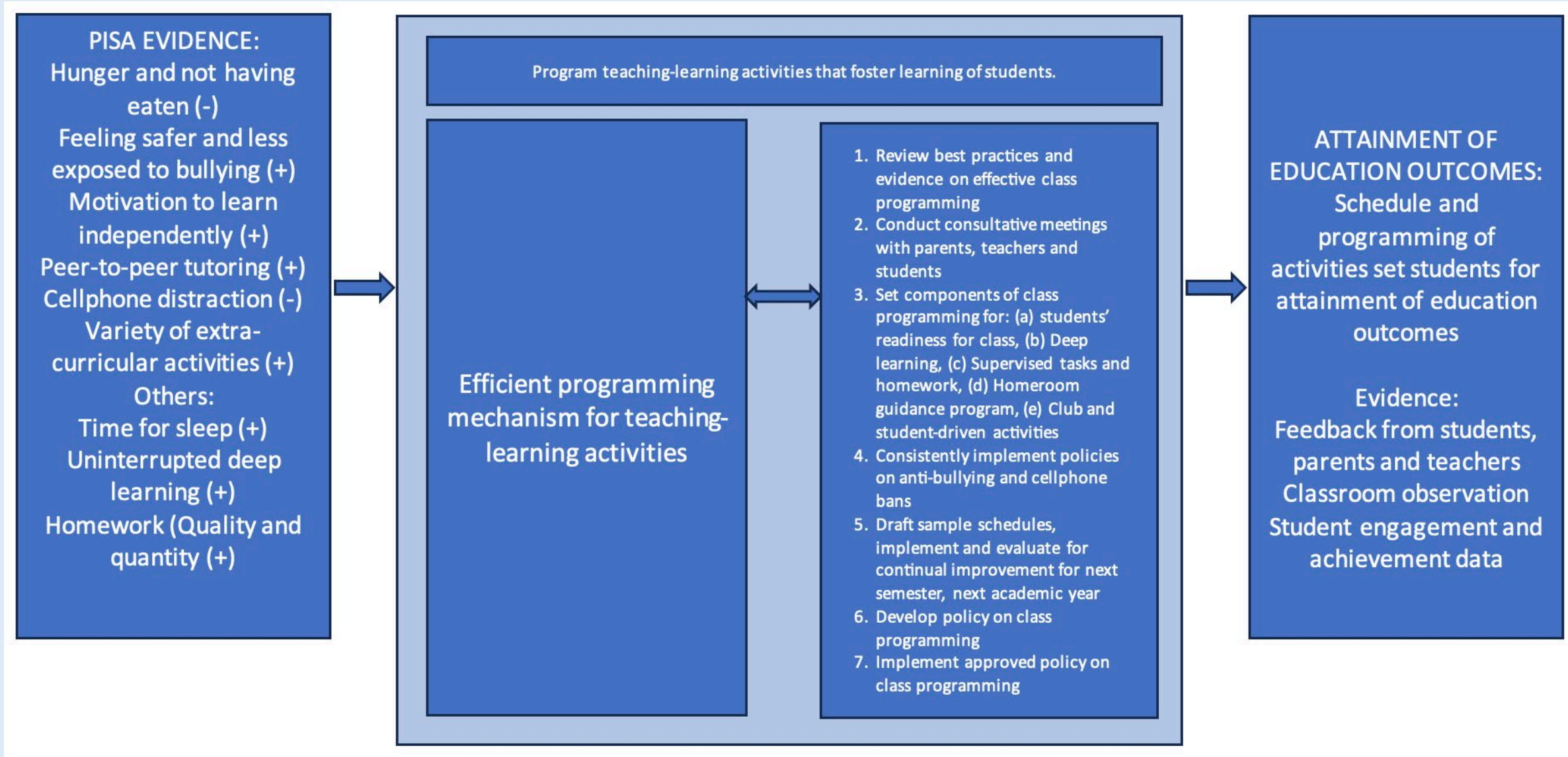
Curriculum Mapping



Using PISA Evidence to Improve Instruction



Using PISA Evidence to Improve Instruction through Teaching-Learning Mechanisms



Why We Sleep

UNLOCKING THE POWER
OF SLEEP AND DREAMS

Matthew Walker, PhD

SCRIBNER

New York London Toronto Sydney New Delhi

Adequate sleep = better academic performance, creativity, memory aid preparing brain for learning and retention

Lack of sleep/sleep deprivation because of early class schedule = loss of focus in class, aggression, poor behavior

"...if sleep really is so rudimentary to learning, then increasing sleep time by delaying start times should prove transformative."

NEW THINKING ABOUT CHILDREN



#1 NEW YORK TIMES BESTSELLING AUTHOR

PO BRONSON &
ASHLEY MERRYMAN

Sleep loss can impair a child's brain, impact behavior negatively and lead to obesity.

Schools that moved school time an hour later have reported the benefit of improving students' scores in standardized tests.



DEEP WORK

*Rules for Focused Success
in a Distracted World*

CAL NEWPORT



GRAND CENTRAL
PUBLISHING

NEW YORK BOSTON

Deep Work: Professional activities performed in a state of distraction-free concentration that push your cognitive capabilities to their limit. These efforts create new value, improve your skill, and are hard to replicate.

In education, deep work or deep learning should be uninterrupted to help students achieve maximum learning during the class.





Class Programming Before Integrating PISA Evidence

Class hours at 7:00 AM to 3:00 or 4:00 PM to comply with requirements of class hours per subject area

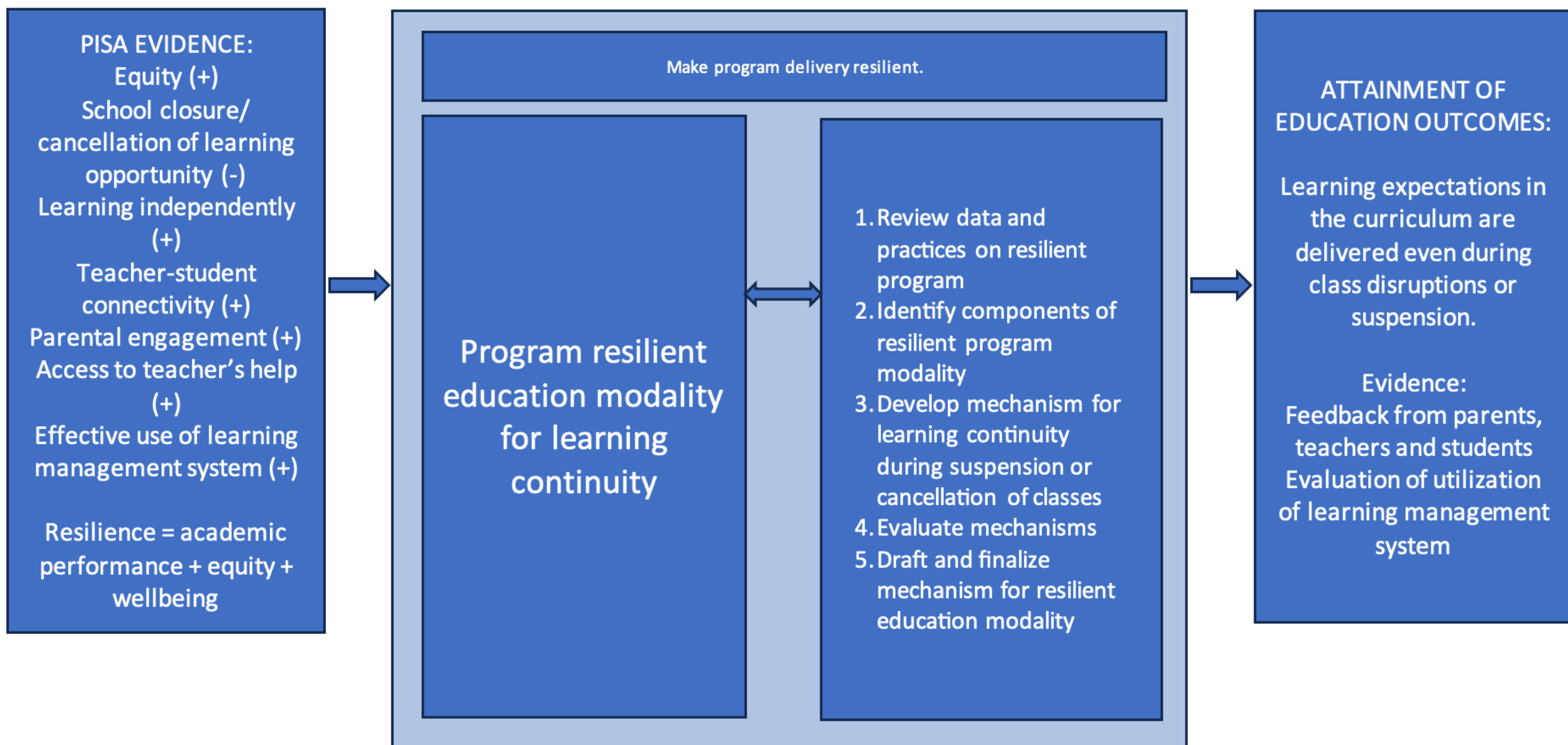
Class Programming Integrating PISA Evidence, with Integration of Learning Competencies for Subject Areas

Pre-class activities (students' preparation and readiness for school work)

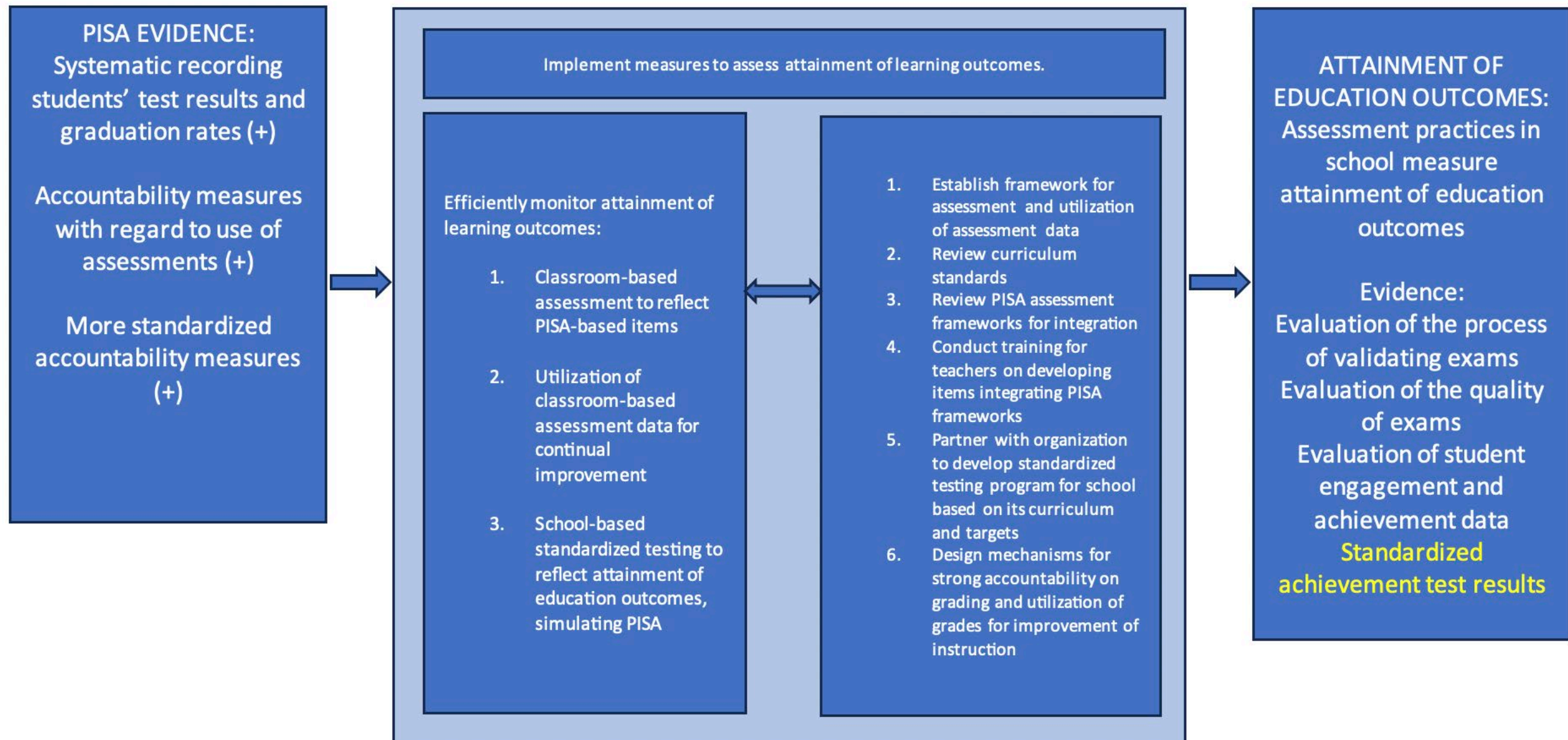
Deep learning
(uninterrupted conduct of classes, 9:00-3:00 PM, with one/two short breaks and one long break for lunch)

After-class periods
(Supervised learning tasks and homework, integrated tasks, homeroom, club activities)

Using PISA Evidence to Develop Resilience Program Delivery



Using PISA Evidence to Improve Assessment





Lessons

PISA evidence played a significant role in informing the actions of the school in terms of (1) what learning competencies and skills measured by PISA must be incorporated in the curriculum document; (2) how instruction should be shaped with these learning competencies and skills; (3) how learning outcomes should be assessed; (4) what best practices of top-performing countries in PISA should be adopted in the programming of learning outcomes.





Meaningful attainment of outcomes can be explicitly and inherently integrated in curriculum, instruction, assessment and programming of learning experiences:

- 1. PISA frameworks for Science, Math, Reading, Global Competence and Financial Literacy can be clearly articulated and aligned in the different subject areas in two ways: (1) Part of the learning competencies for each grading period; (2) Part of the graded summative assessment.
- 2. PISA frameworks for Science, Math, Reading, Global Competence and Financial Literacy can bring about learning tasks for students in order to gain mastery of learning outcomes and be prepared for the future. Using design thinking and project-based learning, the learning competencies drawn from PISA frameworks inform teachers of the learning outcomes that students need to demonstrate.





- 3. Learning can be assessed using the method and process of PISA assessment; i.e., teachers create tools that measure what students can do with what they learn as they are confronted with new or real-life problems. Therefore, assessment must do away with simple recall of knowledge but the application of knowledge to solve problems.
- 4. PISA results provide evidence of best practices of top-performing countries in which class size, school resources, parental engagement, instructional time, and school policies governing students behavior, discipline and school climate can be used to inform how schools can demonstrate empowerment, responsibility and accountability towards achieving education results.





On a system-level, countries and economies can gain insights on how the following can be practically and potentially achieved in the process of improving outcomes in education:

- 1. How PISA frameworks can be used to enrich curriculum, instruction and assessment
- 2. How PISA results can be used to foster empowerment, responsibility and accountability of schools
- 3. How PISA evidence can guide schools to deliver education outcomes and measure attainment for continual improvement



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