

# Integration of Transversal Competencies

## In the PHILIPPINE EDUCATION POLICY AND PRACTICE

### PHASE III

(How Teachers are Prepared /Supported to Facilitate Acquisition of Transversal Competencies)



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Case Study  
respondents  
N= 258  
Teachers= 237  
Principals= 21

NCR Respondents

CaLaBarZon

MIMAROPA

Cagayan De Oro

Zamboanga Respondents





# Revisiting Phase II

Highlights of Results

- ▶ Curricular reforms clearly described the inclusion of non-cognitive concepts and skills in education policies particularly in the goals and objectives of the programs.
- ▶ Curriculum strategies and approaches in the curriculum define the process of attainment of these outcomes.

- ▶ Instructional materials, particularly textbooks and technology-based materials used in the classrooms include discussions on the non-cognitive skills.
- ▶ The strong school-community partnership, as an integral component of many educational programs in Philippine schools today, explore a number of activities designed to develop learners' capacity to work with communities.

# Phase III

## Examining transversal competencies in actual teaching practice





# Research Questions

- ▶ What skills are required for teachers to teach transversal competencies for an increasingly globalized and regionalized world?
- ▶ How ready are teachers to integrate and teach transversal competencies?
- ▶ What are opportunities for teacher professional development?

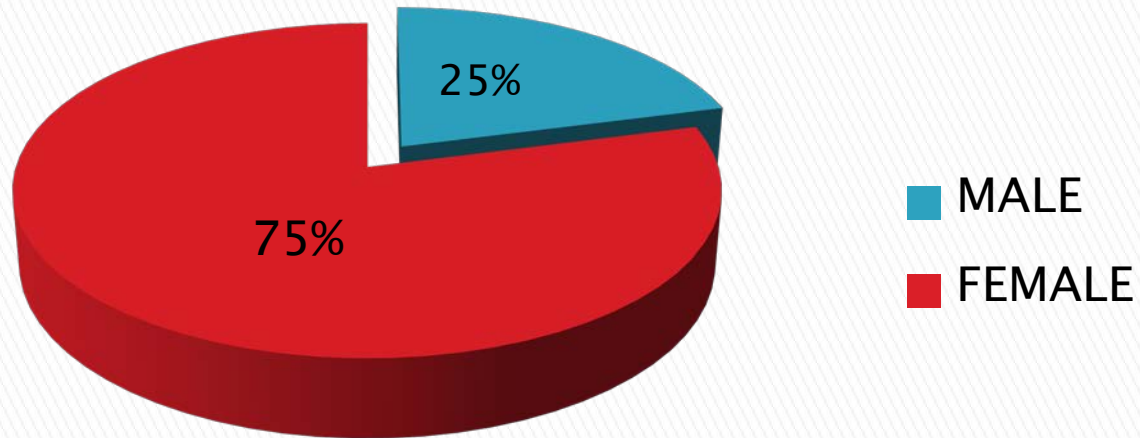
# Research Framework

- ▶ Survey  
Questionnaire





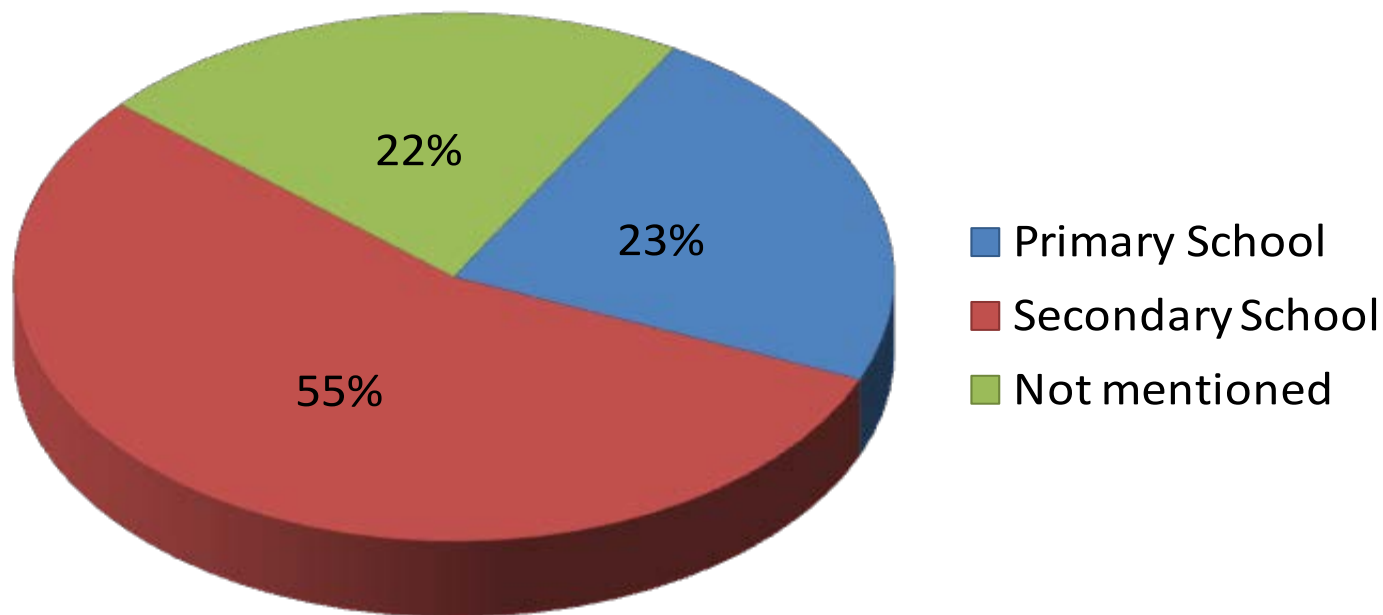
# GENDER



## Profile of Respondents

According to gender, majority of the respondents are female (75%).

## 2. Types of School



## School Profile

Fifty five percent (55%) of the respondents teach at the secondary level and twenty three percent (23%) teach at the primary level. Twenty two (22%) did not indicate what level they teach, but these are supervisors included in the study.

# SCHOOL SUBJECTS

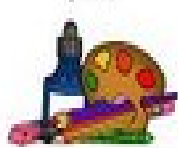
MATHEMATICS



MUSIC



ARTS AND P.E.



ENGLISH



FILIPINO



SOCIAL STUDIES



HISTORY



SCIENCE



VALUES EDUCATION



VALUES EDUCATION

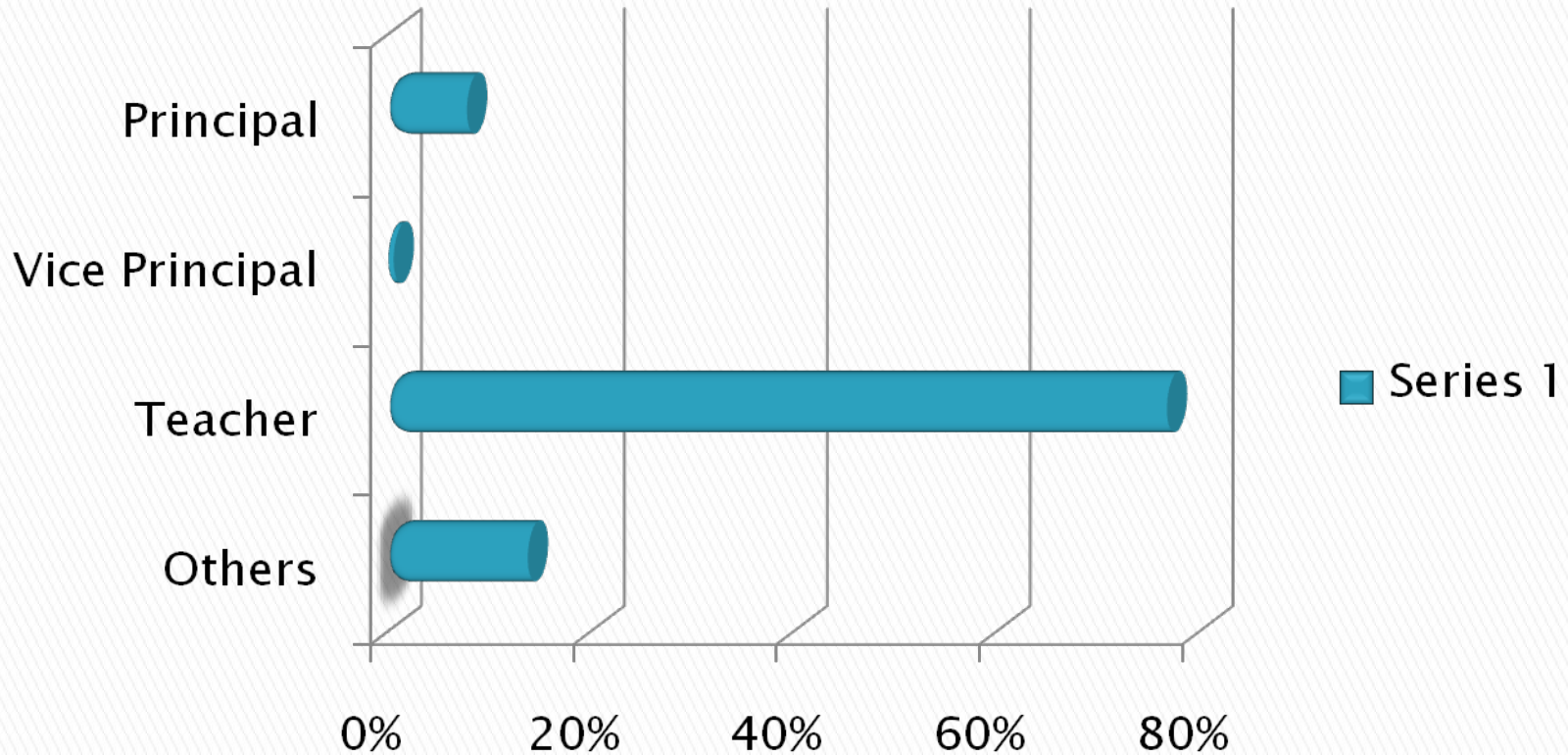


Majority of the teacher respondents teach subjects like Math(24%), Science (22%) and National Language(20%).

They handle more than one subject per day and some teach eight (8) subjects daily; particularly those who teach in the primary grades

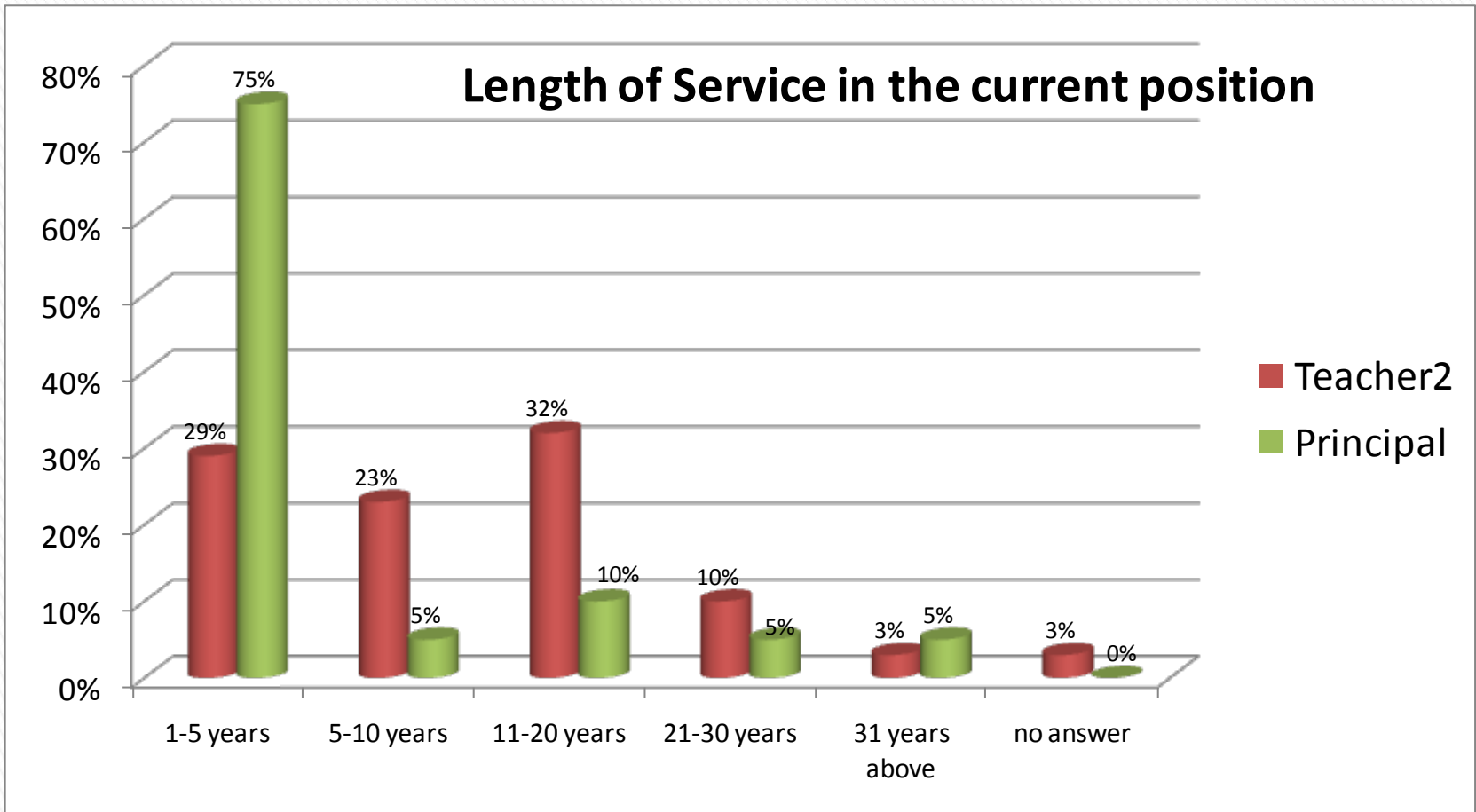
Eight percent (8%) of the respondents are teaching Values Education and Guidance classes where most of the transversal competencies are introduced

## 4. Current Position



### Profile of Respondents

A great majority of the respondents are Teachers. Others mostly refer to supervisors and guidance counselors.



## Profile of Respondents

A great majority of teachers have been in the service for a period of 11 to 20 years and 21 out of the 258 participants are principals who have been serving their institution for less than 5 years as principals.

**Skills required for developing students' transversal competencies for an increasingly globalized and regionalized world**

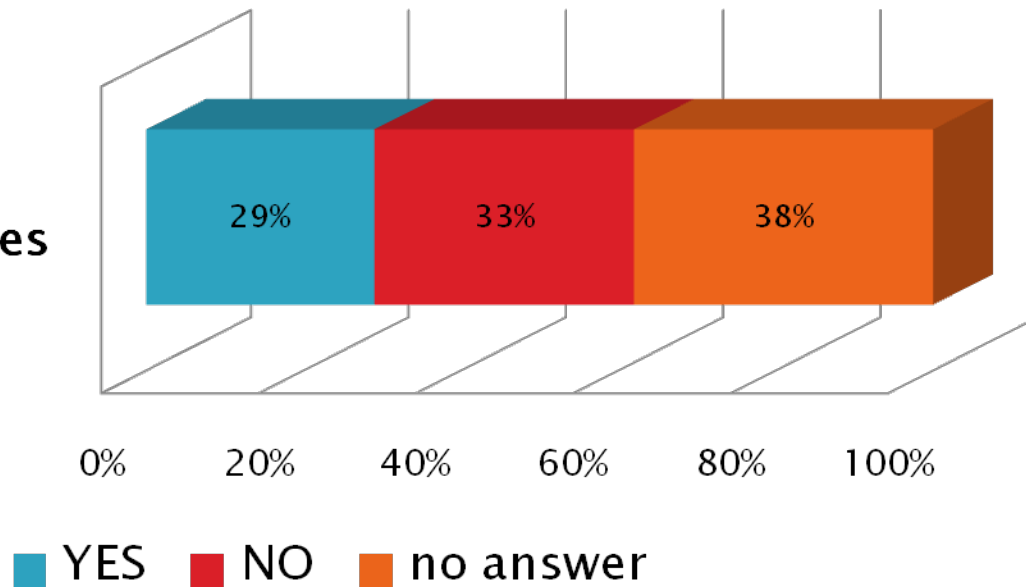


Globalized/Regionalized World		$\Sigma$
7.	To what extent do you think the roles of teachers have been changed since [the education reform to introduce transversal competencies I education in your country]?	3.92
8.	To what extent are you aware of the [education policies/curricula/strategies that promote transversal competencies in your country] developing global citizenship?	3.70
9.	To what extent do you feel globalization have impact on school activities?	4.15
10.	To what extent, is preparing learners for globalized and regionalized world emphasized in your school policy?	3.94
11.	To what extent are you conscious about developing globally and regionally competent youths in your daily education practices?	4.14



**Respondents indicate that globalization has a large impact on school activities thus, a growing consciousness about developing globally and regionally competent youths in their daily education practice**

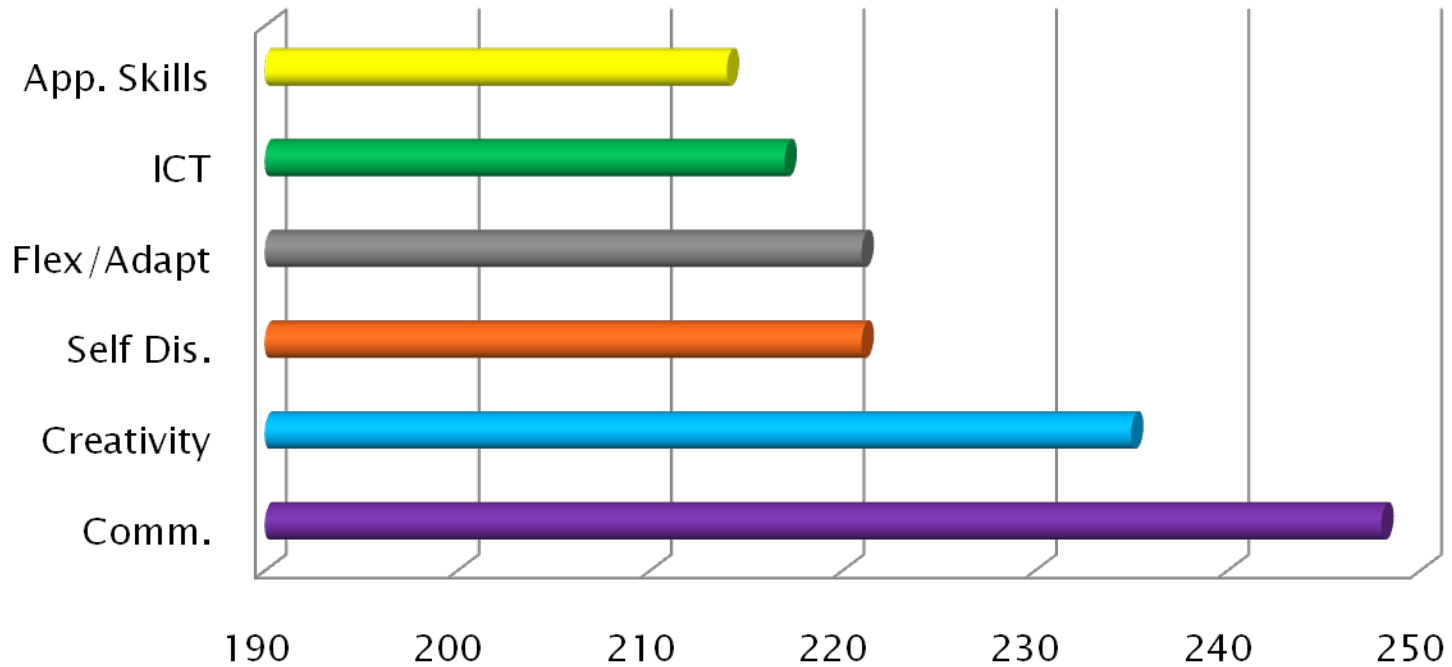
## Educational Activities



Out of the 258 respondents, only 29% agree that there are activities related to learning transversal competencies for globalized and regionalized world present in their education system. However, majority of the participants did not provide any answer comprising 38.37% of the total sample. The new K to 12 curriculum has just been implemented in Grades 1 to IV and Grades 7 to 10. Besides, the concept of transversal competencies has not been introduced although these are learned in the Values Education subject.



# Important Skills & Competencies



	Comm.	Creativity	Self Dis.	Flex/Adapt	ICT	App. Skills
Category 1	248	235	221	221	217	214

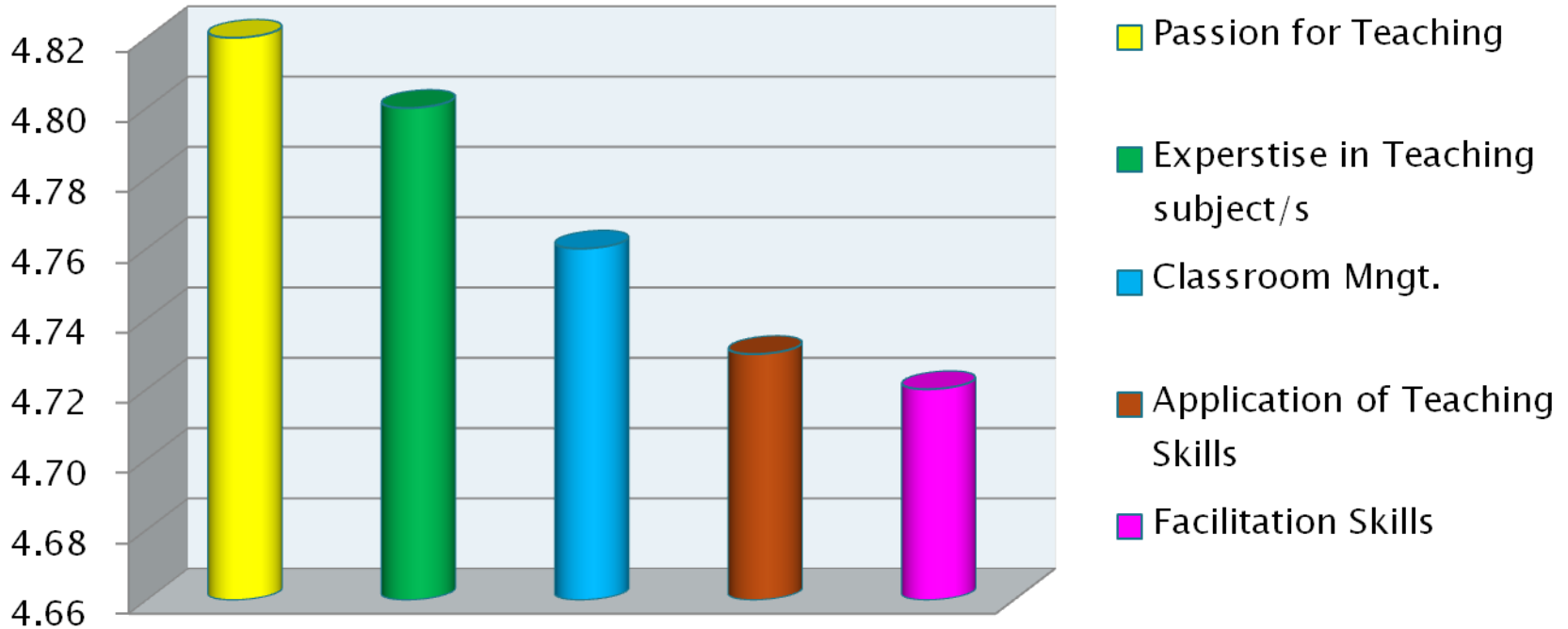
**Out of the 39 listed skills and competencies, participants identified 10 needed skills and 248 (91%) recognized COMMUNICATION SKILLS as the most important for students to acquire in order to navigate successfully in the globalized society. Creativity, self-discipline as well as flexibility are considered very important as well**



# Teachers' readiness to teach transversal competencies

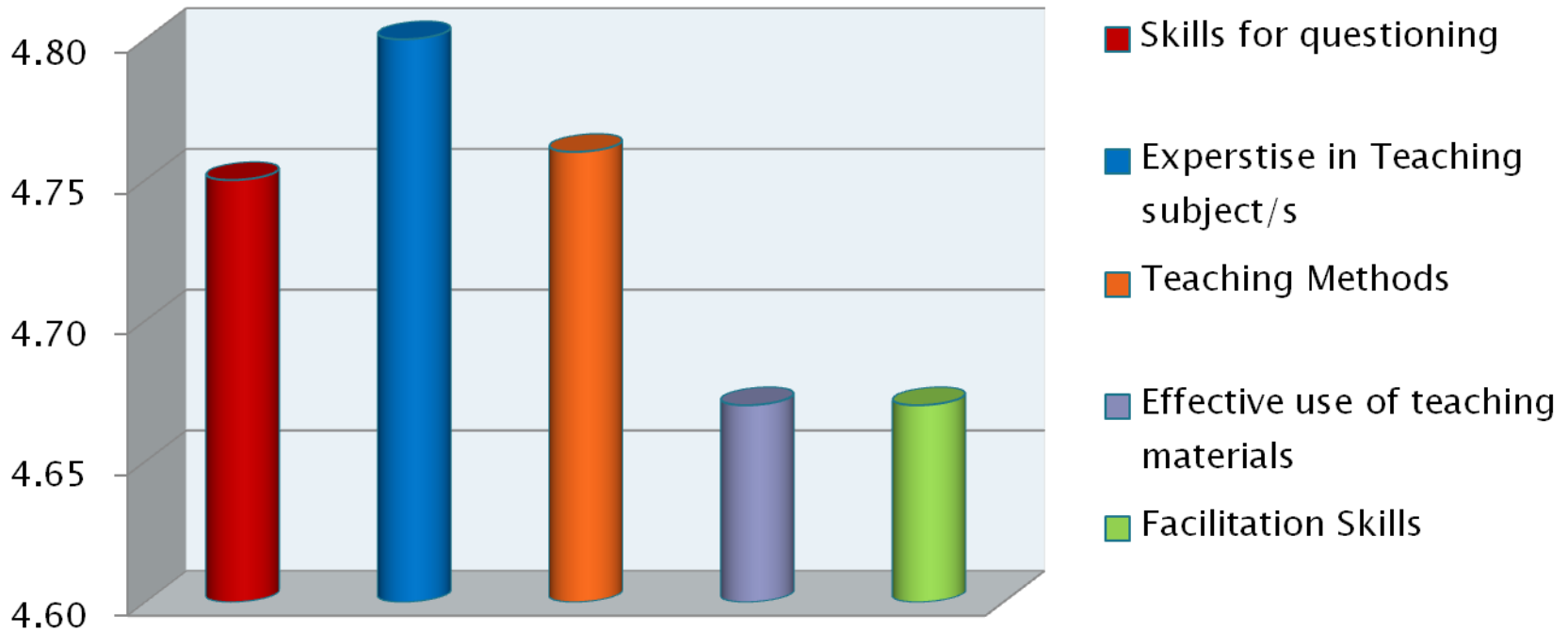


# Developing Transversal Competencies



Among the 15 teaching abilities and skills listed, the respondents rank *“Passion for Teaching”* as the most important in developing students’ transversal competencies with the mean score of 4.82. Additionally, expertise in teaching the subjects, classroom management, student-centered interactions and facilitation skills are considered important.

## Trainings for Teaching Skills Improvement




The 258 respondents ranked the five most applicable training necessary for improving their teaching skills; namely **Expertise in teaching the subject** rank 1<sup>st</sup> with the mean score of 4.80. This means that they see this as very much essential in improving their skills. This is followed by the **application of appropriate teaching skills for questioning, lecturing and teacher student interaction** with 4.75 mean score; **teaching method to improve students' motivation for learning and facilitation skills is number five (5)**. There are respondents who added "technology integration, communication, teaching pedagogies and psychological trainings" as other skills to be included in the list of possible trainings to be given to teachers.

# Examples of Educational Activities Related to Teaching Transversal Skills

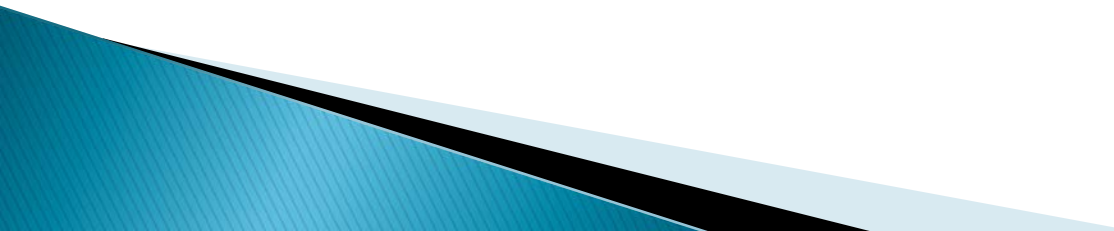
Some educational activities mentioned frequently are the following;

- ❑ Attending community outreach program where students discuss with people in the community
- ❑ Using gamified materials related to specific transversal competencies being developed
- ❑ Use of case studies for discussing problem situations
- ❑ Use of internet materials to aid teaching

(continued...)

- Attending international training seminars incorporating concepts on globalization
  - Joining “Quiz Bee” contests integrated in Social Studies and Values Education
  - Exchange programs and training programs
  - Discussion of global issues integrated in the different subjects offered
  - Use of e–portfolio and webquest for materials not found in the given curriculum
  - Celebration of international significant dates like UN days
- 

# Examples of Educational Activities Related to Teaching Transversal Skills

- Celebration of international significant dates like UN day
  - Using indiginized curriculum materials
  - Collaborative activities related to enhancing reflective activities on global issues
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The respondents consider that the pre-service teacher training offered in different institutions in the country **to some extent** (3.79) prepared them to support students' transversal competencies in classroom.



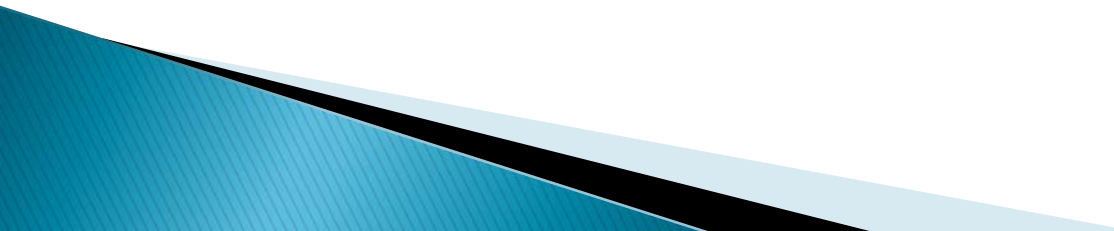
While some course offerings at the pre-service teacher training integrate the teaching or development of transversal competencies,

- ▶ there is more concern about teaching content rather than the process
- ▶ some of the transversal competencies are mentioned in the context of global issues and concerns but authentic solutions related to issues need to be demonstrated
- ▶ some approaches to teaching are still presented in the traditional manner, that is, more teacher-centered than learner-centered

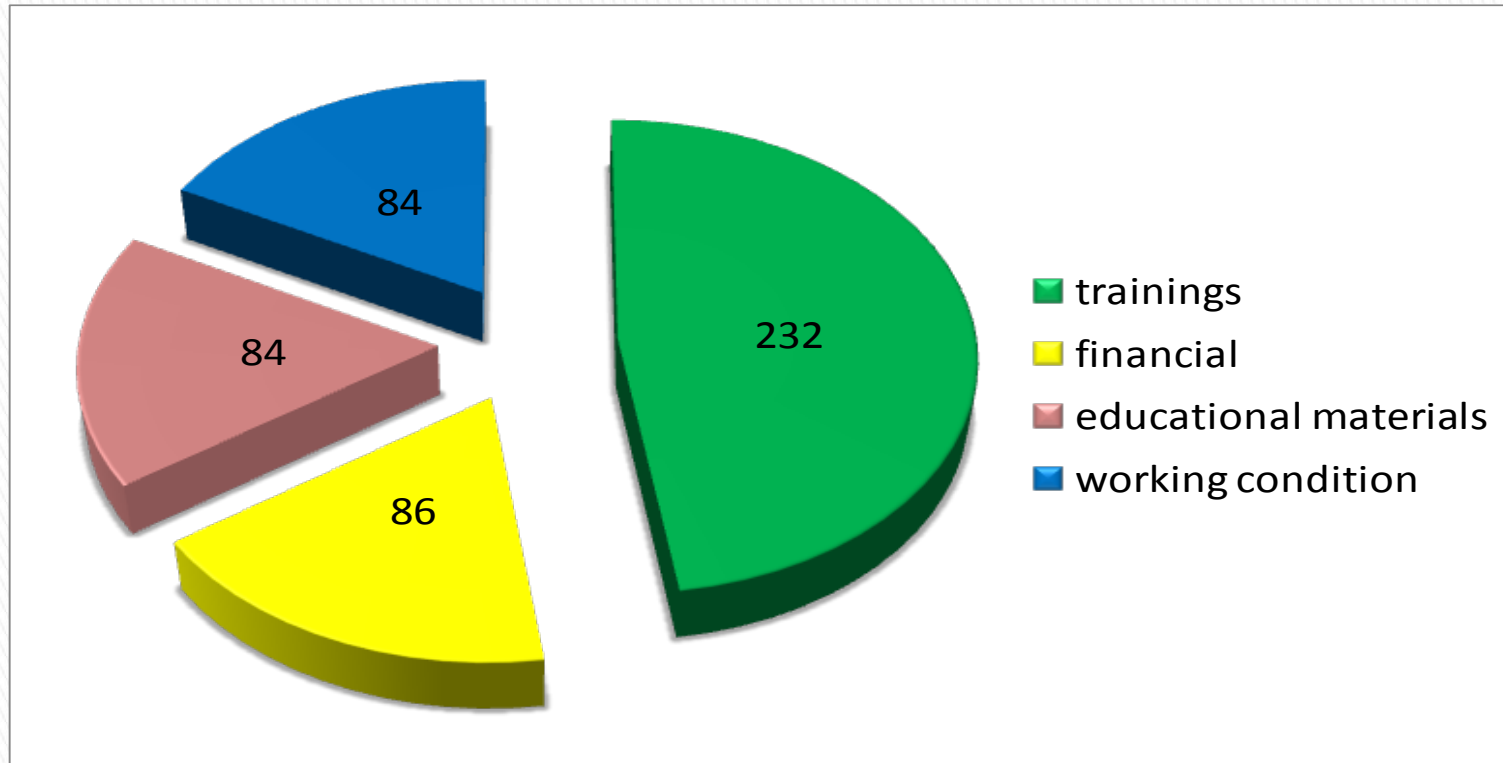
# While some course offerings at the pre-service teacher training integrate the teaching or development of transversal competencies, –

- ▶ Pre-service training gives only some background knowledge but not tackle the whole picture and process activities and situations as the K to 12 is being implemented a more comprehensive coverage can be introduced.
  - ▶ Limited information
  - ▶ More concerned with mastery of content
  - ▶ More learning relative to transversal competences is evident in the actual teaching
- 

While some course offerings at the pre-service teacher training integrate the teaching or development of transversal competencies,

- ▶ some problems related to congested curriculum and lack of teaching and learning resources are mentioned as limitations
  - ▶ teaching-learning environment is more teacher-driven than learner-driven
- 

## Kind of Training Needed



**Teacher training and financial support for training are two perennial problems encountered in both public and private schools in the Philippines. Most of the support needed are related to financial support for teaching -learning resources. Recognition of excellent teachers has encouraged teachers to help one another at the level of actual classroom teaching.**

# Teacher Professional Development

	<i>f</i>	%	Rank	Teacher Training & Professional Development
a.	162	62.8%	1	It is clearly mentioned in the school documents and organized by the school
b.	77	29.8%	2	It is not clearly mentioned in the school documents and organized by the school but organized by teachers
c.	61	23.6%	3	It is not clearly mentioned in the school documents and organized by the school but conducted by individual teachers
d.	5	1.94%	4	Others

A majority indicated that Teacher Professional Development is clearly mentioned in documents and organized by schools. The second statement indicated few responses because most training programs are cascaded programs from the top and down to the teachers who need the training most. This is however changing where schools are now asked to plan and conduct their own training and professional development plans.



	<i>f</i>	%	Rank	Reason/s for Participating in Teacher-Trainings
a.	222	86.05%	2	to increase subject-specific knowledge
b.	232	89.92%	1	to improve teaching ability
c.	127	49.22%	4	to follow policies, rules, regulations of government and schools
d.	50	19.38%	5	to follow colleagues
e.	148	57.36%	3	for professional promotion
f.	9	3.49%	6	gave other reasons

The responses to this questionnaire indicate consistently the need to increase subject-specific knowledge and to improve teaching capability. As mentioned in the earlier report here, changes are coming in today very rapidly and therefore the need to continuously update information. Professional promotion in the Philippines is very competitive, thus the indication here as a priority .



	<i>f</i>	%	Rank	Motivation to Participate in Teacher-Trainings
a.	209	81.01%	2	Student's progress in academic achievement
b.	219	84.88%	1	Student's overall progress
c.	87	33.72%	6	Acknowledgement and appreciation from parents and community
d.	95	36.82%	5	Acknowledgement and appreciation from school
e.	126	48.84%	3	Incentives such as salary and promotion
f.	107	41.47%	4	Teacher commendation/teaching awards
g.	12	4.65%	7	Others

**Happily, student-outcomes is what motivates teachers and principals to participate in teacher trainings as well as to continue professional development.**



	<i>f</i>	%	Rank	Kind of Teacher Development opportunity
a.	197	76.36%	1	School-based training : school-wide training
b.	111	43.02%	8	School-based training : training sessions by grade
c.	160	62.02%	3	School-based training : training sessions by subject
d.	132	51.16%	7	School-based training : lesson study
e.	156	60.47%	4	Exchanging ideas with colleagues
f.	142	55.04%	6	Mentoring
g.	81	31.40%	10	Visiting other schools
h.	144	55.81%	5	Training organized by national/local governments
i.	103	39.92%	9	Online learning
j.	172	66.67%	2	Self-directed professional development
k.	4	1.55%	11	Others

School based: school wide training is indicated as number 1 teacher development opportunity as well as professional development that is self-directed and by subject-areas. Presently, in the Philippines, Continuing Improvement Plans (CIP) are encouraged at the school-level and therefore more relevant and responsive to the needs of the teachers.





	$\Sigma$	Rank	Trainings
a	4.09	1	School-based training: school-wide training
b	3.63	8	School-based training: training sessions by grade
c	4.06	2	School-based training: training sessions by subject
d	3.99	4	School-based: lesson study (including demonstration lessons and follow-up discussions)
e	3.84	7	Exchanging ideas with colleagues (other than listed above)
f	4.00	3	Mentoring
g	3.43	10	Visiting other schools
h	3.91	5	Training organized by national/local governments
i	3.57	9	On-line learning
j	3.90	6	Self-directed professional development

**School-based training: school-wide training and School-based training: training sessions by subject; mentoring school based-lesson study and training by local and national governments are considered most effective in developing teacher capability. This is consistent with the previous choice that indicate school-based training as the choice of the respondents.**



	<i>f</i>	%	Rank	Number of Participation in Teacher-Trainings last year
a.	9	3.49%	4	more than once a week
b.	27	10.47%	3	once or twice per month
c.	142	55.04%	1	once or twice per semester
d.	70	27.13%	2	once per academic year
e.	8	3.10%	5	did not participate in training last year
f.	6	2.33%	6	others

Once or twice per semester or once per year are the two top frequencies of training opportunities for teachers. Other answers are “as required”.



	<i>f</i>	%	Rank	Setting Professional Goal as a Teacher
a.	128	49.6%	3	Setting a goal with the mentoring/consultation of school management
b.	142	55.0%	1	Setting a goal with the mentoring / consultation of the head of training section/head teacher/ subject supervisor
c.	132	51.2%	2	Setting a goal individually
d.	5	1.94%	4	Does not set a goal
e.	1	0.39%	5	Others

**Setting a goal in consultation with the head of training/subject supervisor is the practice, although setting goal individually is a second choice. Surprisingly, 1.34% do not set goals.**



	<i>f</i>	%	Rank	Topics of School-Based Trainings Participated
a.	138	53.49%	4	About education policy, curriculum, strategy related to promote transversal competencies
b.	151	58.53%	3	About subject-knowledge
c.	181	70.16%	1	Teaching Methods
d.	152	58.91%	2	Classroom Management
e.	65	25.19%	6	Career Counseling
f.	131	50.78%	5	How to apply and Utilize ICT in Teaching
g.	7	2.71%	7	Others

While teaching methods, classroom management and subject-knowledge are the popular topics in relation to participation in training, the topic related to promotion of transversal competencies is usually integrated in subjects like Social Studies and always in “Values Education” which is a separate subject offering



	<i>f</i>	%	Rank	Organizing School-Based Trainings
a.	158	61.2%	1	Coordinated by academic affair division/training section
b.	132	51.2%	2	Coordinated by a team by topics of the training
c.	92	35.7%	3	Teachers take turns in organizing a training session
d.	42	16.28%	4	Incorporated in daily education practices
e.	4	1.55%	5	Others

**School-based training programs are usually coordinated by a training section assigned to look at the training programs and see to it that the program is effectively delivered.**



	<i>f</i>	%	Rank	Number of Participation in School-Based Training last year
a.	15	5.81%	4	more than once a week
b.	39	15.12%	3	once or twice per month
c.	129	50.00%	1	once or twice per semester
d.	63	24.42%	2	once per academic year
e.	11	4.26%	5	did not participate in any school-based training last year
f.	6	2.33%	6	Others

The frequency of participation in the training programs once or twice a semester or once a year can be explained by the implementation of the K to 12 curriculum introduced recently.



	<i>f</i>	%	Rank	Kinds of School-Based Training Required
a.	207	80.2%	1	Training by expert to learn specialized knowledge
b.	164	63.6%	2	Training that includes lesson analysis and discussion
c.	149	57.8%	3	Experienced-based training including role playing and case study
d.	106	41.09%	4	Exchange ideas with senior teachers and colleagues on a daily basis
e	1	0.39%	5	Others

When there is a gap between pre-service and in-service training programs, it is usually the expert that teachers seek and training that includes lesson analysis. This is particularly so due to the desire to close the gaps is seen as an expert's function.



	$\Sigma$	Rank	Value	Statements <i>To what extent do you agree?</i>
a	4.24	1	To some extent	Goals of school-based training are clearly indicated
b	4.22	2	To some extent	Topics of school-based training are based on needs of teachers
c	4.18	4	To some extent	Training modalities are selected effectively according to the contents and objectives of the training
d	4.03	9	To some extent	Groups, units and individuals, which are in charge of school-based training, are playing a leading part appropriately
e	4.14	5	To some extent	Teachers are motivated to participate in school-based training
f	4.21	3	To some extent	School-based training contributes to improve lessons and student guidance/counseling
g	4.05	7	To some extent	School-based training is monitored and improved appropriately
h	4.07	6	To some extent	Time for school-based training is adequately secured
i	4.04	8	To some extent	School-based training is implemented appropriately based on annual schedule

The previous table shows that most agree that the goals of school-based training are clearly indicated with topics based on needs of teachers. The respondents are saying that school-based training contribute to the improvement of lessons and student guidance. Clearly, school-based training programs are seen as most effective.





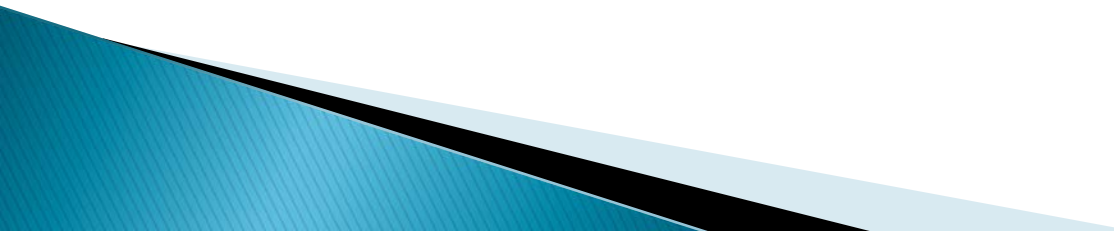
	$\Sigma$	Rank	Value	Statements
a	3.88	5	To some extent	To actively engage in school-based study group such as lesson study
b	4.08	2	To some extent	To participate in training and seminar including academic conferences other than at school
c	3.96	3	To some extent	To read related magazines and books
d	4.11	1	To some extent	To explore related information through internet and other medias
e	3.87	6	To some extent	To receive advice from senior teachers and colleagues
f	3.91	4	To some extent	To receive advice from managements
g	3.85	7	To some extent	To exchange information with teachers of other schools

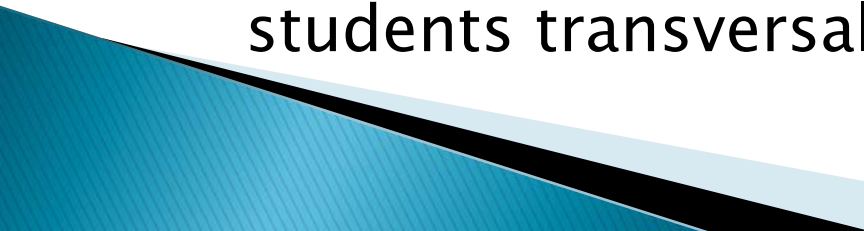
The use of internet and other media has been suggested as a good source of information as indicated here. The frequencies indicated here for self-directed professional development activities in other schools as well as their own school indicated school-based preferences.

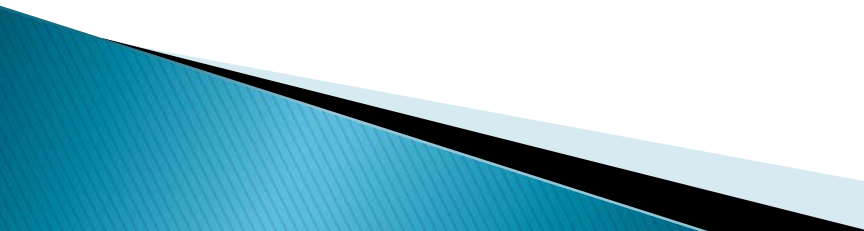


# Observations

The study which is premised on the theme “Education strategies and responses to Globalization and Regionalization” indicate the following summary results:–

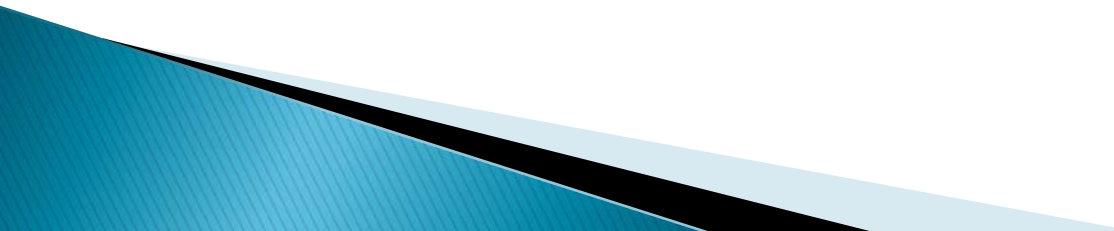
1. That globalization has a large impact on school activities thus the need for a growing consciousness about developing globally and regionally competent youths in their daily education practice. Roles of teachers are changing to a large extent. Teachers are aware of the need for globally and competent youths.
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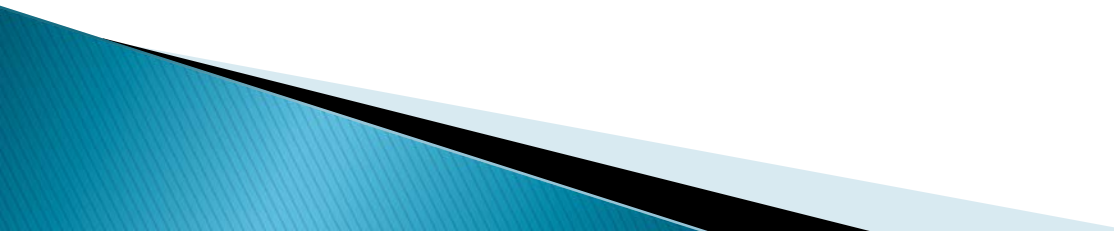
2. There is a conscious effort in the Philippines to address globalization and regionalization but teachers need skills to address this effectively particularly shifting from a teacher-centered teaching approach to a learner-centered approach.
  3. For students,, there are skills and competencies that they need to require like communication skills, creativity, self-discipline, flexibility and adaptability.
  4. Passion for teaching, expertise in teaching, mastery of content subjects, etc., are important teacher competencies in helping develop students transversal competencies.
- 

5. Skills in questioning expertise , expertise in teaching subjects and teaching approaches are considered important teaching skills in developing teaching skills improvement. Teachers need training on questioning skills and in the subjects as well as teaching methods or pedagogies. One of the basic features of our new curriculum is the shift from a teacher-centered delivery to a more learner-driven teaching-learning environment.
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# Challenges & Recommendations

- ▶ The gap between knowledge and practice
- ▶ The theory and practice nexus. The lack of continuum of competency-based teacher standards from pre-service training area to in-service training area and vice versa
- ▶ A continuous assessment of training needs of teachers and provision of differentiated training programs
- ▶ School situations and circumstances and even local histories differ from one region to another and they should be studied in relation to the extent of development of transversal competencies. Schools across the country differ also in their social milieu, economic circumstances and this can affect teaching and learning, particularly, teaching learning resources are concerned.

- ▶ Provide sessions for exchange of best practices in the learning/development of transversal competencies and provide incentives.
  - ▶ Encourage continuing improve programs that are school based.
  - ▶ Attend more inter–regional activities related situations on transversal competencies.
- 

- ▶ Finally, A case study
  - ▶ “LEEP” learning effectively through enhanced and evidence-based pedagogies.
  - ▶ A case study inspired by the past three ERI-Net meetings and is ongoing in about 800 schools across the country.
- 



$$2+2=4$$



A  
B  
C

Teachers Plant  
Seeds of  
Knowledge  
That Grow  
Forever!



Poster Templates

QUESTION 