

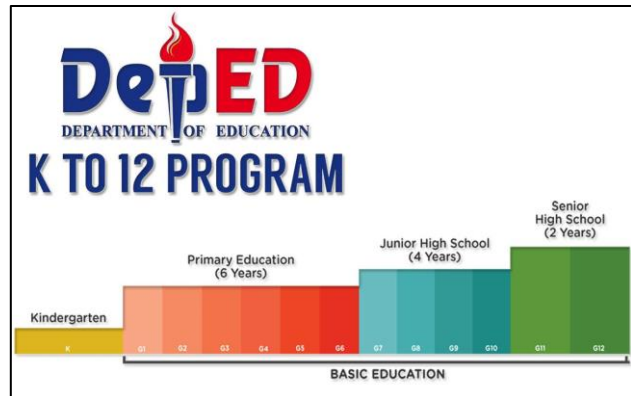
## Lecture No. 4

### Twenty-First-Century Skill Categories in the K-12 Basic Education Curriculum

This lecture is mainly derived from Department of Education Order No. 21, series of 2019  
[https://www.deped.gov.ph/wp-content/uploads/2019/08/DO\\_s2019\\_021.pdf](https://www.deped.gov.ph/wp-content/uploads/2019/08/DO_s2019_021.pdf)

When the K to 12 Basic Education Program was enacted into law on May 15, 2013, Republic Act 10533, or the Enhanced Basic Education Curriculum, the children's education was geared toward their needs, open to everyone, and developmentally appropriate.

The K-12 instructional method is said to be learner-centered when it places the requirements and pursuits of the students at the forefront of the teaching and learning process.



Public Image Source: <https://www.onenews.ph/articles/senators-back-review-of-k-12-program>

Learners are defined further by RA 10533 to include anybody of any age, gender, race, culture, religion, or ability who enrolls in a basic education program to gain the information, skills, and values necessary to better their quality of life and realize their full potential. The school must ensure that all students have ample access to a solid foundational education. Students who face obstacles to regular school attendance have access to various alternative methods of instruction to finish their required coursework, such as the Alternative Learning System (ALS). With equitable, relevant, appropriate, and responsive interventions, students who are gifted and talented, have disabilities, come from certain cultural backgrounds, and adhere to specific religious views will be supported in reaching their full potential. Students can attend schools that provide a K-12 education under the local laws and then transition back into the Filipino education system adequately.

#### **Looking Back at Lecture 3 Conclusion**

The global citizen is competent, conscious of social issues, cross-culturally literate, communicative, collaborative, and creative. The socially literate teacher applies the core values of GCEd in the teaching and learning process, making the curriculum responsive to the promotion of respect for diversity, solidarity, and a shared sense of humanity.

In our previous lectures, we discussed that pre-service teachers, the promising catalysts of social literacy in society, are believed to be curious, communicative, critical thinkers, cooperative, computer literate, creative, and compassionate. They are trained to be more mature citizens and professionals who will be change champions, communal leaders, comprehensive thinkers, collaborative, competent in pedagogical technology, curriculum developers, and cross-cultural.

The goal of the Enhanced Basic Education Program, or the K to 12 Basic Education Program, is to prepare Filipinos better to contribute to the nation's and the world's economies and societies. It also makes preparations to foster patriotism, educate individuals who will go on to help create a more progressive, just, and compassionate society, protect the environment, and forge international alliances to further human progress.

Therefore, at the end of this lecture, we will be able to attain the following objectives.

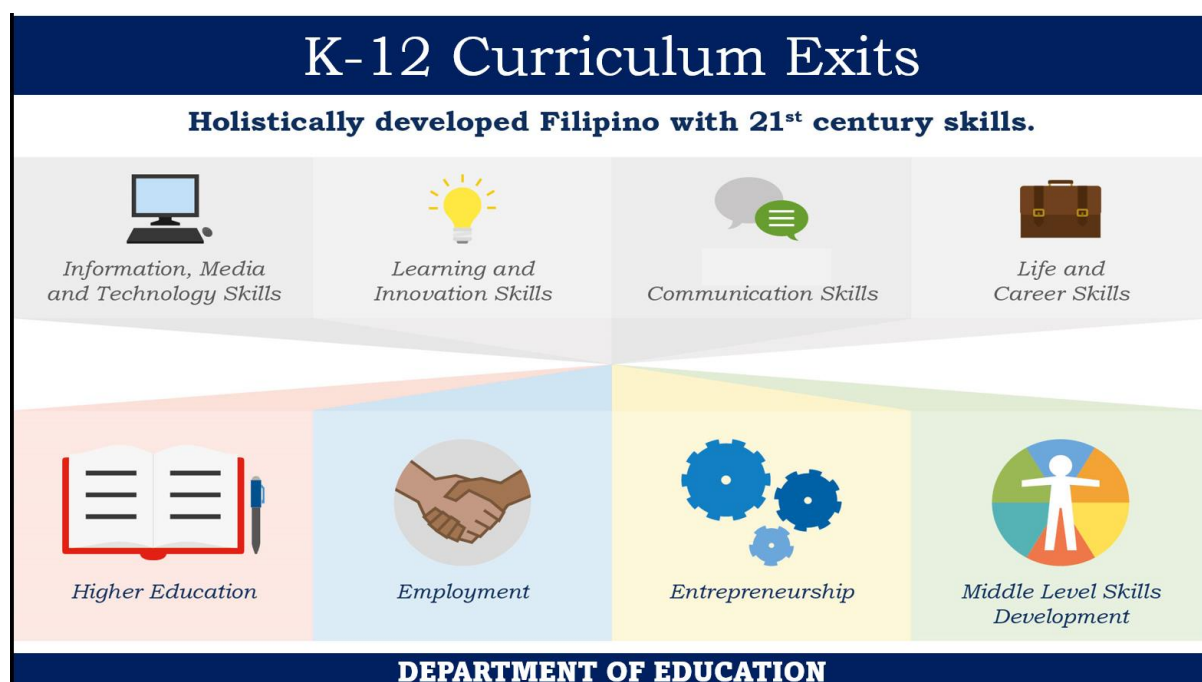
1. Describe the holistically developed Filipino with 21<sup>st</sup>-century skills; and,
2. Explain how 21<sup>st</sup>-century skills are integrated into the teaching-learning process



Let's go ahead.

### The Holistically Developed Filipino with 21<sup>st</sup>-Century Skills

Filipinos who have completed elementary, junior, and senior high school have the fundamentals to continue their education. They are people armed with information, media, and technological skills, learning and innovation skills, life and career skills, and communication skills essential to meet the challenges of the 21st Century and capitalize on their potential.



Public Image Source: [https://www.deped.gov.ph/wp-content/uploads/2018/07/01-TeachingtheK-12StandardswithICTforGlobalCompetitiveness\\_MikeRapatan.pdf](https://www.deped.gov.ph/wp-content/uploads/2018/07/01-TeachingtheK-12StandardswithICTforGlobalCompetitiveness_MikeRapatan.pdf)

Educating students for the 21st Century means providing them with the skills they need to thrive in this new environment and assisting them in developing the self-assurance to put those talents into practice. Skills necessary for the 21st Century need individuals to make sense of the abundant information at their disposal and effectively share and use the knowledge they get. So, they need to engage in school to develop such skills. These are the DepEd K to 12 21<sup>st</sup>-century skills developed in school.

### **1. Information, Media, and Technology Skills**

These competencies cover various sub-competences, including information and visual literacy, media literacy, fundamental, scientific, economic, and technical literacy, multicultural literacy, and global awareness. Thanks to their acquired abilities, learners can traverse the fluid and dynamic environment of knowledge generation and acquisition. They are ingrained in the topics that employ platforms and gadgets as information repositories and exchange mechanisms, and they do so actively.

### **2. Learning and Innovation Skills**

These capabilities include but are not limited to creativity and curiosity, critical thinking, problem-solving, flexibility, managing complexity and self-direction, and solid reasoning skills. Learners who have acquired these abilities are more equipped to deal with daily concerns and challenges, whether academic, personal, social or any other kind. All curricular areas and grade levels work together to cultivate students' capacities for learning and innovation.

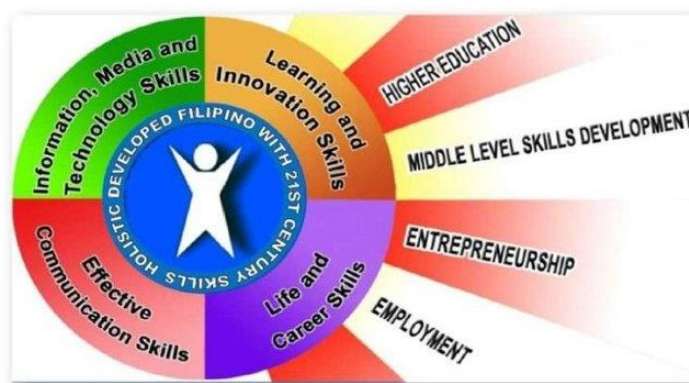
### **3. Communication Skills**

Learners with strong communication skills are better equipped to respond quickly and effectively to opportunities and difficulties in the here, now, and future. Teamwork, collaboration, interpersonal skills, and interactive communication are all essential components of education in the 21st Century. These elements are infused into every aspect of education and are progressively cultivated through acquiring learning competencies and performance standards.

### **4. Life and Career Skills**

Learners endowed with life and career skills are in a better position to make well-informed decisions and, as a result, are in an excellent place to contribute meaningfully to society's growth and development. This essential talent may be broken down into components: adaptation and flexibility, initiative and self-direction, social and cross-cultural skills, and productivity and accountability.





### Integrating 21<sup>st</sup>-Century Skills into the Teaching-Learning Process



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The view that students need to be taught in a mode that is more relevant, valuable, in-demand, and broadly accepted is the premise upon which the concept of 21st-century skills is based. The basic idea is that schools should teach children various abilities and encourage them to think critically about the unique demands placed upon them in a complex,

competitive, knowledge-based, information-age, and technology-driven society. As a result, education in the 21st Century focuses on the child's holistic development. The following are the suggested integration of the four 21<sup>st</sup>-century skill categories into the teaching-learning process.

Skill Categories & Strands		Adapted from De Leon, E. B. (2020)	
 <b>Information, Media, and Technology Skills</b>	 <b>Learning and Innovation Skills</b>	 <b>Communication Skills</b>	 <b>Life and Career Skills</b>
<ol style="list-style-type: none"> <li>1. Access and evaluate information</li> <li>2. Use and manage information</li> <li>3. Analyze media tools</li> <li>4. Create media tools</li> <li>5. Apply technology effectively</li> </ol>	<ol style="list-style-type: none"> <li>1. Work effectively in team</li> <li>2. Perform logical reasoning</li> <li>3. Make sound judgment and decisions</li> <li>4. Apply time-tested methods</li> <li>5. Think creatively</li> </ol>	<ol style="list-style-type: none"> <li>1. Work harmoniously in group</li> <li>2. Interact with peers properly</li> <li>3. Use language proficiently</li> <li>4. Articulate ideas creatively</li> <li>5. Convince others to affirm</li> </ol>	<ol style="list-style-type: none"> <li>1. Champion change</li> <li>2. Be adaptive and flexible</li> <li>3. Manage goals and time</li> <li>4. Work independently</li> <li>5. Be ethically responsible</li> <li>6. Solve problems</li> </ol>

To ensure students acquire and master 21<sup>st</sup>-century skills, the teacher incorporates strategies and activities in the teaching-learning process that are traced across the four categories.

Classroom interactions follow the standards of K-12 pedagogies propelled by learning objectives designed after the skill categories. It is suggested that lesson plans deliberately include activities, questions, tasks, and techniques that involve the strands under all the skills. The teaching and learning process should transcend the usual lecture method and passive discussion to the active involvement of the learners in accessing, utilizing, evaluating, and improving learning circumstances toward collaborative, harmonious, and self-fulfilling learning.

### **Conclusions:**

The concept of "21st-century skills" refers to an extensive set of knowledge, skills, work habits, and personality traits that are critically important in today's world, particularly in this post-pandemic era where careers and workplaces have shifted to the so-called "new normal." 21st-century skills refer to a broad set of knowledge, skills, work habits, and personality traits that are critically important today.

The school develops students' 21st-century abilities to ensure that teaching and learning can continue effectively until they leave for college and lead the economy. Skill categories serve as the standards for the holistic development of students, namely, (1) information, media, and technology skills, (2) communication skills, (3) learning and innovation skills, and (4) life and career skills.

Standards and assessments, curriculum and teaching, professional development, and learning environments need regular practice integrating 21st-century abilities.

### **References:**

*Department of Education Order No. 21, series of 2019*

[https://www.deped.gov.ph/wp-content/uploads/2019/08/DO\\_s2019\\_021.pdf](https://www.deped.gov.ph/wp-content/uploads/2019/08/DO_s2019_021.pdf)

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