



The Cognizance of the Basic Education Teachers on the K to 12 Program

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Abstract- *A major change in our country's educational landscape is taking place. The Department of Education (DepEd) has launched the Enhance Basic Education (K-12) Program last June 2012. The main purpose of this study was to assess the Level of Cognizance of Basic Education Teachers on the Enhanced K-12 Basic Education Program at Columban College. The descriptive design was employed involving all the basic education teachers and using a survey-checklist to gather pertinent data. The data were treated and analyzed using descriptive statistics. The teachers knew the goals and objectives of the enhanced program but were lacking information, skills and expertise in delivering the curriculum. They were aware relative to the areas on curriculum development, teacher education and training, instruction, career guidance and assessment. Moreover, they were highly aware on the goals and objectives of the enhanced basic education program. The teachers were able to show that being aware of the enhanced program is not sufficient for them to become effective teachers of the new curriculum. Thus, there is a need for further information and skills enhancement regarding the Program. The department should devise strategies on how to impart knowledge, information, trainings and seminars to teachers.*

Keywords: *Enhanced basic education, cognizance, basic education teachers, descriptive design, Olongapo City, Zambales*

INTRODUCTION

A major change in our country's educational landscape is taking place: the Department of Education (DepEd) has launched the Enhance Basic Education (K-12) Program last June 2012. According to the K to 12 DepEd Primer (2011), "K-12 means "Kindergarten and the 12 years of elementary and secondary education." Kindergarten points to the 5-year old child who undertakes the standardized curriculum for preschoolers. Elementary education refers to 6 years of primary school (Grades 1-6) while secondary education means four years of junior high school (Grades 7-10 or HS Year 1-4). In addition to this, two years are now allotted for senior high school (Grades 11-12 or HS Year 5-6).

Alarmed by the high drop-out rate in schools, the Department of Education (DepEd) early this year launched its K-12 Program, which the agency believes could be the answer to the lingering problem of the country's perennially high unemployment rate. The program also seeks to raise the quality of education to global standards. DepEd said that the K-12 program will enable students to land a job after graduation. Under the program, students will be taught new subjects and given vocational and technical training, and on-the-job-training. Private schools across the country are coming to grips with the nuances of the Department of Education's K-12 Basic Education Program and its nearing implementation next school year. While most schools have long been preparing for this, some are still in quandary, especially on the initial steps of managing the transition in terms of curriculum, budget and other resources, teaching force, clientele, and other details. Curriculum enhancement/decongestion is the central focus of the change. The new curriculum is redesigned in line with the appropriate learning resources and the desired competencies and skills of a K-12 graduate. Deficiencies are filled in and competencies are strengthened especially in the core areas-English, Mathematics, and Science. Unlogged, this uses research-based practices, quality textbooks, and other resources.

President Benigno S. Aquino, "We need to add two years to our basic education. Those who can afford pay up to fourteen years of schooling before university. Thus, their children are getting into the best universities and the best jobs after graduation. I want at least 12 years for our public school children to give them an even chance at succeeding." In line with this, the 1987 Philippine Constitution states that, "The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and the society." Such mandate gives justice to the basic rights of every Filipino child: the right to quality education and the right to a quality life. The rationale of K-12 is enhancing the quality of basic education in the Philippines which is shown in the low results of Filipino students' achievements. This quality of education is reflected in the inadequate preparation of the high school

graduates for the world of work or entrepreneurship or higher education. The short basic program affects the development of Filipino children.

At present, the Philippines is the only country in Asia and among the three remaining countries in the world that uses a 10-year basic education cycle. According to a presentation made by the South East Asian Ministers of Education Organization (SEAMEO-INNOTECH) on Additional Years in Philippine Basic Education (2010), the comparative data on duration of Basic and Pre-University Education in Asia shows that the Philippines allots 10 years not just for the basic education cycle but also for the pre-university education while all the other countries have either 11 or 12 years in their basic education cycle (Velasco, 2012). School is a social agency, which is entrusted with the task of transmitting the cultural values to the coming generation. Curriculum is such a tool used by the school to achieve these objectives. Constant effort is needed to make this tool useful and to evaluate its effectiveness. Therefore, revision and improvement in curriculum is necessary for making provision for the challenges and demands of the society.

Enhancing the quality of basic education in the Philippines is urgent and critical. The poor quality of basic education is reflected in the low achievement scores of Filipino students. Many students who finish basic education do not possess sufficient mastery of basic competencies. One reason is that students do not get adequate instructional time or time on task.

This quality of education is reflected in the inadequate preparation of high school graduates for the world of work or entrepreneurship or higher education. High school graduates also do not possess the basic competencies or emotional maturity essential for the world of work. Implementing preparedness programs in the K-12 educational system, and examines the ingredients needed for a successful program. Providing specific recommendations for homeland security stakeholders so that they will have the information needed for successful curricula development if future programs are considered. While the various programs include several common themes, they lack promotion, visibility, standardization, and the coordination necessary to engage the institution as well as the students. Numerous statistical reports provide evidence of the lack of preparedness. Incorporating mandatory preparedness curricula into the K-12 educational system, long-term success can be realized. Instilling preparedness as a core value in children beginning at a young age when political bias has yet to be fully developed, coupled with a child's ability to broker the preparedness message, may ensure that our future generations view preparedness as a fact of life. While some may argue that children lack the mental capacity to be charged with such responsibility, today's environment is filled with examples of the realization that children are not

only capable of helping and encouraging others, but have taught and continue to teach adults valuable skills (Gustafson, 2009). Every graduate of the Enhanced K-12 Basic Education program is an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous critical thinking, and the capacity to transform others and one's self. They will acquire mastery of basic competencies, be more emotionally mature, be socially aware, pro-active, involve in public and civic affairs, be adequately prepared for the world of work or entrepreneurship or higher education, be legally employable with potential for better earnings, and be globally competitive ([depedregion6.ph/the enhanced basic education program](http://depedregion6.ph/the-enhanced-basic-education-program)).

It is important for students to become knowledgeable about and experienced in career development through fundamental educational, individual/social, and career learning. It includes awareness of individual interests, skills, attitudes, talents, and abilities, particularly as they change and develop during the educational experience. This process provides the context in which students explore a variety of educational and occupational opportunities, learn the realities of the workplace, and identify both the technical skills and individual qualities that they will need to succeed in the modern economy. Students expand their knowledge, skills, and attitudes through practice and application. K-12 development is a continuum of instruction and learning that helps students take advantage of the changing academic and skill requirements of the emerging workplace, make sound decisions about the career development process, and become lifelong learners who seek and use information (New Hampshire Department of Education, October 2006).

This study was anchored on the declared policy of State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to co-exist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative and critical thinking and the capacity and willingness to transform others and one's self.

School is a social agency, which is entrusted with the task of transmitting the cultural values to the coming generation. Curriculum is such a tool used to achieve academic and skills development by the schools to their students. Efforts are constantly used and maximized to

make this tool useful and effective, thus, the necessity to make development and improvement in the curriculum is inevitable especially for fast changing demands and challenges of society. But another factor to be answered is the acceptance and readiness of the teaching personnel of the school. Are there ways and means that the teaching personnel as the frontliners of the school are ready for the abrupt and fast change in the curriculum? Though the teaching personnel may have no choice but to accept the development in the curriculum, is the Department of Education of the government were able to sustain the necessary trainings and seminars that the teaching personnel need. The knowledge and skills necessary to undertake curriculum development is part of a teacher's training. Acquiring knowledge, skills and experiences to make the teacher an efficient and flexible educator is a necessity (Munazza Akhtar 2004). Upgrading and improving curriculum and instruction, and in promoting growth in student achievement. To provide a framework for thinking about the knowledge, skills and understandings that students should have. Adopting a teachers' work perspective and reviewing theoretical constructions of the teacher, quality teaching and teacher professionalism. A critical review of studies relating to teacher knowledge, and the development of a position on teacher knowledge as a set of interrelated dispositions, understandings and skills. A teachers' work perspective builds on a relational view of human activity (Jenny Barnett, March 2006). It deliberately seeks to develop an integrated understanding by examining the pattern of social relationships and processes which constitute, shape and constrain teachers' work. It is important to examine key elements that affect the quality of education. The biggest mistake of K to 12 is its emphasis on matters that are not at the heart of education inside a classroom. Changes in content, changes in grading system, and changes in the number of years of basic education are not the things that make education inside a classroom unique. Distance education, online learning, and even viewing or listening programs provided by networks can carry these education inputs. What makes classroom instruction unique is the teacher. And teachers are ignored. Teachers believe that they are a considerable distance away from translating that vision into reality. Few teachers use the curriculum on a regular basis or possess detailed familiarity with its components. Tight timelines for implementation, as well as challenges such as class size, limited in service availability, and infrequent networking opportunities were identified as challenges. Many challenges were linked to the need to refine or acquire skills made more necessary by new curricula. A greater degree of instructional leadership at the school division and school level would assist them in their efforts to implement mandated changes. Concern was also expressed that little monitoring of the implementation

process by either their school division or by the provincial government had taken place.

The K-12 education program collaborates with various commodity groups, agencies, and professional groups to develop educationally sound materials and activities. The two year addition is supposed to bring our students on par with other school systems in the region, and will also stream students into the more rational vocational or college bound tracks that fill employment demands. While our legislature cooks up the sort of curricular changes and mandates for these two additional years, universities will fret and worry about the impact all of this will have (Rosalie Arcala Hall).

The main purpose of this study was to assess the level of cognizance of basic education teachers on the Enhanced Basic Education (K-12) Program in terms of: Goals and Objectives of the K-12 Program; Curriculum Development; Teacher Education and Training; Instruction; Career Guidance; and Assessment.

METHODOLOGY

This study utilized the descriptive survey design of research. Gay (1976) defines descriptive research as involving the collection of data in order to test hypothesis to answer questions involving the current status of the subject of the study. This method of research is designed to gather information on conditions existing at a particular period. Aquino (1992), in the same manner, asserts that the purpose of utilizing descriptive method is to describe systematically a situation or area of interest factually and accurately. Descriptive surveys are usual kinds of measure with test and scales. They can vary independently, that is, they are relatively not affected by other measures and are referred to the same measure. To draw pertinent data on information needed to answer the specified problems raised; this study made use of the survey- questionnaire for teachers. The questionnaire was divided into three (3) parts: Part I. This portion of the instrument required data on the respondents' personal and professional data, namely: age, rank, number of years in service and highest educational attainment. Part II. This part contained information regarding teachers' level of awareness on the Enhanced Basic Education Program (K-12). Part III. This part sought for comments and suggestions the faculty wishes to address. The data gathered through the responses indicated in the questionnaires were organized, tabulated, and analyzed. These were presented in accordance with the problems raised in the investigation. Percentage and Mean were the tools used.

RESULTS and DISCUSSION

Goals and Objectives of K-12 Program. The level of cognizance as to Goals and Objectives of K-12 program is

“Highly Aware” of the existing program for achieving 4.20 weighted mean.

Table 1
Level of Awareness of Teachers

Variables	Mean	DR
Goals and Objectives	4.20	Highly Aware
Curriculum Development	4.17	Aware
Teacher Education and Training	3.59	Aware
Instruction	3.85	Aware
Career Guidance	3.58	Aware
Assessment	3.60	Aware

The K-12 program aims to develop productive and responsible citizen”. This finding is indicative of the respondents’ familiarity of the K-12 program. Furthermore, the program aims to give every student an opportunity to receive quality education that is globally competitive. K-12 program recognizes the cognitive and cultural capacity of learners and to broaden vocational and technical career opportunities and employment. It was also conceptualized to develop students in creative arts and sports. Thus, the faculty understands and accepts the goals and objectives of the program. It can be gleaned upon that Grade One teachers are “Highly Aware” of the Enhanced Basic Education Program (K-12). However, Kinder teachers and Grade 7 teachers are “Aware” of the program. This means that Grade One teachers are more knowledgeable of the existing program compared to the teachers of Kinder and High School teachers. The Enhanced Basic Education Program (K-12) seeks to provide for a quality 12-year basic education program that each Filipino is entitled to. This is consistent with Article XIV, Section 2(1) of the 1987 Philippine Constitution which states that “*The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.*” With the familiarity of the Basic Education Teachers regarding goals and objectives of K-12 program positive result is evidently seen.

Curriculum Development. The overall mean of 4.17 which is interpreted as “Aware”. The K-12 is a continuum from kindergarten to Grade 12, and to technical-vocational and higher education, and the curriculum is designed to ensure college and work readiness”. It considers the decongestion of the existing curriculum and allow graduates to have middle level skills and will offer them better opportunities to be gainfully employed, which simply suggests that the respondents believed that every graduate of the Enhanced Basic Education K-12 Program is ready to take his or her place as a productive member of

society. They are equipped to take on every opportunity in life he or she chooses—to find work, to engage in higher studies, or to start an entrepreneurial endeavor. Moreover, the curriculum has been enhanced and has given more focus to allow mastery of learning. The decongested curriculum allowed mastery of competencies and enabled students to better cope with the lesson”. The K-12 curriculum will be in accordance with the college readiness standards from CHED which sets the skills and competencies needed by K-12 graduates who wish to pursue higher education. The K-12 offers a more balanced approach to learning that will enable children to acquire and master lifelong learning skills. The K-12 curriculum will allow graduates to have middle level skills and will offer them better opportunities to be gainfully employed. Thus, the curriculum eliminates remedial and duplication of basic education subjects at the post-secondary level. The study shows that Grade One teachers have a wide grasped of the program compared to Kinder and High School Teachers. The result of this study shows a weak acceptance for the rationale underlying K-12 Basic Education Program. The teachers hand in hand with vigorous efforts to address the input shortages, DepEd intends to raise the quality of basic education through the enhancement of the curriculum and the expansion of the basic education cycle.

Teacher Education and Training. The level of cognizance of respondents as to the Teacher Education and Training of the K-12 Program got an overall mean of 3.59 which is interpreted as “Aware”. The teachers shall be trained to meet the content and performance standards of K-12. They shall ensure constant upgrading of their skills. The new graduates shall upgrade their skills to the content standards of the new curriculum, and will undergo additional training upon hiring. Moreover, administrators shall undergo training and workshop to enhance their skills in the K-12 Program. Professional development programs for teachers shall be initiated and conducted regularly throughout the school year, and the eachers will be given sufficient in-service training to implement the K-12 Program. The administrators shall enhance their skills on their role as academic, administrative, and community leaders, and the trainings of teachers will follow the phased-in introduction of the enhanced curriculum. Moreover, CHED in coordination with DepEd and relevant stakeholders shall ensure that the Teacher Education Curriculum offered in these TEIs will meet the necessary quality standards for new teachers. This finding would only mean that the respondents are not fully aware about Teacher Education Curriculum. As to promote quality education, teachers must have an essence of successful instructions and good schools come from the thoughts and actions of the professional within them. Therefore, to improve quality of education, these individuals must be

exposed to continuous research-based professional development to ensure that their students receive sufficient results. In addition, Teacher Education and Training was a significant predictor to acknowledge the need of teachers to have time to collaborate with their peers and discuss and observe best practices during job-embedded professional development training sessions, adding that these types of professional development activities for teachers create learning conditions for their students. The districts must prepare teachers for changing and demanding curriculum and the challenges of teaching. Sound professional development will lead to sound teaching practice.

Instruction. The overall mean of 3.85 is interpreted as “Aware”. The mother tongue-based multilingual education (MTB-MLE) shall be used as the medium of instruction and as a subject from Kindergarten level to Grade 3 of elementary education. This shows that the respondents were knowledgeable of the usage of 12 major local dialects as medium of instruction as part of the department's thrust to implement the mother tongue-based multilingual education (MTB-MLE). Education Secretary Armin Luistro said the 12 dialects are Tagalog, Kapampangan, Pangasinense, Iloko, Bicol, Hiligaynon, Cebuano, Waray, Tausug, Maguindanoan, Maranao and Chabacano. The department's thrusts to develop well-rounded and life-long learners under the K to 12 basic education reform program, and clearly states that the department cited local and international studies showing that using the language used at home (mother tongue) inside the classroom during the learners' early years of schooling produce better and faster learners who can easily adapt to learn a second (Filipino) and third language (English). The MTB-MLE will be implemented in two modules: 1) as learning and subject area and 2) as medium of instruction. The mother tongue as a subject will focus on the development of reading and speaking from Grades 1 to 3. As a medium of instruction, the mother tongue will be used in all learning areas from kinder to Grade 3 except in the teaching of Filipino and English subjects. First semester of Grade 1 for oral fluency (speaking). For reading and writing purposes, it will be taught beginning in the second semester of Grade 1. In K-12 Program the four other macro skills that are listening, speaking, reading and writing in Filipino will continuously be developed from Grades 2 to 6. Meanwhile, English as a subject will be introduced in the second semester of Grade 1, while reading and writing in English will start in the first semester of Grade 2. There are currently 921 schools across the country that has been pilot testing the MTB-MLE, including the children of indigenous peoples. The mother tongue pilot program is implemented with assistance from the Basic Education Assistance for Mindanao, Third Elementary Education Program, and Translators Association of the Philippines, Save the

Children Foundation, and the Summer Institute of Linguistics. Related to this, DepEd has organized a team of MTB-MLE trainers for each region composed of education supervisors. The existing MTB-MLE regional training team organized for the pilot schools shall be the same team that will be responsible for the division and school-based training of teachers on MTB-MLE for the K to 12 programs. K-12 will enhance literacy through multilingualism. Mother tongue, Filipino, English and additional languages education for upper year levels. The overall goal of mother tongue is to have functionally literate and holistically developed Filipino learners. Based on the findings, it is absolutely necessary to have wide dissemination of the Instruction regarding the Enhanced Basic Education Program, for it appears on the table that the respondents are only “Aware” of the Instruction of K-12 Program. Further knowledge about the medium of instruction is imperative.

Career Guidance. The overall mean of 3.58 is interpreted as “Aware”. The “Enhanced K-12 Basic Education Program” allows Senior high school students to choose a field in which they are good at and that they are interested in. Career guidance services are provided and an integral part of the program and “There is a guidance counselor to guide students in choosing the career tracks that they intend to pursue”. Career advocacy activities are systematically planned. Graduates of Enhanced Basic Education K-12 Program will be more prepared to enter the labor force and Each student in Senior High School can choose among five tracks: Business and Entrepreneurship; Humanities and Social Sciences; Science, Technology, and Engineering; Sports; and Technical-Vocational. Moreover, students undergo On-the-Job Training (OJT) or immersion, which may include earn-while-you-learn opportunities. Career guidance provides students relevant exposure and actual experience in their chosen track. This means there will be school-industry partnership for TechVoc tracks to allow students gain work experience while studying and offer opportunity to be absorbed by companies”, Respondents in the present study affirmed that the level of awareness as to career guidance of the K-12 Program is a great need for teachers to be highly aware of. The group of respondents shed some light on steps that might be taken to help teachers update themselves regarding career guidance of the existing program. Suggested various different avenues for career guidance geared towards the understanding of the curriculum must be well taken care of like learning and studying of the enhanced curriculum, working with professional development coaches, and use of modern technology such as media and internet. They will benefit from taking into account the professional development resources available within teachers' school settings as well as teachers' own preferred modes of

learning. Thus, the respondents were aware/conscious of the career guidance embedded in the K-12 Program.

Assessment. The overall mean of 3.60 is interpreted as “Aware”. The committee shall meet four (4) times a year and hold such other meetings at the call of the chairman or a majority of the members. The teachers should also develop curricular knowledge about the Assessment of the Enhanced Basic Education Program. When teachers began to discuss how they might involve themselves on how to assess the existing curriculum, there was a fair amount of anxiety coupled with a general lack of ideas about how this might be accomplished. Teachers need to understand how these assessments are being conducted. The respondents expressed a desire to understand the Assessment of K-12 Curriculum.

Significant Variations on the Level of Cognizance on the Enhanced K-12 Basic Education Program. The significant variation on the level of cognizance on the Enhanced Basic Education (K-12) Program is analyzed when grouped according to the faculty profile and across departments.

Table 2
ANOVA Results on the Significant Variations of Responses of the Three Groups of Respondents

Variables	F-value	Sig.	Decision ($\alpha = 0.05$)	
Goals and Objectives	4.752	.019	Reject Ho	S
Curriculum Development	5.796	.003	Reject Ho	S
Teacher Education and Training	2.252	.108	Accept Ho	NS
1. Instruction	2.335	.027	Reject Ho	S
Career Guidance	4.906	.013	Reject Ho	S
Assessment	6.689	.004	Reject Ho	S

Goals and objectives of the Enhanced Basic Education (K-12) Program has a frequency value of four point seven hundred fifty two (4.752) with a significant value of point zero nineteen (.019), Curriculum Development has five point seven hundred ninety six (5.796) frequency value and point zero zero three (.003) significant value, Instruction has two point three hundred thirty five (2.335) frequency value and point zero twenty seven (.027) significant value, Career Guidance having a frequency value of four point nine hundred six (4.906) and a significant value of point zero thirteen (.013) which were rejected therefore implying significance in the study. The only area that is not showing any significance in the study

is the Teacher Education and Training having a two point two hundred fifty two (2.252) frequency value and point one zero eight (.108) significant value. Showing that the null hypothesis is rejected. It was determined that the basic education teachers may have differences with their academic ranks, educational attainments and length of service does not mean to say they differ in knowledge and information regarding the Enhanced Basic Education (K-12) Program. The respondents knew the goals and objectives of the enhanced program but are lacking information, skills and expertise in delivering the mandated curriculum. Additional trainings, seminars and inter school collaboration should be given by the Department of Education.

CONCLUSIONS AND RECOMMENDATIONS

The basic education teachers are aware to areas on Curriculum Development, Teacher Education and Training, Instruction, Career Guidance and Assessment. The Goals and Objectives of K-12 Program is the only area that received a rating of “Highly Aware.” There is significant variation in the level of cognizance of the basic education teachers. The respondents were able to show that being aware of the Enhanced K-12 program is not sufficient for them to become effective teachers of the new curriculum thus enhance the need for further information and skills regarding the K-12 Program. Basic Education Department followed the rigorous application of the Department of Education as to application of the Enhanced K-12 Program even with little trainings and seminars. The Basic Education Department should send teacher or faculty members to attend trainings and seminars which will help them cope with the changes in the curriculum implemented by the Department of Education.

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