KPUP Modelling in Teaching: Realizing the Salient Provisions of the K to 12 Law in the Philippines

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ABSTRACT

This study aimed to provide a clear direction for the successful implementation of the K to 12 curricular offerings in the Philippines using the KPUP Model of Teaching. The following objectives were raised in order to answer the main problem: (1) identify the learning strategies in each of the four levels in the KPUP Model of Teaching; (2) determine the mandated guidelines for its successful utilization based on the provisions of RA 10533, and (3) produce a KPUP Model that serves as exemplar for best practice. This exploratory study employed a qualitative analysis on the important provisions of RA 10533 in relation to the UNESCO’s Four Pillars of Learning in the 21st century. The salient provisions were coded numerically for easy presentation. With grounded theory as framework for critical analysis, KPUP elements were based on Ned Hermann’s Brain Quadrants and Bernice McCarthy’s 4MAT method. A documentation of teaching and learning strategies were realigned according to the expected KPUP’s competency levels. The salient provisions of RA 10533 ascended the KPUP Model of Teaching for proper K to 12 program implementation in Philippine basic education. Anchored on the four pillars of learning in the 21st century and other humanistic learning theories, the KPUP levels adopted the brain-based, differentiated, integrative and collaborative theories, which are localized and contextualized suited within the OBCIA prospects for global recognition – a perfect blend of a ‘glocal’ (global and local) mix of an educational paradigm in ensuring quality learning, as a promising assurance for Philippine Qualifications Framework (PQF).

Keywords: OBCIA, Outcomes-based Education (OBE), Dialectical Design (DD), Outcomes-based Teaching and Learning (OBTL), KPUP Model of Teaching, Outcomes-based Assessment (OBA)

INTRODUCTION

As globalization penetrates to transcending boundaries, Philippine education can never stand in perfect isolation; but break its walls to be borderless. Global forces propel these boundaries in fastest seconds of digital networks, without us knowing that global positioning is already in our midst. This necessitates the call for internationalization of education across countries, at par with global standards. With this, ‘education should always be put in a strategic position and considered as a priority’ (Alamin, Guo and Zhang, 2015). Stephen Covey said, “Begin with an end in mind.” This quote supports the need for an outcomes-based curriculum, instruction, and assessment (OBCIA). Every education institution requires the use of OBCIA as an essential part of school management. OBCIA is a curriculum management system of a learning institution that provides coherence in the use of the intended, implemented and achieved curricula. Outcomes-based Education (OBE) supports
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this system, being referred to as an approach to access the intended competencies set in the content and performance standards, as basis for quality instruction and assessment, propels Philippine education to greatness, which eventually hurls to compete global standards.

OBCIA is moving on to a more dialectic approach to teaching and learning process, which is packaged in Curriculum Development System’s (CDS) dialectical design. Dialectical Design (DD) refers to a curriculum framework that meets the teacher’s approaches to teaching and learning process. The active participation of both the teacher and the learners is crucial in OBE’s Outcomes-based Teaching and Learning (OBTL). In DD, the teacher plans instruction, identifies possible learning activities and constructs learning assessment tools. The learners can negotiate these activities; the teacher can recognize them or retain his or her original prepared activities, then actual teaching is facilitated. OBTL refers to planned learning activities, which are based on the desired learning outcomes (DLO). The desired learning outcomes will continuously define the results expected from a student in the end of an educational segment (Živić, 2015).Biggs & Tang (2009) define good teaching as ‘getting most students to use the level of cognitive processes needed to achieve the intended outcomes...’ in order to ensure quality teaching and learning process. Precedent to this is the realization of OBE’s requirements in teaching. OBE is an approach to education in which decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course (Davis, 2003) in Caguimbal, Delacion, Medina, Mendoza, Mendoza & Sanchez (2013), which can be either professional outcomes or course outcomes.

The KPUP (Knowledge, Process, Understanding and reflections, Products or performances) Model of Teaching realigns learning outcomes with the four levels of instruction and assessment, for better K to 12 program implementation in the Philippines. This model presupposes the need for differentiated learning activities that become consistent with these aforesaid levels evident in the development of Hermann’s four brain quadrants (1999) and McCarthy’s 4MAT method (1979 & 2010) and Huitt’s online learning applications (2009). McCarthy’s left and right brain modes with eight steps across the ‘what’, the ‘how’, the ‘what if’ and the ‘why’ questions support the KPUP implementation. Subban (2006) cites Tomlinson and Kalbfleisch (1998) that brain research suggests three broad and related concepts such as: safe learning environment; apt learning challenges; and significant associations to construct meanings, which necessitate a differentiated approach. In the KPUP Model of Teaching, learning activities are adopted, primarily based on Differentiated Instruction (DI) theory (Tomlinson, 2001). In DI, Tomlinson emphasizes the use of differentiated or tiered learning activities, which fit to Gardner’s Multiple Intelligences (1983) and other theories responsive to learner diversity.

Learning activities on differentiated instruction are also connected with the 9 multiple intelligences in the analytic, introspective and interactive learning domains (McKenzie, 1999). These learning activities are to be assessed using a variety of assessment tools evident in an Outcomes-based Assessment (OBA). OBA refers to the differentiation of assessment tools, which are based on the selected DLOs

To DepEd Secretary Armin Luistro (2012), during the annual membership conference of Philippine Business for Education (PBED), has emphasized the following imperatives for the implementation of the K to 12 in the Philippines, that is to: (1) decongest the curriculum to improve mastery of basic competencies; (2) ensure seamlessness of primary, secondary, and post-secondary competencies; (3) improve teaching through the use of enhanced pedagogies (spiral progression) and medium of instruction; (4) expand job opportunities (by reducing jobs-skills mismatch) and (5) provide better preparation for higher learning. These are very noble imperatives for transformation from the old system. However, since the implementation of the K to 12 in 2012, DepEd stakeholders offer various innovations for effective teaching; however, some of these bring a lot of confusion on how these are implemented because these are imposed on them, without clear guidelines for modelling and implementation, inconsistencies bring absurdity and doubt to some teachers in the field. While the K to 12 remains experimental, it opens to a lot of changes and innovations among academics, in order to offer their curricular innovations, with quality, for better implementation. Hence, this exploratory study is intentionally conducted, as one of its instructional options to ensure quality learning.

**Short Literature of the Study**

The K-12 education in the US is perceived as an assembly line, where students are put on a conveyor belt in kindergarten and marched down the same path at the same speed (Johnson, 2014). He further explains that all the students on this assembly line get the exact same parts at the exact same place, as if compared to a crazy factory model, where tests are used as a form of quality control to ensure that the “right” parts are indeed being added, and that these parts are suitably attached, which inhibit the development of students’ self-actualization and inner lives. Vis-à-vis, the K to 12 in the Philippines has brought a similar resemblance that is made experimental until 2024 when everything in the curriculum is fully in place for the first batch of graduates for Grade 12, considering the best efforts and innovations to harmonize the left and right brain attributes of instruction in most structured curricula in the past decades. Both these curricula in the US and in the Philippines recognize the role of teachers as agents in the so-called ‘factory lab’, catering the students’ holistic brain potentials, achieving until the apex of self-actualization.

Caguimbal, et al. (2013) concludes that educational and professional achievement of teachers is the greatest factor that affects the implementation of OBE. Teachers can make instruction to be more authentic in a lifelong process. Teacher roles are significant in the learning process, which need to be promoted in context with school administration and supervision. Tomlinson (1999) recommends school leaders to develop a solid understanding of differentiated instruction so that they can present it coherently to teachers and
provide committed school-level leadership. Tomlinson (1999) further elaborates that leaders should also nurture different teaching models; encourage teachers to apply differentiation with flexibility, creativity, and choice; and provide teachers with high-quality professional development as well as time to collaborate, plan, and implement differentiation.

As OBE supports the attainment of learning outcomes through coherent DLO, OBTL and OBA differentiation, Lawrence-Brown (2004) confirms that ‘differentiated instruction can enable students with a wide range of abilities—from gifted students to those with mild or even severe disabilities—to receive an appropriate education in inclusive classrooms’ (Huebner, 2010). This calls teachers to be familiar about the learning environment and learner diversity. Creating opportunities for all students, by enriching the classroom through multiple techniques and assessment forms, develops students and brings out their strengths (Campbell et al., 1999; Gardner, 1999; Green, 1999) in Subban (2006). This links a consistent ground for meaningful OBTL activities that hit the achievement of learning outcomes congruent with OBA tools.

**Objectives of the Study**

This study aimed to provide a clear direction for the successful implementation of the K to 12 curricular offerings in the Philippines using the KPUP Model of Teaching as the anchored framework. The following objectives were raised in order to answer the main problem: (1) identify the learning strategies in each of the four levels in the KPUP Model of Teaching; (2) determine the mandated guidelines for its successful utilization based on the provisions of RA 10533, and (3) produce a KPUP Model that serves as exemplar for best practice.

**METHODOLOGY**

**Research Design**

This exploratory study employed a qualitative analysis on the important provisions of RA 10533 in relation to the UNESCO’s Four Pillars of Learning in the 21st century. The salient provisions were coded numerically for easy presentation. With grounded theory as framework for critical analysis, KPUP elements were based on Ned Hermann’s Brain Quadrants and Bernice McCarthy’s 4MAT method. A documentation of teaching and learning strategies were realigned according to the expected KPUP competency levels.

**RESULTS AND DISCUSSION**

**KPUP Learning Levels**

In order to be reliable and sustaining, a teaching model fulfills the required format for successful implementation. The KPUP Model of Teaching follows four important elements, which are leveled in a spiral yet seamless sequence of presentation (RA 10533, sec. 5.g). The first level is on **Knowledge**, where the teacher starts the class with learning activities such as: *word search, songs, stories, news, poems, puzzles, videos, quotations, and other forms of graphic organizer* that provide learners to grapple on knowledge of facts, concepts, theories, principles, definitions, and other avenues of generating information. The teacher can be guided on the use of **what questions** in actual classroom interaction. The second level is on **Process**, the teacher progresses what the learners know in using any of the various competencies, that can be developed distinctly in a specific discipline, such as the use of: *cognitive*
skills (reading, clustering, analyzing, synthesizing, evaluating, etc.), fine motor skills (writing, drawing, tearing, twisting, etc.), gross motor skills (running, dancing, swimming, playing sports, etc.), appreciation skills (listening, speaking, making choices, etc.). These skills can be developed using various means of scaffolding (demonstrations, laboratory work, drills, etc.), graphic organizers (retrieval chart, concept webbing, matrices, etc.). In order to obtain a higher level of success, the teacher can use the \textbf{how questions}... in the actual teaching and learning engagement in order to generate an effective learning process. In the light of these features, Caguimbal, et al (2013) recommends to enhance the development of students’ knowledge and skills for successful OBE implementation.

The third level is on \textbf{Understanding and Reflections}, where the teacher moves to collaborative discussion utilizing team members’ multiple perspectives. This fulfills the following outcomes on: concept development, forming of generalizations, making reflections, problem-solving, making inferences, generating insights and higher transcendence in thought processes. The teacher is guided on the use of \textbf{what if questions} in order to spawn various interpretations of information, reality and wonder, through these strategies: think-pair-share, tiered activities, role playing, panel discussion, modified symposium, debate, forum, talk show, caucus, and colloquium. The fourth level is on \textbf{Products or Performances}, where the teacher accentuates on the learners’ actual product or performance like: brochure-making, writing letters, writing a poem, organized learning, writing a composition, scrapbook-making, conducting research, staging a play, organizing an exhibit, writing a script, organizing a symposium, joining a tree-planting campaign, joining a community work, and other activities that measure authentic performances. In order to complete this level, the teacher is guided on the use of \textbf{why questions} for the learners to create learning evidences, essential in the determination of the desired learning outcomes such as artistic creations or scientific inventions.

\textbf{Mandated Guidelines for KPUP Utilization}

In order to legitimize the K to 12 implementation in the Philippines; the signing of the Republic Act 10533 in May 2013, under Sec. 5, deputizes DepEd to adhere to the standards and principles in developing the enhanced basic education curriculum, which shall be: “\textit{learner-centered, inclusive and developmentally appropriate; relevant, responsive and research-based; culture-sensitive; contextualized and global; use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative; adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) which starts from where the learners are and from what they already knew proceeding from the known to the unknown; instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available; use the spiral progression approach to ensure mastery of knowledge and skills after each level; and flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units}.”
Code 1 “Being Learner-centered, Inclusive and Developmentally Appropriate”

The KPUP Model of teaching engages learners in different learning tasks. It is inclusive, because learning activities are focused on the development of the four brain quadrants as shown in Figure 1. Level 1 on knowledge fixes the development of QA attributes, Level 2 on process hits the development of QB traits, Level 3 on understanding targets the development of the QC qualities, and Level 4 on product and performances dovetail the development of the QD abilities. The model is developmentally appropriate because instruction starts from particular to universal learning process.

![Analytic Learning QA Level 1](image1)

![Procedural Learning QB Level 2](image2)

![Interactive Learning QC Level 3](image3)

![Creative Learning QD Level 4](image4)

Figure 1. Developing the KPUP Model of Teaching

Code 2 “Being Relevant, Responsive and Research-based”

Hermann’s theory on Brain Quadrants sets the foundation of the KPUP Model of Teaching, which designs learning activities on practical examples that are relevant and responsive to varying needs of the individual and the society. In Quadrant A, the learners are already bombarded with facts and concepts, which are concrete and are arranged into correct and fragmented bits of information, as basis for rational thinking (rational self). In Quadrant B, they are exposed to a more organized, sequential and detailed presentation of the lesson, as basis for procedural thinking (self-keeping self). Both QA (level 1) and QB (level 2) presentations are made convergent. In Quadrant C, they are exposed to collaborative thinking (feeling-self). In Quadrant D, they are exposed to intuitive thinking (experimental or visionary self). Both QC (level 3) and QD (level 4) are made divergent. In teaching a lesson in Philippine Geography, Teacher X has selected a lesson on the country’s 17 political regions. Designing the activities according to four quadrants in Figure 2, Teacher X provides the following activities: (on level 1) an incomplete flow chart is given to each individual student, in order to fill out the required provinces, tourist spots and products in each region; (on level 2) each student is challenged to make those information generated in level 1 to be assimilated through their own unique ways of remembering like the use of mnemonics, chaining or chunking; (on level 3) the students are exposed to cooperative learning strategies where they are expected to pick at least 3 regions in Luzon, Visayas, and Mindanao that they like, they are expected to share their reflections in terms of the resources and income of the regions they selected; and (on Level 4) they are challenged to create a talk show, panel discussion or debate regarding the issues and problems in each of the regions that is assigned to
them. Their group would write recommendations for the Philippine solons on specific areas in the Philippines that needed priorities for countrywide development.

Figure 2. Adaptation from Hermann Brain Dominance (http://www.fitco-consulting.com/hbdi.php)

**Code 3 “Being Culture-sensitive”**

One of the lessons for Grade 7 Social Studies is the “Roles and Contributions of Asian Women in History” where status and rights of women are infused in the selection. In order to be culture-sensitive, the teacher who is using the KPUP Model of teaching can plan his or her learning activities according to local context, “Pagsasayawit”, a sing-and-dance activity reflected on a pick-out stanza of the three selected country songs found in Figure 3. The class is expected to sing the song together with the teacher. After the singing, questions are raised in order to generate concepts on the characteristics and symbolisms of women in the Philippines depicting the local cultures (on Level 1). In song no. 1 “Sitsiritsit”, is locally coined as (a whisper to chitchat), reveals the symbolism of a typical woman in the Philippine countryside, who is compared like “alibangbang” (a butterfly), “salaginto”, (a bug), “salagubang” (a beetle), and “tandang” (a rooster) in terms of her animated, vivacious and friendly gestures in public places. While others give a negative connotation of a woman, who is coined as flirtatious, provocative and daring like a rooster, the rest see it as a form of gender assertiveness imbedded in the woman’s psyche, way back in the Pre-Spanish times.

![Figure 3](#) (Pagsasayawit is a Teaching Strategy using the blending of Singing and Dancing of a Song in a Local Context)
In song no. 2 “Rosas Pandan”, is a concoction of “rosas” (roses) and “pandan” (a green plant which is widely used in Southeast Asian cooking for aromatic flavor) or scientifically known as “Pandanus odoratissimus L. “Rosas Pandan” is a metaphor to a lovely town lass, who wants to socialize (makin-uban-uban) in an urban celebration (kalingawan). This stanza depicts the sociable trait of a typical Filipina that holds no boundaries of economic status and social standing. In song no. 3 “Paru-parongBukid”, is locally described as a mountain butterfly, describes the Filipina as a woman who is a conservative as insinuated in a long skirt (isangbara angtapis) and a heavy fabric (isangdangkalangmanggas). In the outset, the learners are expected to comment about the symbolisms that mirror a woman in the Philippine society. As a follow up, they are asked to comment on the popular Cebuano air of patriarchy “Babayengbuhatkaba?” when translated (are you just made a woman?). The female members of the class responded that they are insulted, demeaned or belittled (on level 2). Once, the class is divided into three groups. Each group is given any of the stanzas selected in the three local songs presented; the members of the group interpret it with feelings. Afterwards, a question is raised in order for the members of the class to give varied reflections on the difference of Filipina’s roles in the past compared to the present (on level 3). The same group is challenged to deconstruct each of the three stanzas of the song including its title to suit the modern concept of an empowered Filipina (on level 4) in a highly globalized world.

**Code 4 “Being Contextualized and Global”**

Contextualization is the process of establishing connections between disciplinary contents and the real life situations experienced by the learners, their characteristics as individuals and the culture and habits of a particular social context (DepEd – Grade 9 Regional Training, 2014). As shown in Figure 4, the lesson selected in World History is the Battle at Waterloo; they are expected to read the text on this topic and are asked to relate it with a contextualized checklist illustrated in Fig. 4, where they are expected to prioritize objects vital to the success of its actual battle. Free flowing ideas are revealed and attitudes and values are ascertained. During the group discussion, each member of the team defends his or her choices. Once completed, the team leader reports this to the entire class for further interaction. Every member of the class is expected to react on the team presentation. The teacher notes the values revealed on the given responses. The actual text (the Battle at Waterloo) is deconstructed through the given context (the bringing of objects or provisions that contributes in the achievement of success during the actual battle).
Code 5 “Using Constructivist, Inquiry-based, Reflective, Collaborative and Integrative Pedagogical Approaches”

All the teaching approaches that are mentioned on this provision reflect the participatory model of classroom instruction. The participatory approaches to teaching are anchored on learner-facilitated performance imbued with the philosophies of pragmatism (reconstructionism and progressivism) and existentialism (humanism and constructivism) Johnson (2005) in Inocian (2013). In these philosophies, learning is associated with the construction of meanings from previous experiences or transformation for practical reasons toward the development and personal conviction for truth (Inocian, 2013). Figure 5 exemplifies the needed teaching approaches, methodologies and techniques of instruction as recommended for an effective KPUP Model. Teaching approach refers to the enlightened viewpoint of a teacher on how to attack the lesson selected. It remains an idea in the mind that needs to be realized in a form of a certain metacognitive process with the use of a selected teaching method. Teaching method is defined as the procedural ways of teaching, which includes the use of required steps in order to achieve the intended lesson targets (Garcia, 1989). To make teaching more meaningful, the teacher adopts certain techniques. He expounds that teaching technique is defined as a personalized tactic to realize a certain set of procedure in a chosen approach that the teacher has thought in mind.

Table 1 Teaching Approaches, Methods and Techniques suited in the KPUP Model of Teaching by Inocian (2014)

<table>
<thead>
<tr>
<th>KPUP Model of Teaching</th>
<th>Foci of Interest</th>
<th>Guide Questions</th>
<th>Teaching Approaches</th>
<th>Teaching Methodologies</th>
<th>Teaching Techniques</th>
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<tbody>
<tr>
<td>Quadrant A</td>
<td>BEING to see</td>
<td>The use of the WHAT questions that focuses on generative and analytical</td>
<td>didactic, synoptic and other structured approaches of teaching</td>
<td>The conventional watching and listening time-tested methods of lecture, expository, deductive and</td>
<td>outlining, public speaking, oral presentation, graph analysis, photo analysis, tiered activities, either-or-forced choice, rank order, needs analysis, tabular analysis, crossword puzzle, situational dynamics and</td>
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<tr>
<td>Knowledge inspired with idealism, essentialism and perennialism philosophies in education.</td>
<td>the real SELF (convergent)</td>
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<tr>
<td>Quadrant B</td>
<td>Process and Skills are inspired with realism, positivism and behaviorism philosophies in education.</td>
<td>BEING to see the real SELF (convergent)</td>
<td>The use of the HOW questions that focuses on procedural learning.</td>
<td>The conventional hands-on time-tested methods of demonstration, laboratory and individualized instruction.</td>
<td>program instruction techniques: chunking, chaining, mnemonics, sequencing events, noting details, retrieving information, classifying and categorizing, time-lining and map-sketching, scenario-clipping, comic-strip-making, graffiti, Gant charting, documenting and describing, contracting learning techniques</td>
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<td>Quadrant C</td>
<td>Understanding and Reflections are inspired with existentialism, constructivism and humanism philosophies in education.</td>
<td>BECOMING to be with OTHERS (divergent)</td>
<td>The use of the WHAT IF and the WHO questions that focuses on interactive learning.</td>
<td>dialectical, participatory, reflective, collaborative and interactive approaches of teaching</td>
<td>The unconventional collaborative methods of discussion, inductive, type study, direct instruction and indirect instruction</td>
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<tr>
<td>Quadrant D</td>
<td>Products and Performances are inspired with pragmatism, progressivism and reconstructionism philosophies in education.</td>
<td>BECOMING to be with OTHERS (divergent)</td>
<td>The use of the WHY questions that focuses on creative and inventive learning.</td>
<td>The unconventional hands-on methods of research, project and experimentatio n.</td>
<td>synectics like (metaphoring, paradoxing, configuring), serendipity walk, devil’s advocate, literature circles, interviews, intuiting and reflecting, case study, creating a program or a website, heuristics and other forms of visual scaffolding techniques</td>
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</table>

Johnson’s recommendations are matched also with the 4 learning quadrants. His intrapersonal strategies can fall under QB that implies to cross the QA domain, his cooperative learning strategies and values clarifications strategies are found under QC that implies to cross the QD domain. Živić (2015) rejoins Johnson’s, when students’ achievements or “learning outcomes,” manifest the clearly expressed aptitudes, i.e., the expected knowledge and necessary adroitness and capabilities. Once the crossing to QA and QD domains happen, a perfect KPUP Model takes place in the classroom. Guided with Inocián’s KPUP Model, Figure 5 shows a clear picture of the holistic development of an individual learner. The four quadrants are grounded with 12 philosophies in education that the learner fully understands about their ‘being’ and see the real self as the centerpiece for self-concept to fully understand their ‘becoming’ and learning, in order to reach out others in building a peaceful community. Art of questioning, teaching approaches, methodologies, and techniques that mattered are illustrated in order to create a difference in teaching to the learners’ lives. To support the KPUP Model, Johnson (2014) recommends the use of meditation, guided imagery, power writing, and mythology as techniques for intrapersonal (convergent) learning and cooperative group activities, values clarification, moral dilemmas, and reading
literature for interpersonal (divergent) learning. With the use of this model in Figure 5, the 21st century skills in 4Cs can be fully addressed such as: critical thinking for QA, communication for QB, collaboration for QC, and creativity for QD with integrity and professional grit. All these skills are needed in order to prepare the Filipino children to fit in the different exit points for K to 12 such as: employment, entrepreneurship, middle level skills development, and higher education.

**Code 6 “Using pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative”**

The legal mandate provides the teachers to use learner-centered pedagogical approaches such as: inquiry-based approach for QA learners, constructivist approach or the process of making meanings for QB learners, collaborative and reflective approaches for QC learners, and integrative approach for QD learners. In the inquiry-based approach, the learners are guided to discover new knowledge in the chosen tasks that they find interesting. In an Economics class, they engage in a survey of prices of different commodities in the market, in order to be more critical, which goods are needed by the buyers, despite higher prices. In constructivism, they make meanings on the experiences that they have discovered. One possible meaning they can give is that buyers prefer to buy expensive goods because of their belief for good quality, while some prefer to buy cheaper goods because these are affordable. For collaborative and reflective approaches, they group together in order to decide which products to sell in the market, once given a sufficient capital to run a business. They make reflections for product promotions that capture the taste of the consumers, without necessarily being so competitive in the business. In integrative approach, they are guided on product creation and modification using the principles of diversification through creativity and innovation. They are required to have research on these identified products with corresponding feasibility studies.

**Code 7 “Adhering to the principles and framework of MTB-MLE”**

This provision is applied from kindergarten to Grade 3, in the new K to 12 curricular programs, where the use of MTB-MLE is in two pronged, that is: a medium of instruction in basic academic subjects and a subject in itself. However, in the higher grades up to the senior high school, the inductive presentations of the lesson and the use of apt audio-visual materials remain non-negotiable items in the provision, regardless of the MTB-MLE use. The children in kindergarten until the early grades become aware of the precious cultural heritage of the nation through language appreciation in local stories and legends, like the origin of the Filipinos from “Malakas” (strong man) and “Maganda” (beautiful woman). This is enhanced as they move through the higher grades in an inter-cultural approach across the regions from the Philippines to broader global perspectives, like the legend on the origin of the Japanese from sun goddess Amaterasu who has descended to a demigod Prince Ninigi.
The KPUP Model is basically seamless and inductive. Knowledge includes the substantive content of the curriculum, the facts and information that the students acquire in different types like: descriptive, procedural, episodic, and strategic as advocated by Atkinson & Shiffrin (1986). They defined descriptive knowledge as a semantic, which describes information to be commonly thought as concepts and facts. This includes verbal descriptions on places, objects, persons and events. On procedural knowledge, they describe it as performance on specific task. This comprises knowledge on certain process of production like: steps for baking, ways on solving problems, and strategies for product development. On episodic knowledge, they refer to anecdotal, which pertains to information with relevant events. This includes knowledge on anniversaries, tragic historical accounts, significant milestones, business trends, volatile currency rates and unpredictable market forecasts. On strategic knowledge, they refer to conditional or restrictive, which includes knowledge on most important places (Jerusalem as the birthplace of Jesus Christ), knowledge on most important events (Napoleon Bonaparte’s defeat at the Battle of Waterloo), knowledge on most important objects (the Golden Tara in the Field Museum of Natural History in Chicago, Illinois becomes a reminder of a rich Pre-Spanish culture in the Philippines) and knowledge on most important people (Jewish people annihilated at concentration camp in Auschwitz). This knowledge can be enhanced through practice drills in order to achieve mastery. Caguimbal, et al (2013) have identified that drills are found to be second in rank; evident for OBE activities that fit for QA learning potentials.

The second level on processes covers the expected fine, gross and perceptive skills. Fine motor skills include the hand-and-finger coordination such as: cutting, drawing, tearing, twisting, crumpling, molding and pressing. Gross motor skills include the coordination of all the movements of the entire body such as: running, jumping, swimming, dancing, plowing, planting, climbing and playing with favorite sports. Perceptive skills are multisensorial skills that include the cognitive operations that the student
performs on facts and information for the purpose of constructing meaning or understanding like: conservation, decentration, reversibility, classification, seriation, transitivity, and spatial reasoning as advocated by Jean Piaget (Oswalt & Dombeck, 2005). On conservation, he refers to the cognitive operation, which involves the ability to understand when the amount of something remains constant, across two or more situations, despite the appearance of something that is changing across contexts. Changes in economic system and market models do not affect consumer behavior – demand for commodities and services remain constant. On decentration, he refers to the ability to pay attention to multiple attributes of an object or situation rather than being locked to a single attribute. People have different views about taxes; as a burden of their personal income, as a form of government policies, as a duty and as an obligation, as a mechanism to strengthen the economy, and as a multiplier effect to public finance. These aforesaid views prove that decentration is a multiple mental tasking skill. On reversibility, he refers to the ability to recognize that numbers or objects can be changed and returned to their original condition. In the circular flow of goods and services, factor inputs like land, labor and capital, once processed in the firms, are transformed into factor outputs to be offered in the market as capital goods – that return back to the same factor inputs. On classification, he refers to the ability to simultaneously sort things into general and more specific groups, using different types of comparisons. Learners are provided with an activity to classify and give examples to direct, indirect, progressive, regressive and proportional taxes. On seriation, he refers to the ability to put things or sort objects in order: according to size, shape, or any other characteristic based on quantity or magnitude according to periods, events, sets, and other forms of sequence. Historically, economic development can be sequenced according to periods or stages: from hunting and gathering, farming and horticulture, industry and manufacturing, technology and telecommunications to service and knowledge economy. On spatial reasoning, he refers to the inductive and deductive ability to understand and reason (to draw conclusions) using cues in the environment that conveys information about distance or direction. With the use of inductive reasoning (Bruner, 1977 in Johnson, 2014), the learners are drawn to make inferences from observations in order to make a generalization. In the Philippine economic context, reduction of prices in basic commodities and gasoline leads to the reduction of fare for public utility vehicle and the Philippine peso remains strong. With all these observations, the learners have yielded this generalization that “Philippine economy is getting stable”. With the use of deductive reasoning (Ausubel, 1977 in Johnson, 2014), they are involved using a generalized principle in order to predict the outcome of an event. The Aquino administration tagline’s “AngatPa Pinas!” (Enhance More Philippines!) becomes a general principle to predict a better quality of life for everyone, growing economy, strong institutions, and steadfast political administration. In support, Caguimbal, et al (2013) have identified that demonstrations are found to be second in rank with drills; evident for OBE activities to fit QB learning potentials.

The third level on understanding and reflections cover the gist of the Understanding by Design (UbD) by Grant Wiggins and Jay Mc Tighe (2011). Both of them agreed that understanding includes
the enduring big ideas, principles, and generalizations inherent to the discipline, which may be assessed using the 6 facets such as: to explain, interpret, apply, perceive, empathize and intuit. On explanation, they refer it to support and justify accounts on phenomena, facts and data. Given the data on the rate of unemployment in the Philippines, the learners can explain the different factors according to frictional, seasonal, cyclical and structural types of unemployment. On interpretation, they refer it as means of telling meaningful stories; offering apt translations; providing revealing historical or personal dimensions to ideas and events; making it personal or accessible through images, anecdotes, analogies and models. Showing the graph on shifting patterns of demand and supply, the learners are made to interpret the shifting movements, whether these can create an increase or a decrease, they are also expected to provide their own views on the factors affecting the shifts. On application, they refer it as means of providing an effective use and adaptation of knowledge in diverse contexts. Using knowledge of consumer behavior and elasticity of demand and supply, the learners are asked to choose what business they like to engage in the market. On perspectives, they refer it as means of seeing and hearing points of view through critical eyes and ears or otherwise seeing these in a big picture. Imbalance distribution of national income can be perceived by some students as corruption among some of the government officials or mismanagement of the country’s financial resources. On empathy, they refer it as means of valuing in what others might find odd, alien; perceiving sensitively on the basis of prior direct experience. Letting the learners feel, being one of the destitute, who lives in the busy streets of Metro Manila, can indirectly experience them the extent of poverty in the metropolis and the countryside. On intuition, they refer it as means of recognizing the personal style, prejudices, projections, and habits of mind that both shape and impede understanding like we are aware of what we do not understand and why understanding is so hard. This is otherwise known as self-knowledge. With the stable Philippine peso, the learners are challenged to predict the country’s Gross National Product for next year. Caguimbal, et al (2013) concludes that group work is the most activity in OBE, a validation that cooperative learning is one of the identified approaches for QC learning potentials.

The fourth level on products and performances includes the real-life application of understanding as evidenced by the student’s performance of authentic tasks like: the use of lateral and vertical transfer of learning (Salomon and Perkins, 1989), theory on identical elements by Thorndike &Woodsworth (1901), Byrnes(1996), transposition theory by Kohler (1940), and formal discipline theory by Thorndike and Woodsworth (1901) and Haskel (2001) in Inocian (2010). Lateral Transfer occurs when learners perform a novel task about the same level in different contexts in various disciplines like recognizing the lessons learned in Social Studies in producing a desired output in most creative and reflective way. Learners are exposed to the actual integration process where they are made to sing a song entitled “Price Tag”. After singing, they are made to analyze concepts that are embedded in the song. These ideas are connected to the determination of the equilibrium price, ceiling price and floor price in a graphical presentation. After the discussion, they are made to reflect on this question ‘if given
5,000 pesos by your mother, what goods do you intend to buy, leaning on the learned concepts on shortage and surplus of products in the market’. Vertical Transfer occurs when the learners learn from simple to more advance or complex skills in Social Studies in a specific context in producing a desired output in most critical manner. They are made to analyze the factors that affect the production of goods and these are vertically connected to a higher application of the law of diminishing returns and the factors to marginal efficiency of investments (MEIs) or the returns of investment (ROI). In the outset, when drills, demonstration and group work are identified by Caguimbal, et al (2013) has projected an inference that OBE would surely yield desired outputs that indicate successful outcomes.

**Code 9 “Localizing and contextualizing”**

The lessons on consumer and capital goods in Economics can be locally presented through an indigenous context. The teacher starts by introducing the city of Carcar, a city in the southern part of Cebu province. Questions are raised in order to generate the expected concepts such as: ‘what you usually buy when you pass by the city of Carcar?’, ‘what are its products?’, ‘what essential elements are needed in the production of “chicharon” (crunchy fried pork meat) and “bocarillos” (sweetened, colored and baked young coco shreds)?’ The learners are made to identify these as consumer goods. They are asked to define, then, consumer goods and to differentiate this with capital goods. Of the two consumer goods identified, they are asked to analyze which of the two can be also used as capital goods. In a social context, “bocarillos” can be used as deserts in local dining; the “chicharon” can be used for a day-break snack paired with soda, which ended their utilities as paid consumer goods. However, these can also be used as capital goods to produce other consumable goods with the use of production equipment like cauldron and others; the “chicharon” can be pounded to have a mix mongo sated-soup, while the “bocarillos” can be used as toppings for other recipes. The products are all indigenous because the raw ingredients of the “bocarillos” are taken from tropical young coco fruits and sugarcane, while the “chicharon” are made of fresh pork meat, which are toasted through the indigenous means, way back during the early times of Spanish occupation in the Philippines. The “chicharon” and the “bocarillos” business can be used by the teacher and the learners for possible case studies in terms of higher discussion on factor inputs and factor outputs in terms of computing for the local revenues and costs of production. They need not use foreign companies in order to understand the nitty-gritty of business production and marketing. Relying on localization and contextualization develops a nationalistic consciousness and pride of place.

**CONCLUSION**

The salient provisions of RA 10533 ascended the KPUP Model of Teaching for proper K to 12 program implementation in Philippine basic education. Anchored on the four pillars of learning in the 21st century and other humanistic learning theories, the KPUP levels adopted the brain-based, differentiated, integrative and collaborative theories, which are localized and contextualized suited within the OBCIA prospects for global recognition – a perfect blend of a ‘glocal’ (global and local) mix of an educational paradigm in ensuring quality
learning, as a promising assurance for Philippine Qualifications Framework (PQF).

RECOMMENDATION

For the stakeholders in the field of teaching, it is recommended that: (1) educational leaders like: the principals, deans, department chairs, and academic coordinators may adapt the use of KPUPModel in other disciplines like: English, Filipino, Science, Mathematics, Art, Music, Physical Education, Technology and Livelihood Education, Values Education and other courses in higher education (HE); (2) parallel KPUP studies may be recommended in order to ensure impact rather than replacing it right away with other new-fangled strategies in teaching without prior researches; and (3) DepEd may adapt seriously the properinstitutionalization of the KPUP Model and may recommend sanctions to those who oppose or bastardize the salient provisions of RA 10533, for effective instruction and quality basic education (BE) in the Philippines.

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