

The Concept of CURRICULUM and its FOUNDATION



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Everyone who works in the classroom does their best to learn available and applicable pedagogy so that they can deliver their lessons effectively. They, too, put their best foot forward by implementing a variety of assessment tasks and tools to assess and evaluate how well their students are learning.

The curriculum is essential not only for curriculum developers but for everyone involved in the teaching-learning process. Whereas teachers serve as a link between the curriculum and the students, the learners will eventually meet the national standards and core competencies if their teachers fully understood what is evident in the curriculum for a particular educational program, a specific level of learners among others. Indeed, teachers as curricularist must not only acquire knowledge regarding the concepts and foundations but must also involve themselves in active planning, implementing, and evaluating of the curriculum.



Crucial processes are involved in the development, implementation, evaluation, and revision of a curriculum, thus, its foundations – philosophical, psychological, and social – are taken into consideration. This is not only discovering the what and when but more importantly, it provides ways to have a broader understanding of the why and how of curriculum development.

PHILOSOPHICAL FOUNDATIONS. The curriculum cannot stand alone. Philosophy is the wisdom that guides the path of every person involved in curriculum development, implementation, and evaluation. Decisions made and actions taken by curricularist from the start to the end until its revisions are based on educational philosophies – existentialism, idealism, pragmatism, and realism to name some. In this lieu, the curriculum is taught and learned not simply by personal beliefs or educational myths but is grounded by tried, tested, and trusted established philosophies through time.

PSYCHOLOGICAL FOUNDATIONS. The learner's behavior, motivation, efficacy, and self-actualization among other observable behavior (attitude or character), are directly involved in how well they perform (excellently) and participate (actively). Several research undertakings have revealed relationships between "who the students are (behavioral background) and what they can do (performance)." The psychology of teaching and learning is a substance for curriculum development since the curriculum must address the needs and concerns of the learners.

SOCIAL FOUNDATIONS. Anyone can learn anywhere. Individuals can acquire knowledge, skills, and dispositions

through informal or nonformal setups. However formal, a quality learning experience does not only occur within the four walls of the classroom, learning may happen anytime, anywhere. Teaching-learning can occur in the society – it can be in the market, neighborhood, fellowships concerning faith, circle of friends, within the household, and a lot more. Thus, the curriculum is not away from the norms and practices of each social dimension.

The concept of curriculum and its foundations, if appreciated, comprehended, and applied, would be beneficial to curricularist, particularly educators. Surely, program objectives and learning outcomes will be met. Correspondingly, this challenges educators especially with the advent of this pandemic. Numerous tasks (i.e. research, extension, and administrative function) should not excuse educators from learning and exploring curriculum development.

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THE EDUCATORS' LINK
VOLUME 1 ISSUE 6
JULY 2021
ISSN 2707-859X
CONNECTING TEACHERS AROUND THE GLOBE