



Republic of the Philippines  
**Department of Education**

MAY 09 2012

DepEd O R D E R  
No. **36**, s. 2012

**GUIDELINES ON THE 2012 IMPLEMENTATION OF THE SENIOR HIGH SCHOOL (SHS)  
MODELLING IN SELECTED TECHNICAL AND VOCATIONAL EDUCATION  
AND GENERAL SECONDARY SCHOOLS UNDER THE K TO 12  
BASIC EDUCATION PROGRAM**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers and Heads of Units  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public Secondary Schools  
All Others Concerned

1. The K to 12 Basic Education Program is a flagship reform program of the Department of Education (DepEd) in close collaboration with various education sectors, particularly the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA). One of the purposes of the K to 12 program is the need to address the issue on mismatch of competencies and the job requirements of industries and the business sector.
2. The introduction of the additional two (2) years of Senior High School (Grades 11 and 12) which is a major deliverable under the K to 12 Basic Education Program. It ultimately seeks to:
  - a. prepare the students for their entry to higher education; and
  - b. equip them with relevant and globally competitive skills which will foster employability and entrepreneurship or technopreneurship.
3. Prior to the implementation of the Senior High School (SHS), a research and development process will be explored by implementing a **“Senior High School Modelling Program”** with selected public technical-vocational (Tech-Voc) and general secondary schools as participants or “model” schools ahead of the projected nationwide implementation of the SHS in 2016-2017. The school modelling will start in June 2012 for selected model high schools (Grades 11). The enrollees will be the fourth year high school (Grade 10) completers of SY 2011-2012.
4. The **“SHS Modelling”** is a research and development (R&D) activity where some designs and strategies will be tried out by the identified model schools. As such, the model schools are given the flexibility to innovate and develop their own curriculum based on the needs of students and demands of the local industries; design their instructional materials; and explore and experiment varied teaching-learning strategies suited to their students and learning environment. Their inputs and processes to be tried out will be evaluated. The results of which will be adapted in the implementation of SHS Program in School Year (SY) 2016-2017.

5. The Modelling Program aims to:
  - a. introduce and prepare the concerned model schools for the implementation of the Grades 11 and 12 through the provision of appropriate interventions, e.g., training of teachers, provision of support facilities and instructional materials;
  - b. generate actual learning experiences of the different participating/volunteer secondary schools in order to come up with different modalities as vital inputs in the implementation of the SHS; and
  - c. prepare and carry-out the communication plan to generate support from the media, civil society, academe, local government units (LGUs), and private sectors.
  
6. The target participants to this R&D Program are selected technical and vocational secondary schools, which are listed in Enclosure No. 1 and other secondary schools from both public and private, which opt to volunteer the modelling of SHS. The Criteria for the Selection of the Model Schools are contained in Enclosure No. 2.
  
7. The regional offices (ROs) through the Regional Technical Working Group (RTWG) for the K to 12 Transition Management shall provide the necessary support and guidance in order for the schools to achieve the objectives of the modelling exercises.
  
8. Likewise, the modelling schools shall see to it that they perform the following functions:
  - a. carry out the modelling schemes;
  - b. coordinate with the RTWG on the concerns and problems which may be encountered;
  - c. make necessary arrangements with the neighboring industries for job and on-the-job opportunities;
  - d. document the processes and take note of the critical points and issues encountered and resolved; and
  - e. conduct consultation meetings with LGUs, industry representatives, and other relevant stakeholders.
  
9. For more information, concerned officials, teachers and partner LGUs and local industries may contact the following:

For the General Secondary Schools

**Dr. Lolita M. Andrada**

Director IV, Bureau of Secondary Education (BSE)  
3rd Floor Bonifacio Building, DepEd Central Office  
DepEd Complex, Meralco Avenue, Pasig City

For the Tech-Voc Secondary Schools

**Dr. Milagros C. Valles**

Director II, OIC, Technical-Vocational Education Task Force (TVTF)  
4<sup>th</sup> Floor, Mabini Building, DepEd Central Office  
DepEd Complex, Meralco Avenue, Pasig City  
Telephone Nos.: (02) 632-0170 or (02) 633-9346

10. Immediate dissemination of and strict compliance with this Order is directed.



**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encls.: As stated

Reference: N o n e

To be indicated in the Perpetual Index  
under the following subjects:

POLICY  
PROGRAMS  
SCHOOLS  
SECONDARY EDUCATION  
TECHNICAL EDUCATION  
VOCATIONAL EDUCATION

Made: Senior High School Modeling Program  
1288-May 3, 2012

**(Enclosure No. 1 to DepEd Order No. 36, s. 2012)**

**Initial List of Secondary Schools Modelling Senior High School**

	<b>Region/Division</b>	<b>Schools</b>	<b>Techvoc</b>	<b>Gen.</b>
Luzon	<b>Region 2</b> Cagayan	1. Bukig National Agricultural and Technical School	✓	
	<b>Region 3</b> Pampanga Bulacan Bataan	2. Angeles City National Trade School	✓	
		3. Balagtas National Agricultural High School	✓	
		4. Bataan School of Fisheries	✓	
	<b>Region 4A</b> Laguna Batangas	5. San Pedro Relocation Comprehensive National High School	✓	
		6. Pinagtongulan NHS		✓
	<b>NCR</b> Pasig City Quezon City Manila	7. Rizal Experimental Station and Pilot School for Cottage Industries	✓	
		8. Don Alejandro E. Roces Science and Technology High School	✓	
		9. Claret		✓
		10. Xavier		✓
		11. PNU Laboratory Schools		✓
		12. De Salle		✓
Visayas	<b>Region 6</b> Silay City Bacolod Iloilo	13. Doña Montserrat Lopez Memorial High School	✓	
		14. Bacolod National High School		✓
		15. Dingle Farm School		✓
	<b>Region 7</b> Mandaue	16. Subangdaku Technical Vocational High School	✓	
Mindanao	<b>Region 10</b> Cagayan de Oro Iligan City Bukidnon	17. Opol National School of Arts and Trades	✓	
		18. Iligan City National School of Fisheries	✓	
		19. Bukidnon National High School		✓
	<b>Region 11</b> Tagum	20. Tagum National Trade School	✓	

Note: This list includes only those pre-identified by the K to 12 Technical Working Group. Other schools (public or private) may still volunteer to take part in this research going through the same processes as indicated in this guidelines.

51

**(Enclosure No. 1 to DepEd Order No. 36, s. 2012)**

**IMPLEMENTING GUIDELINES FOR THE SENIOR HIGH SCHOOL MODELLING PROGRAM**

The guidelines are issued to provide policy directions to the secondary schools that are modelling the senior high school of the K to 12 Basic Education Program.

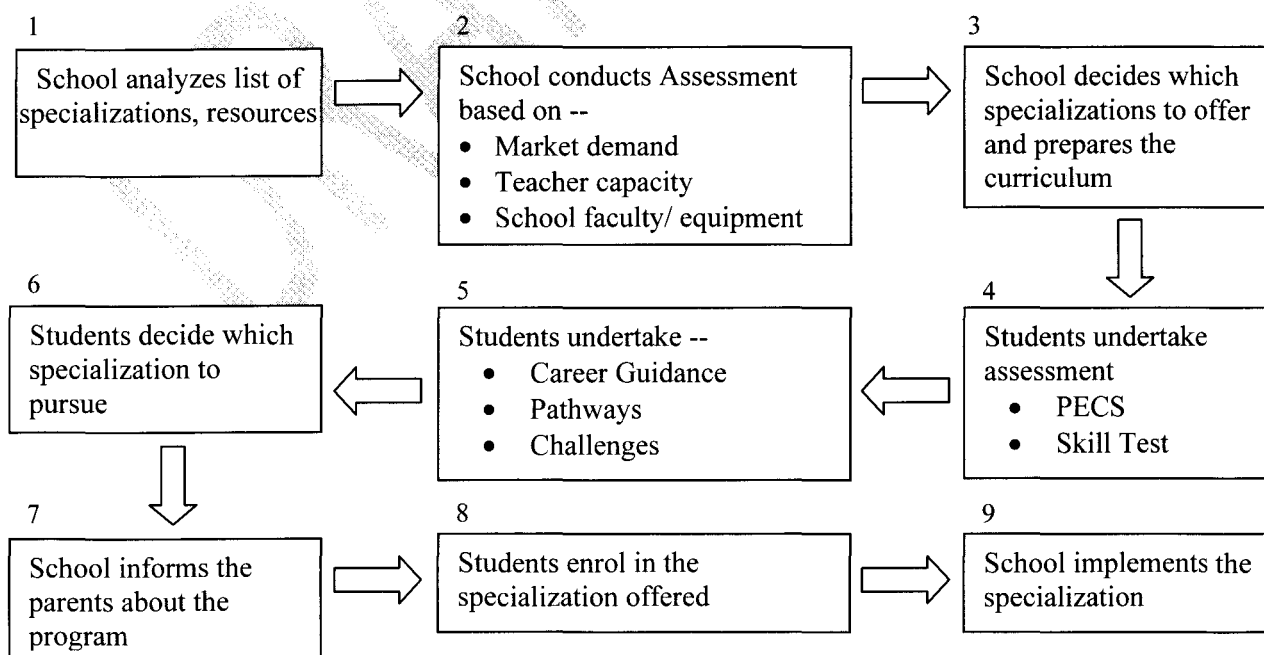
**A. Criteria for Selecting Model Schools**

The modelling schools for the senior high school will be selected based on the following criteria. The school must have established the following prior to modelling:

1. post secondary education;
2. strong school-local industry partnership; its graduates are prioritized by the neighbouring/local industries for employment;
3. available functional workshop laboratories;
4. available qualified teachers; and
5. established linkages with local colleges/higher education institutions for possible recognition of subject units taken in senior high school (if and when the student chooses to continue academic advancement).

**B. Implementation Scheme**

1. The modelling process shall start in June 2012. The target enrolees are the Fourth Year graduating students for SY 2011-2012 of the identified schools. Fourth Year graduates from other schools are also welcome.
2. The implementation flow below may serve as guide in the implementation of the SHS Modelling by the schools:



51

3. The following activities and strategies shall be explored to ensure the successful implementation of the senior high school modelling, particularly for the technical and vocational education program:

### 3.1 Linkages and Partnership with Industries or Business Sectors

- The modelling will simulate the school-industry partnership, starting off with industry providing the facilities and resource requirements of the schools, and apprenticeship or on-the-job (OJT) to students in the last year of senior high school under the swap-for-tax program or through the Adopt-A-School Program (ASP). Since this strategy might not be acceptable to some industries/companies, it is therefore important that a healthy partnership be established prior to the start of the modelling process. This process is vital in the acquisition of synchronized learning competencies, provision of a well-balanced education, and relevant job skills in the workplace for employability and work mobility.
- The industry linkage is also an avenue for the provision of scholarship programs and OJT or industry exposure through the ASP which facilitates the integration of the desired skills and the honing of skills and talents.
- It will also provide opportunities to apply the knowledge acquired in the classroom into the real world of work, thereby preparing graduate students to become productive workers and competent professionals with life skills.
- For sustainability, school-industry partnership should be forged through a Memorandum of Understanding (MOU) or any other form of appropriate agreement that has been entered into between the school and the concerned industries/business sectors.

### 3.2 Curriculum Development/Upgrading for Grades 11 and 12 under the K to 12 Program

- The Grades 11 and 12 Curriculum or the Senior High School Curriculum is based on two (2) tracks: For the academic track, the curriculum is based on College Readiness Standards given by the Commission on Higher Education (CHED). For the technical-vocational track, it is based on the learning outcomes and performance criteria stipulated in the Training Regulations (TR) of TESDA. Other specializations not found in the TR may be offered provided these address the demands of local industry and that the school has the qualified faculty and the facilities required.
- ANNEX A shows the proposed qualifications/specializations for Arts and Trades, Agriculture and Fishery under the K to 12 (Techvoc Senior High School) Program, for reference. Additional qualifications can still be integrated as long as these are related or *within the industry sector requirements* or if the specialization/qualifications are already terminal.

- The modelling schools may modify or customize their own programs in order to accommodate the competencies prescribed by the industries/business sectors. However, the additional competencies shall still be anchored in the TESDA Training Regulations. ANNEX B is a sample Senior High School Program Schedule for reference.
- The senior high school curriculum shall be aligned with the 21<sup>st</sup> Century Core Skills and College Readiness Standards; learning standards for the focus areas/specializations shall be anchored on the TESDA Training Regulations (TR), National Qualifications Framework/Industry Standards and the most demanded work skills based on Department of Labor and Employment (DOLE)'s job sheets.
- In addition to the Entrepreneurship subjects offered as separate subjects in the techvoc junior high school, advance entrepreneurship skills shall also be offered across all subjects in the Grades 11 and 12. This will prepare and develop the entrepreneurial skills of the students.
- With the additional 2 years in the secondary education, some higher or more complex but related competencies within the specializations/courses shall be introduced that will lead to the mastery of skills and acquire higher multiple competencies or other related qualifications to qualify them for their entry in the field of work, locally or abroad.
- The inclusion of related qualifications/specializations in the curriculum is encouraged to give way to the integration of competencies demanded by the industries or business sectors, as part of the agreements entered into between the school and the industries.
- In the implementation of the curriculum, the following modalities maybe adopted:
  - a) The **dualized mode of training delivery** is recommended whereby schedule can be set both in-school and in-industry training or fieldwork. The Dual Training System (DTS), which was enacted into law by the government in 1994 through Republic Act 7686, is a mode of training delivery that combines theoretical and practical training. It is called "Dual" because the training happens in two venues – the school and the company. In usual DTS set-up, the student-trainee is in school once every week while the rest of the days of the week the student works and trains in the company. Sixty percent (60%) of the two-year training duration will be spent in actual work for in-plant or company training and 40 percent (40%) of the time will be spent in-school training.

The DTS brings together "establishments and the educational institution to share the responsibility of providing the student-trainee with the best possible job qualifications, the former essentially through practical training and the latter by securing an adequate level of specific, general and occupation-related theoretical instruction."

24

- b) **Modular/Self-paced learning** is a competency-based training modality wherein the trainee is allowed to progress at his/her own pace. The trainer facilitates the training delivery.
- c) **Peer teaching/mentoring** is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- d) **Supervised industry training or on-the-job training** is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.

### **3.3 Instructional Materials Development**

- The modelling schools shall develop instructional materials based on the standard and competency-based curriculum developed for the senior high school students.
- Some reference materials can also be generated from the industries themselves, particularly materials needed for the specializations requested/demanded by the industries.

### **3.4 Skills Enhancement Training for Teachers**

- Teachers in the techvoc schools have already undergone skills training in their areas of specialization. However, with the additional specializations offered in the senior high school, teachers who will teach the said subjects have to undergo enhancement/vertical articulation skills training. The schools should therefore coordinate with TESDA or other relevant training institutions for the conduct of the appropriate training for the teachers.
- For industry special skills/specializations, the skills training for teachers can be done through industry immersion for hands-on, minds-on, hearts-on experience. Industry trainers may also be invited to teach or facilitate training programs organized by the modelling schools.

### **3.5 Provision for Tools and Equipment**

- The existing tools and equipment of techvoc schools can be used in school laboratories and workshop. An intervention fund will be allocated to the techvoc modelling schools for the purchase of tools and equipment.
- For additional specializations which require new set of tools and equipment, these may be sourced out through partnership with the industries or other donor agencies.



### 3.6 Provision of Laboratory Workshops

- The modelling schools can maximize the utilization of their existing laboratory/workshop facilities to ensure that the senior high school students have functional learning environment and laboratory areas for practical application of skills. An intervention fund will be allocated for the construction of the required laboratory workshops.
- For additional specializations which require unique type of laboratory facilities, *co-sharing of resources* can be explored particularly with the industries themselves through partnership and collaboration.

### 3.7 Assessment of Teachers and Students

- The *Competency Assessment and Certification System* is a quality assurance mechanism employed to ensure that graduates have developed the necessary competence to perform the tasks consistent with the required standards in the workplace. It involves the process of gathering evidences through a range of assessment procedures not limited to *observation, questioning, demonstration, portfolio and written test* to prove possession of acquired competencies according to industry standards.
- Attainment of all competencies in the qualification warrants an individual with **National Certificate (NC)** at a particular qualification level. A **Certificate of Competency (COC)**, however, is a proof of possession of a particular competency but falling short of a national qualification.
- **National Certification (NC)** is a certification issued to individuals who achieved all the required units of competency for a national qualification as defined under the Training Regulations. NCs are aligned to specific levels within the PTQF. (**TESDA Board Resolution No. 2004-13, Training Regulations Framework**)
- **National Certificate Level** refers to the four (4) qualification levels defined in the Philippine TVET Qualifications Framework (PTQF) where the worker in:
  - a. **NC I** performs a routine and predictable tasks; has little judgment; and works under supervision;
  - b. **NC II** performs the prescribed range of functions involving known routines and procedures; has limited choice and complexity of functions and has little accountability.
- Students who have complied the qualification requirements covered by TVE subject/specialization shall undertake the competency assessment.
- Likewise, teachers who do not possess National Certificate (**NC**) are encouraged to take the assessment otherwise they will not be allowed to teach the specialization subject.

### **3.8 Documentation of Learning Experiences**

- The modelling of senior high school is a major research and development activity. Findings, lessons learned will serve as vital inputs for an effective implementation of the Grades 11 and 12 of the K to 12 education program in 2016-2017.
- The modelling schools are required to document all vital components of the modelling program, such as, inputs, processes, best practices, experiences, challenges and solutions to problems.
- The DepEd Regional Offices (ROs) is responsible in ensuring that all the modelling processes are documented. It shall take into account the various processes involve implemented vis-à-vis the different components of the program, particularly on partnership/networking, training, facilities, and curriculum. The RO shall compare the different strategies employed to determine which ones worked well and which ones did not work very well. As a research activity, the RO will gather data by employing on-the-spot monitoring, interview with students and teachers, frequent feedback and status reporting. It will document processes and observations, interpret and analyze findings and draw conclusions. It shall recommend to DeEd those models which are worth-emulation/duplicating and caution DepEd on models which are not as effective.

### **3.9 Submission of Reports to the Regional TWG for consolidation and submission to the Management Committee (ManCom)**

- Reporting shall be on a regular basis (monthly, quarterly) from the school directly to the Regional Technical Working Group (RTWG). The final report to be submitted will be the full blown final research report.
- The Regional TWG shall report to the National Transition Management TWG during the TWG meeting (on-call basis), copy furnished the Bureau of Secondary Education and Techvoc Task Force Office

ANNEX A

Proposed STVEP Selected Qualification/Specialization for the K to 12

<b>ARTS AND TRADES</b>						
Area of Specialization	First Year (Grade 7)	Second Year (Grade 8)	Third Year (Grade 9)	Fourth Year (Grade 10)	Fifth Year (Grade 11)	Sixth Year (Grade 12)
CURRENT COURSE OFFERING					SUGGESTED QUALIFICATION/COURSE	
Building Construction	Exploratory	Carpentry		Masonry NC I	<ul style="list-style-type: none"> <li>Masonry NC II</li> <li>Tile Setting NC II</li> </ul>	
Automotive	Exploratory	Automotive Servicing NC I			<ul style="list-style-type: none"> <li>Automotive Servicing NC II</li> <li>Driving NC II</li> <li>Motorcycle Small Engine Servicing NC II</li> </ul>	
Food Processing	Exploratory	Commercial Cooking NC II			<ul style="list-style-type: none"> <li>Baking and Pastry NC II</li> <li>Food and Beverage Service NC II</li> </ul>	
Electronics	Exploratory	Consumer Electronics Servicing NC II			<ul style="list-style-type: none"> <li>Instrumentation and Control NC II</li> <li>Mechanics Servicing NC II</li> </ul>	
Drafting Technology	Exploratory	Technical Drafting NC II			<ul style="list-style-type: none"> <li>Mechanical Drafting NC I</li> <li>Masonry NC II</li> <li>Plumbing NC II</li> </ul>	
PC Hardware Servicing	Exploratory	Computer Hardware NC II			<ul style="list-style-type: none"> <li>Broadband Installation (Fixed Wireless Systems) NC II</li> </ul>	
Electricity	Exploratory	Electrical Installation Maintenance NC I			<ul style="list-style-type: none"> <li>Electrical Installation Maintenance NC II</li> </ul>	
<b>AGRICULTURE</b>						
Area of Specialization	First Year (Grade 7)	Second Year (Grade 8)	Third Year (Grade 9)	Fourth Year (Grade 10)	Fifth Year (Grade 11)	Sixth Year (Grade 12)
CURRENT COURSE OFFERING					SUGGESTED QUALIFICATION/COURSE	
Crop Production	Exploratory	Crop Production NC I		Horticulture NC II	<ul style="list-style-type: none"> <li>Rice Machinery Operation NC II</li> <li>Pest Management NC II</li> </ul>	
Vegetable Production	Exploratory	Horticulture NC II			<ul style="list-style-type: none"> <li>Landscape Installation and Maintenance NC II</li> </ul>	
Food Processing	Exploratory	Food Processing NC I			<ul style="list-style-type: none"> <li>Commercial Cooking NC II</li> <li>Bread and Pastries NC II</li> <li>Food and Beverage Services NC II</li> <li>Housekeeping</li> </ul>	
Animal Production	Exploratory	Animal Production NC II			<ul style="list-style-type: none"> <li>Food Processing NC II</li> <li>Slaughtering (Hog and Cattle)</li> </ul>	
<b>FISHERY</b>						
Area of Specialization	First Year (Grade 7)	Second Year (Grade 8)	Third Year (Grade 9)	Fourth Year (Grade 10)	Fifth Year (Grade 11)	Sixth Year (Grade 12)
CURRENT COURSE OFFERING					SUGGESTED QUALIFICATION/COURSE	
Fish Capture	Exploratory	Fish Capture NC II			<ul style="list-style-type: none"> <li>Fishport/Wharf Operations NC I</li> </ul>	
Fish Culture	Exploratory	Aquaculture NC II				
Food Processing	Exploratory	Food Processing NC II			<ul style="list-style-type: none"> <li>Fish Product Packaging NC II</li> </ul>	

**ANNEX B**

**Sample Specialization/Qualification (prepared by Tagum National Trade School, Tagum City)**

<b>GRADE 11 CLASS PROGRAM</b>					
<b>TIME</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:00-8:00	English	English	English	English	Logic
8:00-9:00	Life Sciences	Filipino:Retorika	Filipino:Retorika	Filipino:Retorika	Filipino:Retorika
9:00-9:15	M O R N I N G B R E A K				
9:15-10:15	Math for Specific purpose I	Math for Specific purpose I	Math for Specific purpose I	Math for Specific purpose I	Math for Specific purpose I
10:15-11:15	Contemporary Issues – Local	Life Sciences	Life Sciences	Life Sciences	Life Sciences
11:15-12:15		Contemporary Issues – Local		Logic	
12:15-1:00	L U N C H B R E A K				
1:00-2:00	Automotive NC II	→	→	→	→
2:00-3:00					
3:00-3:15	A F T E R N O O N B R E A K				
3:15-4:15	Automotive NC II	→	→	→	→
4:15-5:15					
SUMMER (April-May)		On-the- Job Training/Industry Immersion			

47

<b>GRADE 12 CLASS PROGRAM</b>					
<b>TIME</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:00-8:00	English or Filipino: Specific purposes	English or Filipino: Specific purposes	English or Filipino: Specific purposes	English or Filipino: Specific purposes	Philosophy
8:00-9:00	Physical Sciences	Physical Sciences	Physical Sciences	Physical Sciences	Physical Sciences
9:00-9:15	M O R N I N G B R E A K				
9:15-10:15	Math for Specific purpose II	Math for Specific purpose II	Math for Specific purpose II	Math for Specific purpose II	Math for Specific purpose II
10:15-11:15	Literature	Literature	Literature	Literature	Literature
11:15-12:15	Sociology	Contemporary Issues - Global	Philosophy	Contemporary Issues - Global	Sociology
12:15-1:00	L U N C H B R E A K				
1:00-2:00	Driving NC II/ Small Engine Repair NC II	→	→	→	→
2:00-3:00					
3:00-3:15	A F T E R N O O N B R E A K				
3:15-4:15	Driving NC II/ Small Engine Repair NC II	→	→	→	→
4:15-5:15					
SUMMER (April-May)	On-The- Job Training/Industry Immersion				