

Responsive Hybrid Learning Curriculum, Assessment, and Instruction in the Private Senior High School

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Abstract: Educators face the challenging task of designing a curriculum, assessment, and instruction that meets international, national, and school standards. The design and implementation are insufficient for a responsive curriculum, assessment, and instruction, which is the focus of the study, to respond, resolve, and take action to further education. This study sought to determine the responsiveness of the curriculum, assessment, and instruction of basic education at the University of Baguio to 21st-century skills and Sustainable Development Goals integration. It utilized descriptive statistics to determine the level of responsiveness, and the contributing factors, they were drawn from the answers to open-ended questions included in the survey, in which they were coded and analyzed. From the results, a standards guide was formulated. Findings revealed that the University of Baguio's basic education program is a progressive approach to education, integrating 21st-century competencies and Sustainable Development Goals into its hybrid learning framework. This approach equips students with skills for contemporary problems and fosters accountability for a sustainable future. The successful implementation of a responsive hybrid learning curriculum in a private senior high school requires stable internet resources, the integration of core subjects, and the selection of power competencies. With that, the Standards Compliance Guide, based on the Department of Education's K-12 Basic Education Program Policy Guidelines, aims to ensure teachers consistently adhere to required standards through document evaluation.

Keywords: Responsive, Curriculum, Assessment, Instructions

I. Introduction

The dilemma and complex tasks of educators in the past and most particularly at present, considering the benefits of technology and the impact of COVID-19 in education, are to design a curriculum, assessment, and instruction that are aligned, compliant, and responsive to the standards of the international (supra), national (macro), and school level (meso) to meet the needs of the students and prepare them for the future. A responsive curriculum, according to Gul and Khilji (2021), addresses students' changing intellectual and workplace requirements by breaking down the gap between theories and universal knowledge and adapting to the context of real-life situations. To be successful, learning experiences must fulfill students' needs and those of their community. With this, it is clear that the curriculum focuses on the needs and interests of every student, for they play an active role in their learning while the educators tailor learning paths to meet individual student needs.

Further, a responsive assessment is an approach to academic assessment that puts more emphasis on analyzing learners' immediate learning needs rather than making frequent use of standardized examination measures (Stout, 2008). It demonstrates how responsive assessment is key to the involvement of students in their own evaluation and learning process. They should be completely engaged in all the activities to develop the necessary skills to reach their educational goals and prepare them for the future. Some of the skills are to think creatively, solve complex problems, and communicate effectively. According to Areekkuzhiyil (2021), in the 21st century, education communities are

increasingly recognizing the need for developing assessment methods that cover a wide range of skills and traits required to live in today's times, including the ability to work in teams, innovativeness, solving complicated problems, as well as analyzing and evaluating diverse information. This explains that in the creation of assessments, 21st-century skills, along with the 21st-century themes taught in core subjects, must be considered to demonstrate compliance with educational standards.

In responsive instruction, the teachers adjust their teaching to respond to the needs of different groups of students. They have different experiences, understandings, strengths, and areas for growth; thus, instruction must be differentiated. According to Fomunyam (2014), schooling is experienced differently by each individual; thus, the individual experiences of learners must be considered when employing the theory of individualism. In the school context, the students are deemed responsible for their learning; for example, they are encouraged to solve problems independently. Hargreaves (1980) stated that developmental individualism refers to the progressive philosophy of education fathered by a Rousseauesque romantic individualism, stating that education must focus on individual growth and development. With learners as the priority, the changes in the curriculum are according to the needs of the learners, focusing on the development of their capabilities.

In the K to 12 setting, one of the countries undergoing significant changes in educational institutions is the United States. Aydin et al. (2017) revealed some challenging issues confronting curriculum and instruction, and one of the five major challenges is frequent policy changes. The implementation of Common Core State Standards (CCSS) and 21st-century skills in educational policy influences curriculum and instruction, which are not only beneficial to teachers and students but also necessary to prepare our youth for their future careers. It is suggested that schools must change the curriculum and instruction to achieve the needs of diverse students; educators should define and advance an agenda that prepares learners for global citizenship; and the core values of educators must include commitment and excellence. Therefore, in the 21st century, the curriculum, assessment, and instruction must ensure the integration of 21st-century skills that encompass life and career skills, learning and innovation skills that include critical thinking, problem-solving, communication, collaboration, creativity, and information, media, and technology skills to succeed in work and life. These 21st-century skills are taught in the context of core subjects and 21st-century themes, one of which is global awareness that targets Sustainable Development Goals. 21st-century skills are used to understand and address global issues, cultivating a sense of global citizenship.

Similarly, the K-12 curriculum in the Philippine educational system, emphasized the learner as the center of the teaching-learning process. The K-12 program elevates the educational system to the global 12-year standard. This reform seeks to improve the delivery of basic education in the Philippines by providing learners with the necessary skills and competencies to take on the 21st century. The curriculum is parallel to that of other Asia-Pacific countries. It uses constructivist, inquiry-based, reflective, collaborative, and integrative approaches. The senior high school program, or the additional two years of specialized upper secondary education, Grades 11 and 12, started in 2016, and there have been challenges since its implementation.

Abragan et al. (2022) reported that there is a lack of knowledge of the K-12 curriculum, hindering curriculum design and thus ensuring teachers' training to achieve the envisioned K-12 curriculum, which is designed to be learner-centered, will greatly encourage students to be more engaged in their learning process. This implies that teachers should thoroughly understand the overall goal of the K-12 program, which is to holistically develop learners with 21st-century skills. Also, Almerino (2020), revealed the competencies of senior high school students, there is a mismatch between student competencies and program expectations; thus, this can be addressed by developing strategies and initiatives to align K-12 students' competencies. Therefore, the assessment and instruction must be directed towards the development of the most essential knowledge, skills, and attitudes in preparation for the four exits: higher education, middle-level skill development, entrepreneurship, and employment.

This study only focused on the responsiveness or compliance with the selected standards of the Department of Education (DepEd) and the University of Baguio. At the national level, learners must be equipped with 21st-century skills that include communication skills, life and career skills, information, media, and technology skills, and learning and innovation skills. At the school level, the institution responds to internalization, which is the integration of Sustainable Development Goals (SDGs). 21st-century skills and Sustainable Development Goals are taught in the core subjects. Based on the result of this study, the researchers would like to help specifically the teachers ensure compliance with the national and institutional standards as reflected in the curriculum, assessment, and instruction for

higher quality education and meet the challenges of the new normal in education by designing guidelines to establish a responsive hybrid learning curriculum, assessment, and instruction.

Theoretical and Conceptual Framework of the Study

The curriculum is a set of learning outcomes for a course of study. The standards provide expectations for students at each grade level (Baldanza, 2016). It is a package of competencies (knowledge, skills, and attitudes) for learners to acquire through organized learning experiences. There are many new and emerging challenges to education and demand on the curriculum, including new information and communication technologies (ICTs), intercultural understanding, sustainable development, life skills, and competency development for life. A good curriculum fosters lifelong learning and social skills (UNESCO-IBE, 2023). For this reason, the Department of Education and the University of Baguio emphasized the development of 21st-century skills (information, media, and technology skills; learning and innovation skills; communication skills; and life and career skills) so that learners can prepare for and succeed in work and life in the 21st century. Also, the integration of the Sustainable Development Goals equips learners with the essential knowledge, skills, values, and attitudes to address local and global challenges.

A curriculum is a program of teaching and learning with four dimensions: aims or objectives, content or subject matter, methods or procedures, and evaluation or assessment. The first dimension refers to the reasons for including specific items in the curriculum and excluding others. The second dimension refers to the knowledge, skills, or dispositions which are implicit in the choice of items, and how they are arranged. The third dimension refers to pedagogy (mode of delivery of the curriculum) and is determined by choices made about the first two dimensions. The fourth dimension refers to the means for determining whether the curriculum has been implemented successfully (Scott, 2001). With this, the curriculum as a plan for learning, encompassing the four dimensions, improves student learning and outcomes. So, curriculum review and redevelopment are done every school year to pursue more ambitious curriculum changes, responding to 21st-century skills, SDGs, ICTs, and developments in student progression and achievement.

Assessment allows students to demonstrate their knowledge and skills and yields actionable data to guide lesson design (Baldanza, 2016). It is essential for promoting learning and achievement. It should be aligned with the learning competencies, target the learning goal, be differentiated relative to the learning interests and needs of the learners, allow learners to engage with real-world challenges, and develop critical thinking, problem-solving, and social skills. In designing an assessment, Evans et al. (2020) stated that classroom assessments can be thoughtfully designed to elicit evidence about students' application of 21st-century skills. Teachers and students can use that assessment evidence formatively to help students understand the criteria for success and how they can chart a path toward a more sophisticated demonstration of these essential life and career skills over time.

Learning encompasses a range of competencies for different purposes. Thus, the assessment should be contextualized or relevant and appropriate for learners, authentic or resembling real-world tasks, engaging in which the learning styles of the learners are considered, scaffolding so that students can develop knowledge and skills gradually, and optimizing student learning to enable learners to apply higher-order thinking skills. With this, teachers should deviate from traditional assessments. According to Stout (2008), responsive assessment is an approach to academic assessment that shifts the focus away from the routine application of standardized assessment measures and toward understanding the immediate educational needs of learners. And these educational needs pertain to the needs of the 21st century, for which learners should be prepared.

An instructional repertoire is a set of strategies used to promote student learning that include differentiation, personalization, active learning and engagement, scaffolding, and extension (Baldanza, 2016). In terms of instruction or teaching, teachers should take note that every learner is different. Each individual has different experiences, understanding, strengths, and areas for growth. As cited in Kronenberg and Strahan (2010), "Differentiated Instruction is responsive instruction. It occurs as teachers become increasingly proficient in understanding their students, increasingly comfortable with the meaning and structures of the disciplines they teach, and continuously more expert at teaching flexibly to align instruction to student needs with the aim of maximizing the ability of each learner (Tomlinson, 2003, p. 3)."

Teachers should be responsive to the needs of the students. As cited in Dozier and Rutten (2005), responsive teachers assist and engage learners on a productive learning path within their zone of

proximal development (Vygotsky, 1978). Responsive teaching involves building on learners' responses, fostering flexibility, setting clear goals for instruction, and developing teacher-student-teacher exchange of ideas. In terms of hybrid learning, a combination of traditional face-to-face classroom instruction with online learning, the instruction, teaching, pedagogy or learning strategies should be flexible. It should accommodate different types of learners (visual, auditory, kinesthetic, and reading/writing learners) and groups of learners (students who can and cannot attend in-person on-campus classes) and articulate the alignment and suitability of lesson presentation strategy and tool.

Literature Review

Reform in the curriculum, assessment, and instruction is imperative based on the educational context to achieve certain goals and objectives and to make learning and teaching more meaningful and effective. In terms of curriculum, it is necessary to change the standard practice of basic education to create a coherent curriculum. It should be capable of preparing students for future situations and is being continuously developed. In considering the interrelationship between curriculum, instruction, and assessment as well as how and when to differentiate them, educators have to engage in constant reflection and observation to be cognizant of the student's knowledge, skills, and abilities to make informed decisions on what aspects of the curriculum they know and need to know, how they will be taught the selected content and how teachers will know that they are learning or have learned (Curriculum, instruction & assessment, n.d.). Thus, it is truly vital to understand how these interrelated components interact with learners' learning and development in the hybrid modality.

However, Mohanasundaram (2018), the twentieth-century secondary school curriculum developments in India neglected the past, cultural heritage, and social concerns of the society. They were struggling to design an effective curriculum for secondary schools despite recommendations and policy statements. Hence, a competent curriculum is essential for schools in India to succeed in the 21st century. Further, research should stimulate more studies related to curriculum design to create a dynamic and future-oriented curriculum. Correspondingly, Karakuş (2021) reported that teachers face a variety of issues related to curriculum implementation, such as lack of professional development, teaching skills, and content knowledge. Furthermore, Febriana et al. (2017) found a gap between national education standards and the implementation of curriculum in several high schools in Yogyakarta.

In the Philippines, the national curriculum developed by the Department of Education for the K12 Program was set into motion with the logical justification that students will get or get possession of a marvelous job after having an academic degree or K12 diploma; in an unfortunate manner, companies are hesitant to hire K12 graduates; K12 was started and put into law so that Filipino workers will be globally on par with its international counterparts (K12 education in the Philippines: Ineffective? 2022). With all these, the need to determine the responsiveness of the K-12 curriculum has to be well-known and understood to account for the correspondence of the curriculum to what educators and academic leaders envision graduates to be.

Meanwhile, one of the Four Pillars of Education in the 21st century that Jacques Delors (2001) referred to the United Nations Education, Scientific, Cultural Organization (UNESCO) is Learning to Do. This results in education requirements that go beyond routine work, for technical and professional training, and adaptation to collective teamwork, which exercises creativity, initiative, bold and prone to challenges. For Kamii (2003), the educator when interacting with the child, emphasizes learning to put their ideas (Rodrigues, 2021). These imply that when teachers lack content and pedagogical knowledge and training, difficulty developing an effective curriculum despite recommendations and policies may also result in a discrepancy between the curriculum and the educational standards, primarily when not directed to allowing learners to do, as they are not prepared to real-life and lifelong circumstances and skills.

As to responsive assessment, the educational needs of the learners should be considered; thus, the teachers should shift from standardized assessment measures. Regardless of how aware the teachers are in terms of these considerations; it remains a concern. Arekkuzhiyil (2021) inferred that assessment methods need to be developed for a broader range of skills and attributes needed for 21st-century life. Likewise, Monteiro (2021) concluded that assessment practices are traditional and dialogical, emphasizing formative assessment and feedback for learning or modifying teaching strategies and adapting them to students' specific needs. Aziz (2020) also mentioned that teachers use authentic assessment to help children learn, but there is no clear guideline for its use. The types of

assessment tasks that educators ask of their students to determine how they will approach the learning task and what study behaviors they will use are vital. In the words of higher education scholar John Biggs, as cited by *Understanding the Role of Assessment in Learning* (n.d.), "What and how students learn depends to a major extent on how they think they will be assessed." (1999, p. 141). Thus, assessment must focus on learners' capacity to understand, analyze, and integrate knowledge and skills in a real-world context, besides allowing them to learn beyond what is taught to them in the four walls and the book.

Along with assessment, instruction or teaching must also be responsive to improve the learning of the students and help them reach their potential; however, teachers still struggle to attain it due to several factors. Responsive teaching is the process of stepping in and out of a learning activity to support the student's individual needs and growing independence. This process has also been referred to as scaffolding. Responsive teaching involves observing students and, as Goodman (1996) put it, "figuring out where they are going and then help[ing] them get there (LearnAlberta.c.a., n.d.)". This implies that learners become prepared when they have been prepared to proceed very purpose of spiral progression among learners.

Stehle and Peters-Burton (2019) revealed that while teachers were successful at including 21st-century skills in lessons, very few lessons practiced higher levels of those skills, indicating that high levels of 21st-century skills are difficult to teach explicitly at the high school level. Varas et al. (2023) also revealed in their study that teachers lack a common understanding of 21st-century skills. According to Kim et al. (2019), to create 21st-century learners, educators must focus on teachers' 21st-century skills and reconceptualize how people can evaluate and train teachers. The attainment of 21st-century skills is emphasized in the K-12 basic education program and institutional policy guidelines. This is to emphasize that 21st-century learning is not simply an update to traditional education; it is a fundamental shift in how educators think about and prepare students for their future (Llego, 2022). These are the knowledge, skills, attitudes, and competencies that learners need to develop so that they can prepare for and succeed in work and life in the 21st century.

Therefore, all these prove that the design and implementation are insufficient of a responsive curriculum, assessment, and instruction should be the foci of the study to respond, resolve, and take action for the furtherance of education.

Significance of the Study

This study addressed the area of institutional research, specifically internationally aligned curricula of programs in the university, and accreditation-related research on instruction, particularly curriculum enhancement strategies focusing on the alignment of curriculum to SDG 4, Quality Education.

The school's curriculum, assessment, and instruction are reviewed and revised primarily to enhance student learning, engagement, experience, and outcomes. This is conducted before the new academic year starts as part of the planning of the school administration, particularly the teachers. With all the years that have passed, and all the modifications made, there are still many updates to be considered due to the rapid rise in demand for higher-quality education and the challenges in the new normal of learning today.

With this, schools must be compliant with Department of Education requirements that are responsive to the outcomes of K-12 basic education programs, the development of 21st-century skills, and readiness for the four curriculum exits. To succeed in the workplace and life in the 21st century, K-12 graduates must be equipped with information, media, and technology skills; learning and innovation skills; life and career skills; and communication skills. After developing these skills, the students are prepared to decide which curriculum exits, such as higher education, employment, entrepreneurship, and middle-level skills development, they will pursue after graduating. To respond not only to local but also global needs and demands, the University of Baguio complies with internationalization, specifically the integration of the Sustainable Development Goals (SDG), to develop productive citizens, ensure environmental sustainability, and cultivate global partnerships for development.

These key features have been highlighted to teachers during the reevaluation and redevelopment of the curriculum, assessment, and instruction; nonetheless, they still struggle to be responsive, necessitating a reconsideration of traditional approaches to curriculum development. Vreuls et al. (2022) revealed that teachers felt overloaded and insufficiently competent in curriculum development, so they argued for a development team with complementary expertise. Thus, teachers still require

assistance in developing a curriculum that is responsive since they are involved in its creation. Their suggestions and opinions are put into the curriculum for improvement. More critically, in a hybrid learning environment, school administrators must make sure that curriculum, assessment, and instruction are responsive both during design and implementation. Correos and Huelma (2022) concluded that teachers found it very challenging to deliver curriculum and instruction as to quality content, assessment, and support for distance learning.

Regarding responsive instruction or teaching, teachers need to respond to students' instructional needs. Jones (2019) stated that to meet these needs, many teachers attempt to adjust their instruction in ways that will reach both students who are having success as well as those who experience a range of struggles with the school curriculum. Learners have varied needs, interests, and readiness levels, particularly in hybrid learning, wherein students attend face-to-face and online classes. Considering the different types of learners and having differentiated instruction, the learners should be able to develop the necessary skills to prepare them for the four exits. Similarly, in responsive assessment, the teacher shifts focus away from standardized assessment to meet learners' needs. As to Enser (2021), good teaching needs to be responsive to student's needs, with high-quality formative assessment woven into everyday practices. Thus, responsive assessment can support learning and provide a sense of self-worth. In general, teachers must look into these aspects of teaching to ensure a high-quality education.

In light of this, the researchers assessed how responsive the basic education curriculum, assessment, and instruction are to the integration of the 21st century skills, and Sustainable Development Goals (SDGs), and determined the contributing factors, particularly in hybrid learning. By understanding the level of responsiveness and contributing factors, researchers designed guidelines for a responsive hybrid learning curriculum, assessment, and instruction that the institution can utilize during evaluation.

This study will help the school, school administrators, and teachers successfully achieve a responsive curriculum, assessment, and instruction based on the provided standards of the Department of Education and those set by the institution to keep abreast of the rapidly increasing demand for higher-quality education and to navigate the difficulties of the new normal in education. Most of all, this endeavor will help the students be able to address their changing needs in response to the continuously changing demands of work and life.

School administrators will greatly benefit from this study. They will be aware of the compliance of the teachers with the policy guidelines of the school and take necessary actions to ensure full compliance to attain the target standards. These educational standards that are executed through curriculum, assessment, and instruction can be successfully achieved through the design guidelines that the researchers will be developing. Teachers, alongside their subject heads, will be fully informed as to what is lacking in the design and implementation of the curriculum, assessment, and instruction. This will help them better develop these course materials, ensuring that they are aligned and compliant with the policy guidelines of the school and with institutional and national education standards. Students will understand that the curriculum, assessment, and pedagogies are designed to ensure their holistic development and equip them with the salient skills to prepare them for the four exits. Stakeholders will be assured that the school is responding to local and global demands, that their children are receiving quality education, and that they are being equipped with the necessary competencies to prepare them for the future.

Statement of the Problem

The objective of this study was to determine the responsiveness of the curriculum, assessment, and instruction of the basic education at the University of Baguio to the 21st-century skills and SDGs integration particularly in hybrid learning. Specifically, it sought to answer the following problems:

1. What is the level of responsiveness of the hybrid learning curriculum, assessment, and instruction of the teachers in the University of Baguio basic education program along:
 - a. 21st century skills; and
 - b. SDGs integration?
2. What are the contributing factors in designing a responsive hybrid learning curriculum, assessment, and instruction?
3. What design guidelines could be created to establish a responsive hybrid learning curriculum, assessment, and instruction?

II. Methodology

Research Design

For this study, a descriptive survey research design was used, combining quantitative and qualitative data to provide accurate information. This method provides a more thorough understanding of the basic education hybrid learning curriculum, assessment, and instruction. Quantitative data from closed-ended items was analyzed using descriptive statistics, which have been identified based on the components and characteristics of the hybrid learning curriculum, assessment, and instruction, and qualitative data from open-ended questions was carefully examined, coded, and subjected to thematic analysis.

Population and Locale

The research participants were secondary teachers in the basic education program of the University of Baguio, which includes 2 departments, namely, the University of Baguio High School and the University of Baguio Science High School. Specifically, they were the teachers in the senior high school who taught the core subjects. A total of 20 teachers voluntarily participated, 11 from the UBHS and 9 from the UBSHS.

Data Gathering Tool

The study was conducted using a self-made questionnaire. It was reviewed by an IRC reviewer to ensure the reliability of the tool before actual data gathering. As to the content of the survey, the questions focused on hybrid learning curriculum, assessment, and instruction in response to the outcomes of K-12 basic education programs, the development of 21st-century skills, and the inclusion of SDGs. It was facilitated by the researchers themselves for two weeks to ensure all respondents were able to answer the survey diligently.

Data Analysis

For the statement of problem 1, the level of responsiveness of the hybrid learning curriculum, assessment, and instruction of the teachers, the quantitative data gathered utilized descriptive statistics. To determine the level of responsiveness of the hybrid learning curriculum, assessment, and instruction of the teachers, the mean was used to summarize the gathered data, while the standard deviation was computed to show the disparity of the data. The computed mean was then interpreted using the table below.

Table 1
Scale of Interpretation

Arbitrary Values	Statistical Limit	Descriptive Equivalent	Interpretation
4	3.25 – 4.00	Very Compliant	The standard is highly evident.
3	2.50 – 3.24	Compliant	The standard is moderately evident.
2	1.75 – 2.49	Slightly Compliant	The standard is somehow evident.
1	1.00-1.74	Not Compliant	The standard is not evident.

For the statement of problem 2, contributing factors in designing a responsive hybrid learning curriculum, assessment, and instruction, the qualitative data gathered employed thematic analysis. To ensure the accuracy of the data, it underwent data validation. Based on the results of problems 1 and 2, the researchers used the data to design a guideline to establish a responsive hybrid learning curriculum, assessment, and instruction that the institution can use for evaluation.

Ethical Considerations

1. The study did not compare the differences in results between the two high schools.
2. Permission to administer the questionnaires was obtained from the two secondary school principals at the university. Participation in the said endeavor was voluntary, and participants had the right to withdraw participation or retract details at any time.
3. The researchers, as colleagues of the research participants, were objective in treating the data. It was not manipulated, modified, or influenced to ensure value-free, unbiased, and reliable research.

4. The confidentiality of the information provided by the participants and the anonymity of informants was respected and used only to determine the responsiveness of the curriculum, assessment, and instruction of the basic education in the University of Baguio as to the 21st-century skills and SDGs integration, particularly in hybrid learning. Documents bearing participants' data will be shredded and deleted by the researchers after five (5) years from the completion of the research.

5. Dissemination of results will likewise be done through Professional Learning Communities essential in the design and implementation of the curriculum, assessment, and instruction.

III. Results and Discussions

In this chapter, the results of the study are presented and discussed concerning the aim of the study, which was to determine the level of responsiveness of the hybrid learning curriculum, assessment, and instruction of the teachers in the University of Baguio basic education program along with the 21st-century skills and SDG integration. Moreover, it presents contributing factors in designing a responsive hybrid learning curriculum assessment and instruction and design guidelines that could be utilized to establish a responsive hybrid learning curriculum, assessment, and instruction.

1. Level of Responsiveness of the Hybrid Learning Curriculum, Assessment, and Instruction of the Teachers in the University of Baguio Basic Education Program

Table 2

Level of responsiveness of the hybrid learning curriculum, assessment, and instruction of the teachers in the University of Baguio basic education program

Hybrid Learning		Mean	Standard Deviation	Descriptive Equivalent
Curriculum	21st Century Skills	3.68	0.4676	Very Compliant
	SDG Integration	3.79	0.3976	Very Compliant
Assessment	21st Century Skills	3.67	0.3908	Very Compliant
	SDG Integration	3.65	0.4850	Very Compliant
Instruction	21st Century Skills	3.59	0.5486	Very Compliant
	SDG Integration	3.65	0.4443	Very Compliant

Table 2 shows the level of responsiveness of the hybrid learning curriculum, assessment, and instruction of the teachers in the University of Baguio basic education program along the 21st-century skills and SDG integration. It is observable that all the computed mean for the hybrid learning curriculum, assessment, and instruction are interpreted as very compliant for both 21st-century skills and SDG integration. This implies that the 21st-century skills and SDG integration in hybrid learning are highly evident in the curriculum and the teachers' assessments and instructions.

Basic education institutions are always under demand from a variety of angles, including the need for 21st-century skills and sustainable development goals. This goal of responsiveness is reflective of the policy guidelines on the K to 12 basic education program (DepEd Order No. 021, series of 2019) regarding 21st-century skills. This issue frequently prompts questions about how responsive their curricula are. They are required to restructure their curriculum programs to better suit the demands and interests of society and the globe not only on the 21st century skills but with the sustainable development goals as well. With those expectations, it is undeniable that the University of Baguio's basic education is immediate in reconsidering the responsiveness of its curriculum programs to the changing settings.

Being an educational institution located in a multicultural region, it is anticipated that it would provide adaptable programs to encourage community development. This goal is reinforced in the school curriculum. According to Cahapay (2020), the goal of the curriculum is not dependent on curriculum perse but to develop basic education teachers with a teaching philosophy that is adaptable to the ever-changing social environment. This only proves that a teacher's responsiveness to the curriculum has a significant effect on student engagement, learning results, and the efficacy of education as a whole. A more diverse and fair learning environment is promoted when educators actively modify their teaching strategies to meet the needs, backgrounds, and learning preferences of their students. In addition to improving children's academic performance, this attentiveness fosters their social and emotional

growth. It follows that to build a flexible and dynamic educational system, funding professional development initiatives that encourage curricular responsiveness among educators is essential.

Responsiveness of the University of Baguio basic education teachers towards assessment responsiveness of the hybrid learning assessment along with 21st-century skills and sustainable development goals is highly evident. It is imperative that assessing students' mastery of 21st-century skills and comprehension of the Sustainable Development Goals (SDGs) in a hybrid learning environment requires teachers to be highly responsive in both the design and implementation of their assessments. In hybrid learning environments, assessments must go beyond conventional techniques and gauge not only subject-matter expertise but also soft skills like digital literacy, teamwork, and critical thinking. It follows that to ensure that students are suitably equipped for the opportunities and difficulties of the contemporary world, educators must modify their assessment practices to better line with the objectives of sustainable development and education for the twenty-first century.

According to Montoya and Perez (2022), the idea that well-crafted assessments in hybrid learning settings may measure 21st-century abilities and comprehension of Sustainable Development Goals is supported by empirical evidence. Research has indicated that evaluations that are technology-enhanced, collaborative projects, and performance-based are more effective in capturing the multifarious skills needed in the twenty-first century. Furthermore, it has been demonstrated that integrating evaluations with a sustainability focus into the curriculum in a hybrid environment increases students' commitment to and awareness of sustainable practices. The confirmation implies that instructors' responsive assessment practices in hybrid learning settings provide a more comprehensive assessment of student's skills that is in line with the overarching objectives of sustainable development and education for the twenty-first century.

Lastly, the curriculum's integration of the Sustainable Development Goals (SDGs) and the development of 21st-century skills are significantly impacted by teachers' responsiveness in adopting hybrid learning teaching. Teachers must modify their teaching strategies in a hybrid learning environment to foster students' digital literacy, creativity, critical thinking, and teamwork. In addition, integrating the Sustainable Development Goals (SDGs) into the curriculum improves students' comprehension of global issues and cultivates a feeling of accountability for sustainable practices. The consequence is that educators who actively meet the needs of hybrid learning help students establish a commitment to sustainable development while equipping them with the fundamental information and skills required for success in the twenty-first century.

Strong evidence of the beneficial effects of teacher responsiveness in hybrid learning on 21st-century skills and sustainable development was emphasized in the study of Kim, Raza, and Seidman (2019). Their research indicates that effectively planned hybrid learning programs that integrate both online and in-person components improve students' digital literacy and teamwork. Including the SDGs in the curriculum has also been associated with more student engagement and a more globalized viewpoint on issues. The notion that responsive hybrid learning strategies efficiently address the changing nature of education and support students' holistic development is supported by successful case studies of educational institutions and instructors implementing these strategies. The report highlights the significance of continual professional development for teachers to guarantee the successful integration of 21st-century skills and sustainable development objectives in hybrid learning environments.

2. Contributing Factors in Designing a Responsive Hybrid Learning Curriculum, Assessment, and Instruction

In designing a responsive hybrid learning curriculum, assessment, and instruction, it is fundamental to focus on the following components identified by the participants: availability of internet resources, integration in certain subjects, and number of competencies to be achieved.

Topping the list of contributing factors in designing a responsive hybrid learning curriculum, assessment, and instruction is the availability of stable internet resources. Participants mentioned that the unavailability of stable connections hinders them from delivering lessons during synchronous classes. Further, when faced with unstable connectivity, time is also greatly affected since it will limit the schedule and the attainment of learning competencies. In addition to this, they have cited that although teachers recognize the value of 21st-century skills, the application of technology is faced with problems as regards speed of connectivity. The schedule is interrupted.

The internet is the most important information and communication technology that has caused a global shift in information quality (ERIC, n.d.) Further, The curriculum development process can incorporate technology by selecting digital learning resources, adopting online and blended learning models, using educational software and applications, and integrating arising technologies such as virtual reality, artificial intelligence, and data analytics (Sharma,2023).

With these, stable internet resources would yield a better hybrid program.

By integrating concepts of subjects using targeting the components of the curriculum, the responsive hybrid learning curriculum, assessment, and instruction may be carried out. From the responses, laboratory subjects such as Core Media and Information Literacy can permit assessments to take place. To add up to these, however, subjects accommodating hybrid learning as a means of modality must also be decongested as cited by participants since the competencies are overloaded, and selection of power competencies of most essential competencies may be key to encapsulating the essential knowledge, skills, and attitude of students without compromising the quality. Integration, here, may solve the concern.

Integrated learning can increase student engagement by providing a more connected and relevant education. When multiple subjects are combined, students can see the relationships between them and how they can be applied in real-world situations, making the material more interesting and engaging (What is Integrated Learning and how it benefits students, 2023). In addition, an integrated course model caters a broader range of learning styles by offering flexibility, more alternatives for learning, and integration of learning activities that lead to more extensive knowledge. These are just a few strategies that teachers have used to design hybrid or blended learning courses (Hybrid Learning-Center for Excellence in Learning and Teaching, n.d.)

Finally, the number of competencies to be achieved has been identified as one of the key factors in designing a responsive hybrid learning curriculum, assessment, and instruction. Competencies are representative of the essential knowledge, skills, and attitude that every learner should possess in the 21st century and in gearing toward his or her entrance to any of the four exits of the K to 12 Curriculum. In line with the second identified factor that is on the integration, competencies that may be subsumed are to be lumped to make sure that the most important components of the curriculum are still carried out even amid uncertainties in the schedule. This factor may be fundamental in terms of accomplishing and attaining all power competencies and championing skills and can still accommodate Sustainable Development Goals (SDGs) for holistic hybrid learning.

From all these factors, teachers are well aware of areas or components that can facilitate hybrid instruction.

3. Guidelines to Establish a Responsive Hybrid Learning Curriculum, Assessment, and Instruction

Notably, the teachers of Science High School and regular high school at the University of Baguio are very compliant, which means the standards are highly evident; however, the result should be different from the reason for the school to be complacent. There should still be consistent monitoring to ensure that the teachers remain compliant and deepen their understanding of the required standards. Thus, a guideline is necessary to meet the standards. The researchers designed a Standards Compliance Guide (SCG) to help the school, specifically the teachers, on how to successfully comply with the required standards. The designed guideline is voluntary; it is the decision of the school after the presentation of the research output if they will consider utilizing it to evaluate curriculum, assessment, and instruction.

The items in the proposed Standards Compliance Guide are based on the Policy Guidelines on the K-12 Basic Education Program of the Department of Education (DepEd) and related literature. The supporting documents are tangible evidence that the school can use if the items are attained, or the teachers have complied. It is also significant to note that the standards are aligned with the target competencies (knowledge, skills, and attitude), which would be embedded in the assessment (formative and summative) and instruction (teaching strategies to deliver the course material). Thus, the items are reasonable and feasible for the teachers to achieve. Below is the proposed guideline for responsive hybrid learning curriculum, assessment, and instruction.

Standards Compliance Guide

1. Curriculum

1.1. 21st Century Skills. The curriculum employs an inquiry-based, reflective, collaborative, and spiral progression approach.

1.1.1. Emphasizes questioning, investigation, proof, probing, explanation, prediction, and evidence connection.

1.1.1.1. Encourages students to ask complex questions, promoting higher-order thinking skills.

1.1.1.2. Involves engaging students in planned investigations where findings are used to solve real-life problems.

1.1.1.3. Enables students to establish a fact with certainty by providing proof to confirm the validity of their conjecture and solve a problem.

1.1.1.4. Promotes an enduring understanding by designing activities that help students retain, organize, and incorporate essential concepts and skills identified in the intended learning outcomes.

1.1.1.5. Develops the skill of predicting, which fosters critical thinking skills based on the student's prior knowledge, experiences, observations, and research.

1.1.1.6. Uses evidence that serves as a persuasive tool in supporting reasons, analyzing data, and making decisions.

1.1.2. Provides opportunities for learners to reflect on what and why they need to learn and how to go about it, fostering independence.

1.1.3. Encourages learners to work interdependently, learning from and contributing to the learning of others during collaborative learning.

1.1.4. Ensures mastery of knowledge and skills after each level by targeting the thinking skills, analyzing, evaluating, and creating.

1.2. Sustainable Development Goals. The curriculum addresses a range of complex global issues.

1.2.1. Extend the current topics by considering the 17 goals.

1.2.2. Uses the SDG indicators, targets, and themes as a reference to guide the learning outcomes.

1.2.3. Provides the knowledge, skills, attitudes, and values necessary to address sustainable development challenges.

1.2.4. Empowers students to comprehend their local communities and the diverse world and to participate actively and influence decisions that impact them.

1.2.5. Deepens comprehension of social science, scientific and mathematical concepts, and processes by integrating them with real-life contexts and data.

1.3. Supporting Document/s. Syllabus

2. Assessment

2.1. 21st Century Skills. The assessment covers learning skills, literacy skills, and life skills.

2.1.1. Evaluates critical thinking, creativity, collaboration, and communication.

2.1.1.1. Allows the students to find solutions to problems through research-based assessments.

2.1.1.2. Allows the students to think outside the box through differentiated tasks wherein their interests and abilities are considered.

2.1.1.3. Allows the students to work with others through pair works or group activities.

2.1.1.4. Allows the students to communicate effectively through various speaking activities.

2.1.2. Includes information literacy, media literacy, and technology literacy.

2.1.2.1. Allows the students to find, use, analyze, evaluate, and communicate information in all its various formats.

2.1.2.2. Allow students to be smart media consumers and producers.

2.1.2.3. Allows the students to use technology safely, effectively, and responsibly.

2.1.3. Foster learners' development of flexibility, leadership, initiative, productivity, and social skills

2.1.3.1. Allows the students to adapt to changing circumstances.

2.1.3.2. Allows the students to lead a group and accomplish a goal.

2.1.3.3. Allows the students to assess, solve problems, make decisions, and take actions independently.

2.1.3.4. Allows the students to work efficiently in completing a task.

2.1.3.5. Allows the students to communicate and interact with each other, both verbally and non-verbally.

2.2. Sustainable Development Goals. The assessment develops an understanding of real-world issues and takes action in response to learning.

2.2.1. Emphasizes the interconnectedness and interdependency of different countries and populations.

2.2.2. Fosters a sense of belonging among learners, promoting values, responsibilities, empathy, solidarity, and respect for diversity and differences.

2.2.3. Includes interdisciplinary projects, problem-based learning, and presentations focusing on a specific SDG.

2.2.4. Engages students in collaborative projects that give them a window to explore SDGs in their community and make comparisons.

2.2.5. Design activities that help students plan and conduct projects or initiatives by implementing solutions to challenges identified in SDGs.

2.3. Supporting Documents. Designed assessment activities of teachers (formative and summative) and outputs of students

3. Instruction

3.1. 21st Century Skills. The instruction/teaching strategies consider the individual interests, needs, and strengths of the students.

3.1.1. Label learning activities and assignments in ways that help students choose when to work with their areas of strength and when to work with areas that still need strengthening.

3.1.2. Provides options or choices that enable students to learn the material their way or show what they have learned

3.1.3. Uses research-based best practices to help ensure that more students develop the concepts and skills targeted.

3.1.4. Uses different genres and levels of materials, uses a variety of instructional materials, provides choice, and uses selective abandonment when teaching information and selecting resources.

3.1.5. Selects the most effective cognitive opportunities that are relevant, engaging, and challenging to ensure learning for each student.

3.2. Sustainable Development Goals. The instruction/teaching strategies cover various learning resources that address the SDGs.

3.2.1. Makes use of a variety of sources, such as reports, articles, videos, podcasts, case studies, simulations, games, or projects, to provide learners with relevant and diverse information and perspectives on the SDGs.

3.2.2. Provides examples or illustrations addressing global challenges during discussions or lectures.

3.2.3. Includes SDGs for conversation questions or topics for deeper connections and active classroom interaction.

3.3. Supporting Documents. Learning modules, PowerPoints, reading materials, videos, prerecorded lectures, and other instructional materials

In conclusion, the Standards Compliance Guide evaluates the compliance of teachers in integrating 21st-century skills and Sustainable Development Goals in the design and implementation of curriculum, assessment, and instruction in teaching the core subjects in senior high school. The abovementioned guide is more thorough as compared to the existing guideline for it has clearer descriptions or indicators. It will help teachers, subjectheads, assistant principals, and principals build clarity and confidence in pursuing a responsive curriculum, assessment, and instruction

VI. Conclusions and Recommendations

Conclusions

1. The Basic Education Program at the University of Baguio is a prime example of responsive and progressive education, skillfully incorporating 21st-century competencies and the Sustainable Development Goals into its hybrid learning framework. This all-encompassing method not only equips students with the skills necessary to meet the problems of the contemporary world, but it also fosters in them a feeling of accountability for building a just and sustainable future. Because of the university's dedication to continuous assessment and development, it is positioned to be a leader in offering an impactful and relevant education in the face of changing global issues and the educational landscape.

2. The availability of stable and reliable internet resources, integration of instruction among core subjects, and selection of the power competencies to be achieved are fundamental components in building a responsive hybrid learning curriculum, assessment, and instruction in the private senior high school which should not be compromised for successful implementation.

3. The Standards Compliance Guide is designed based on the Policy Guidelines on the K-12 Basic Education Program of the Department of Education (DepEd), institutional guidelines, and research to ensure that teachers are consistently compliant with the required standards upon evaluation of the supporting documents.

Recommendations

1. Continuous Professional Development, Curriculum Review and Enhancement, Flexible Learning Resources, Assessment Strategies, Collaboration Platforms, Community Engagement, Feedback Mechanism, and Monitoring and Evaluation are some aspects that need to be assessed and evaluated to strengthen the University of Baguio Basic Education Program and its commitment to providing a responsive and future-ready education that equips students with the skills and knowledge needed for success in the 21st century, while also fostering a sense of responsibility towards sustainable development goals.

2. Professional Learning Communities may strengthen agenda on areas of availability of stable and reliable internet resources, integration of instruction among core subjects, and selection of the power competencies to be able to revisit their processes and mobilize academic leaders for a responsive hybrid learning curriculum, assessment, and instruction in the private senior high school.

3. Other standards should also be considered, such as K-12 curriculum exits (national level) and PEAC principles (institutional level), which can be included in the designed guideline. After gaining sufficient knowledge, skills, and attitude, senior high school graduates should be equipped and ready for whatever curriculum exit they pursue, namely, higher education, middle-level skill development, entrepreneurship, and employment. Also, private schools that have been attending in-service training and undergoing certification by the Private Education Assistance Committees (PEAC) adhere to the introduced principles.

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