



INTEGRATED CHALLENGE-BASED LEARNING PROGRAM (ICBLP) JULY 2023

Rationale:

Recent events like the global pandemic and natural disasters attributed to climate change have underscored the VUCAD (Volatility, Uncertainty, Complexity, Ambiguity, and Disruption) world we live in. These events have also challenged educators to think about responsive curriculum and instruction programs that will prepare students to meet the demands of the 21st-century workplace as well as the conditions that shape it.

For its part, De La Salle Santiago Zobel School (DLSZ), as it enters its 45th year, recognizes the importance of renewing its educational mission and redirecting its curriculum and instruction toward relevant academic goals.

Overview:

DLSZ flexes its power as it strengthens its resolve to develop future-ready 21st-century Lasallian learners.

As an educational trailblazer, DLSZ will provide its learners with an environment where its systems and processes will highlight its characteristic of being in an integrated structure. This is DLSZ's approach to establishing a vertically articulated and horizontally integrated curriculum while creating an organization that delivers quality education and a learner-centered environment. The school is making an intentional and more conscious effort to achieve excellence by providing learning experiences that are formative, holistic, and developmentally appropriate.

In response to such demands of a rapidly changing and unpredictable world, DLSZ undertakes an **Integrated Challenge-Based Learning Program (ICBLP)** in a learning environment marked by **play, design, inquiry, and research**, while acknowledging the developmental qualities of its learners in these stages.

It is hoped that every esteemed Lasallian who has walked its green, gold, and white halls will take great pride in witnessing how DLSZ continues to pursue its growth from its humble beginnings at the Alabang Campus in June 1978. As it commemorates its Sapphire Anniversary this Academic Year (AY) 2023-2024, DLSZ makes a stronger commitment to fulfill its mission of teaching minds, touching hearts, and transforming the lives of the students entrusted to its care.

FREQUENTLY ASKED QUESTIONS:

1. What is DLSZ's Integrated Challenge-Based Learning Program (ICBLP)?

Our pioneering approach, **Integrated Challenge-Based Learning Program (ICBLP)**, consists of **four integrated curriculum strands**, namely, ***play-based learning, design thinking, inquiry-based learning, and research***. These strands characterize the learning environment that students will experience as they tackle learning challenges in varied contexts covering the home, school, community, national, and global.

2. What are the curriculum strands under the ICBLP?

DLSZ's ICBLP is likened to a weave with intertwining strands, wherein each strand is not regarded as independent blocks. Instead, they are sequenced to build on each other and are meant to accumulate and culminate in research; that is, ***the skills learned from play-based, design thinking, and inquiry-based learning prepare the students to do research***.

Each strand takes place at certain grade levels – ***play-based learning*** runs from ***Pre-Kinder to Grade 3***, the ***design thinking*** is for ***Grades 4 to 6***, the ***inquiry-based learning*** is for ***Grades 7 to 10***, and ***research*** for ***Grades 11 to 12***.

The **play-based curriculum** strand is the foundation of all four since it is the wellspring of creative and critical thinking, problem-solving, communication, and collaboration. **Design thinking** transfers play-based exploratory skills to real-world design scenarios and walks the students through a structured hands-on process of problem-solving and prototyping. Following this, students in **inquiry-based learning** encounter learning experiences that focus on fostering students' curiosity, promoting independent investigation, and developing their research skills. In turn, all these skills lay the groundwork for the culminating strand of **research and development**.

While DLSZ continues to teach and enhance the required K to 12 standards and learning competencies, the strands also exhibit the developmental learning experiences of students indicating how standards and competencies are better achieved and are more meaningfully done.

3. What makes the DLSZ Curriculum unique?

DLSZ's commitment to being curriculum-driven involves implementing a curriculum that integrates the Lasallian educational philosophy, student formation, and academic excellence. It also aligns with the school's commitment of ***student-led learning, encouraging active engagement and unlocking the boundless potential of every student***.

4. How can the DLSZ curriculum achieve students' success from Pre-Kinder to Senior High School?

DLSZ aims to create a more streamlined educational experience, allowing students to developmentally progress from one learning stage to another.

In this program, students will develop skills, competencies, and mindsets that enable them to be future-ready and equipped to tackle university academic studies. By inquiring into diverse challenges, conducting research, designing solutions, and making products at different levels and in varied forms throughout the program, ***students gain vital skills in adaptability, innovation, collaboration, resilience, and problem-solving.***

This approach prepares them to navigate complex situations, embrace uncertainty, and make meaningful contributions to society. The curriculum also ***promotes independence and cultivates learners' 21st-century skills for future readiness.***

5. What's to expect in Preschool?

DLSZ endeavors to recognize each child holistically and aims to educate socially, emotionally, and academically confident and capable young Lasallians.

Effective this AY 2023-2024, DLSZ is adopting the internationally renowned curriculum for early childhood education from Finland, while contextualizing it to our Philippine and Lasallian identities and realities. The teaching will follow a child-focused approach that is aligned with each child's developmental needs and milestones. The curriculum will thus develop our young learners' essential skills through play and real-life experiences.

6. When will this transition to ICBLP take place?

The ICBLP will be gradually introduced into the curriculum from Pre-Kinder to Grade 12 during the first and second terms, with full pilot implementation scheduled for the third term of AY 2023-2024.

7. In terms of DLSZ's organizational structure, what does this integration mean?

DLSZ has created a well-designed and responsive Organization Structure to begin the work of innovating the curriculum. The expanded structure of the integrated set-up allows the school to provide a more focused and specialized educational environment that caters to the diverse interests and aptitudes of every student, which is essential to their formation as true Lasallians.

This expanded structure also opens up new avenues for collaboration and partnerships with external organizations, enhancing students' immersion experiences. It also creates valuable career opportunities for Lasallian Partners, further enhancing the overall educational experience for students.

8. How will this affect the operations of DLSZ?

The operations will be based on ***The Change Management Philosophy*** which is built on a foundation of having *highly trained faculty*, a robust organizational structure, and *quality leadership* with an emphasis on the *continuous pursuit of excellence*.

These shall be done by ensuring well-formed students, faculty, and Lasallian Partners; effective governance practices to ensure checks and balances, and effective management with emphasis on **evidence and risk-based informed decision-making**.

There will be **one School Principal from Pre-Kinder to Grade 12**, who will be ably supported by *three administrators*, to provide a focused and unified approach:

- **Associate Principal for Learning Standards** - responsible for DLSZ's curriculum and instruction
- **Associate Principal for Learning Management** - responsible for providing appropriate learning spaces and managing day-to-day operations
- **Associate Principal for Learner Formation** - who, together with the Lasallian Formation and Mission Department, the School Counseling Office, and the Homeroom Advisers, shall form the Formation Council.

The following are the change management objectives:

- a) Combining Challenge-Based Curriculum and Play-Based Curriculum
- b) Infusion of **Evidence-Based Education Management** into the Lasallian Education Philosophy and the 'Evidence-based Education'. The new paradigm will serve as the DLSZ Educational Culture and way of doing things. Evidence-based education promotes excellence consistently and decisions are evidence-based. It serves as the basis and backbone for organizational change and the transition to an integrated set-up.
- c) Structuring for Success
- d) Effective span of control, where a single unit head oversees 16 to 20 faculty members.