

GUIDING OUR TEACHERS: A Briefer on Using the EPP/TLE MELCs

About the Process

In EPP/TLE MELCs were identified in the four components which are as follows:

- a. Industrial Arts (IA)
- b. Home Economics (HE)
- c. Agriculture and Fishery Arts (AFA)
- d. Information, Communication and Technology (ICT)

The **identified MELCs** preserve the main objective of Edukasyong Pantahanan at Pangkabuhayan (EPP) which is to enable the learners acquire technical knowledge, skills and values in the four components mentioned above while Technology and Livelihood Education (TLE) is to make the learners **technologically proficient** that may lead them to pursue a career or livelihood training.

The identified MELCs in EPP/TLE are intended only for School Year 2020-2021 to accommodate the necessary adjustment due to the shortened academic year. The curriculum was not revised and the identified MELCs are lifted from the existing curriculum guide without any enhancement or modification.

HOW TO USE MELCs IN TEACHING EPP/TLE/TVL

The duration stipulated in this document is not prescriptive, rather suggestions **but the MELCs, however, are non-negotiable.**

The following are the premises to be considered in utilizing MELCs in the teaching of EPP/TLE:

- Entrepreneurship is embedded in the four components of EPP/TLE;
- There are MELCS that have broad stroke competencies which have to be unpacked by the teachers;
- Sub learning competencies that are redundant or recurring were removed to satisfy the 8 to 9 weeks' allotment per quarter;
- For Grades 4-6 of Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE), there is a quarter 0, again this is consistent with the coding of EPP/TLE Curriculum Guide as it gives leeway to the school of which among the components needed emphasis per quarter.

- For Grades 7/8 Exploratory, there is an option to choose four mini courses in ICT/AFA/HE/IA or one of the components may be chosen for the duration of the whole year. Each mini course is good for 8 to 9 weeks per quarter.
- For Grades 7/8 Exploratory, the last two to three weeks are allotted for entrepreneurship.
- In addition to Exploratory TLE 7 and 8, MELCs for these Grade Levels are similar to that of Grades 4 to 6 in a way that these grade levels contain quarter 0. Furthermore, modifications below were made to show a clearer articulation of standards.

Basis	Curriculum Guide	Most Essential Learning Competencies (MELCs)
<p>1. Clustering of some mini-courses according to their sector, in consideration that they have the same tools, equipment, materials and competencies.</p>	<p>Mini-courses:</p> <ul style="list-style-type: none"> • Agri-Crop Production I and II • Horticulture <p>Combined in one [1] curriculum guide</p>	<p>Refer to the MELCs for Crop Production Sector</p>
	<p>Mini-courses:</p> <ul style="list-style-type: none"> • Carpentry • Masonry • Plumbing • Welding • EIM • EPAS • Technical Drafting • Automotive Servicing/Small Engine <p>Different CGs but you can choose four [4] or more and offer in Grades 7 and 8.</p>	<p>Refer to the MELCs for Construction Sector</p>
<p>2. Combining the learning competencies to simplify the teaching days without omitting the value of the skill or concept</p>	<p>LO 1. Select and use farm tools</p> <p>1.1 Identify farm tools according to use 1.2 Check farm tools for faults 1.3 Use appropriate tools for the job requirement according to manufacturer's specifications and instructions</p> <p>LO 2. Select farm equipment</p>	<p>LO 1. Select and use farm tools and equipment*</p> <p>1.1 Identify farm tools and equipment according to use 1.2 Conduct pre-operation check-up in line with the manufacturer's manual</p>

	<ul style="list-style-type: none"> 2.1. Identify appropriate farm equipment 2.2. Follow the guidelines in the instructional manual of farm equipment 2.3. Conduct pre-operation check-up in line with the manufacturer's manual 2.4. Identify faults in farm equipment and facilities 2.5. Use farm equipment according to their function 	<p>1.3 Use appropriate tools and equipment for the job</p> <p>requirement according to manufacturer's specifications and instructions</p>
3. Rephrasing the standards to make it clearer for the teachers to understand its context	<p>Content Standard :</p> <p>The learner demonstrates an understanding of estimation and basic calculation</p>	<p>Content Standard :</p> <p>The learner demonstrates an understanding of estimation and basic calculation needed in the workplace</p>
	<p>Performance Standard:</p> <p>The learner accurately performs estimation and basic calculation</p>	<p>Performance Standard:</p> <p>The learner accurately performs estimation and basic calculation needed in the workplace</p>
	<p>UNIT OF COMPETENCY:</p> <p>LESSON 4: APPLY SAFETY MEASURES IN FARM OPERATIONS (SO)</p>	<p>UNIT OF COMPETENCY:</p> <p>LESSON 4: APPLY SAFETY MEASURES IN FISHERY FARM OPERATIONS (ASMFO)</p>
4. Deleting learning competencies that was already captured in the previous competency	<p>LO 1. Collect farm waste</p> <ul style="list-style-type: none"> 1.1 Prepare tools and materials for collection of farm waste 1.2 Collect waste following OSH and waste collection requirements and plan 1.3 Collect dangerous and hazardous wastes following the HAZMAT protocol 1.4 Wear appropriate PPE as prescribed by OSHS. 	<p>LO 1. Collect farm waste</p> <ul style="list-style-type: none"> 1.1 Prepare tools and materials for collection of farm waste 1.2 Collect waste following OSH and waste collection requirements and plan 1.3 Collect dangerous and hazardous wastes following the HAZMAT protocol

5. Adding learning competency to fully attain the learning outcome	LO 2. Perform preventive maintenance of tools and equipment 2.1 Clean tools and equipment after use in line with farm procedures 2.2 Perform routine check-up and maintenance 2.3 Perform preventive maintenance by following the procedures in sharpening and oiling farm tools and equipment	LO 2. Perform preventive maintenance of tools and equipment 2.1 Clean tools and equipment after use in line with farm procedures 2.2 Perform routine check-up and maintenance 2.3 Perform preventive maintenance by following the procedures in sharpening and oiling farm tools and equipment 2.4 Store tools and equipment in designated areas in line with farm procedures.
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- For most of the TLE/TVL specializations, the Curriculum Guides remain as is. MELCS were not identified because the competencies are based on the Training Regulations of TESDA; hence, omitting some learning competencies may have an impact on the National Certification Assessment. ***This also applies to SHS TVL specializations EXCEPT*** for the following cases:
 - *Handicraft and other TLE/TVL specializations that are non-NC or that may not affect the assessment of the learners, are suggested to be offered this year. The performance/ skills for these specializations can be delivered both in school or at home. Local materials are available in the community.*
 - *The Beauty Care (Nail Care/Foot SPA/Hand SPA), Hairdressing, Barbering and other TLE/TVL specializations similar to these are also recommended to be offered this year. These have National Certification Assessment but the performance/skills can be done both in school or at home.*
 - *Sample MELCs for these specializations are suggested to be used.*
- For TLE/TVL Specializations, consider the resources available in school, at home, or in the community in choosing what course(s) to offer since health is the utmost concern. In instances when the learners cannot physically attend a class, the learners should still be able to perform the task as stated in the CG.
- On the other hand, in cases when competencies are not feasible/ attainable due to various circumstances, the teacher may give an alternative activity provided it is aligned with the substituted learning competency.