

EDITOR'S NOTE

Alipato: A Journal of Basic Education Volume 15 (2024) contributes to urgent conversations in Philippine education on making schooling more relevant, responsive, and inclusive. Across eight articles, this issue looks at how curriculum shapes civic identity and values, how teaching can be more learner-centered and grounded in real-life contexts, and how learning materials influence students' understanding of nationhood and the environment.

The issue opens with three articles with a shared attention on *how curriculum can shape civic identity and values*. **John N. Abletis and Patriz Juliene C. Biliran** investigated how democratic values are conceived and taught in junior high schools in Luzon. The study showed that democracy is often equated with freedom of expression, but largely remains an implicit component in the curriculum, and offered a critical look at the role of Values Education Curriculum in fostering democratic values.

John Roger A. Obja-an's critical realist case study of a Catholic integrated school in Northern Philippines explored how administrators balance national curricular mandates with the school's religious and cultural identity. Findings revealed that curriculum implementation is shaped by both institutional pressures and internal value systems that result in dynamic negotiations between adaptation and preservation.

From national to global citizenship, **Brenson Y. Andres** documented the advocacy projects of educators who have brought Global Citizenship Education (GCED) beyond classroom walls. Despite the absence of formal mandates, these educators have led diverse initiatives that demonstrate the power of teacher-led efforts in shaping global competencies. With these findings, the study recommended policies that mandate the teaching of GCED.

The next three articles shift the lens to *learner-centered teaching and support systems*. **Joven S. Llaborre's** research evaluated the effect of flipped classroom approach on the grammatical competence of Grade 7 learners. Although results showed no statistical difference compared to traditional instruction, the flipped classroom approach led to increased posttest scores. This study highlighted the role of well-prepared instructional materials in promoting engagement and content mastery.

Meanwhile, **Holden Kenneth G. Alcazaren** explored the lived experiences of senior high school students learning qualitative research methods. The study captured how student motivation, prior exposure, and teacher influence shape research learning outcomes. It also emphasized the value of reflective teaching practices in developing both cognitive and affective research competencies.

Focusing on the intersection of special education and family support, **Sarah Grace L. Candelario** presented a multiple case study of Filipino families with adolescents with developmental disabilities (ADDs). The research surfaced nine core dimensions of family-defined well-being - from learning life skills to spiritual growth. The study called for individualized transition plans informed by these dimensions and advocated for education that aligns with the lived realities and aspirations of Filipino families with ADDs.

The last two articles examine *learning materials and their role in shaping national and environmental awareness*. In their content analysis of primary textbooks, **Kobe Bryan L. Loterinia, Christian A. Reyes, and Rolliezon B. Tagaytay** highlighted the lack of substantive discourse on climate change. Despite the Philippines' vulnerability to environmental disasters, textbooks from 2000 to 2019 offered limited discussion of climate causes, impacts, or solutions and this underscored a gap in environmental education at the foundational level.

To conclude the issue, **Anna Cristina G. Nadora** examined how regional literature modules in Filipino 7 construct an image of the nation. Framing regional literature as the *kaluluwa ng bayan* (soul of the nation), the study revealed that the module's context and structure portray an image of the nation around themes of the nation and its citizens as sources of conflict, moral goodness over reason, and power imbalances.

As Philippine education continues to face evolving challenges, the need for grounded, reflective, and forward-looking research becomes even more essential. We hope that this issue of *Alipato* sparks reflection, conversation, and action among educators, researchers, and policymakers who strive to build a more responsive and socially aware education system.

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