

EXPECTATIONS ON FACE-TO-FACE CLASSES

by:

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After two years of being stricken by the global pandemic, Philippines had endured so much to bring about the necessary innovations in education. In each home, there had been a classroom established. Most parents served as the teachers of the children thirsty for knowledge. Modules served as the Bible of every learner, leaning on its ability to make learning accessible, safe, and easy. Technology played a huge role in transmitting knowledge through the screen of the computer and perceived by the learner. Teachers carried with them the most important role to perform in the country; to secure that the learners entrusted to their care are, after all, learning.

As implied by the present situation, schools are now in preparation for the face-to-face classes happening not later than soon. According to the Department of Education, schools must present signs and indications that the learning sites are evidently ready as we move now to a better normal. Teachers and learners will be meeting again inside of the classroom while of course observing the necessary health protocols and safety standards.

The physical plant and facilities are observably prepared, from the signage imposed to the markings where to sit inside the classroom. How about our learners and teachers? Have we bothered to ask if they are now ready? After being locked-up for 2 years, do we have the guarantee that they can function/ perform well in the classroom? Do teachers know where to pick them up from? These are essential questions to ask right now and I don't think that at this time modules can still be the answer.

In the course of moving toward tomorrow, we must not forget to go back to basic. Here are some steps I think would be supplemental as teachers cater learners back into the classroom:

INQUIRY FOR LEARNING. Teachers should be able to diagnose at which level of learning these students are in. They must be aware of what the students already know and decide where would be the starting point. When you look closely on this stage, the learner and the teacher both help each other to sail for a year-long journey together.

INQUIRY AS LEARNING. Once the students have been assessed of their prior knowledge, the teacher can now introduce a topic that will create a bridge with what they already knew and what they are about to know. This stage challenges the teachers to get out of the box. They are expected to be more creative and more critical with the types and kinds of activities they will craft for the best interest of the learners.

INQUIRY OF LEARNING. Finally, both learners and students will have the culmination in each quarter where learners are assessed of how far they have gone in the lessons taught. Have they been able to realize the competencies prescribed by the Department of Education enlisted in the MELCs? Has the teacher been successful in attaining excellence in instruction? Have the learners identify the pattern of applying concepts and theories into real-life situation? Has the engagement been profitable? Find out.

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