

## LEARNING LOSS REQUIRES RECOVERY PLAN

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For nearly a year, COVID-19 lockdowns have caused the closure of schools for over 168 million children around the world. In addition, 214 million children, or 14% of the global population, have missed more than three-quarters of their in-person education. From March 2020 to February 2021, 14 countries throughout the world remained largely closed, according to data on school closures by UNICEF 2021.

In the Philippines, different learning modalities altered the face-to-face teaching and learning. Modules, gadgets, and other learning materials bridged the gap between learning continuity and the risk of the pandemic. However, the long wait is over. According to the DepEd's Briones as cited by Ombay's GMA News article, 56.89% of all public schools nationwide resumed face-to-face classes.

Though, teachers are currently facing the challenge of ensuring students mastery despite of the learning loss from the two-previous school years. Continued emphasis on grade-level instruction puts children at risk of falling further behind, as significant learning gaps from previous years inhibit comprehension of more complex topics ("The Grade-Level Expectations Trap," features, Summer 2020). Without action to close these inequalities, they will only widen over time, resulting in ever more inequitable consequences. Pulling the previous year's textbooks from the supply closet, on the other hand, comes with its own set of risks, and children who are on grade level may get bored and distracted.

Recognizing that there are no easy ways, many administrators will provide instructors broad parameters to help them set high standards for their learners while filling in the gaps. There are worries in the side of parents and of the people in the

community who are less familiar with the complexities of grade-level scope and sequences in the short term, but many teachers recognize it as magical thinking.

Today is an excellent time to reconsider how teachers teach different subjects. The convergence of several other forces – widespread recognition of learning loss and its inequitable impact, the infusion of educational technology brought on by school closures, the need to attend to students' social and emotional development, and parents' fears that their children will not be able to catch up – all suggest that teachers can try new ways to meet each student where they are and help them achieve proficiency. (Rose 2021)

Thus, the Department of Education pushes the Learning Recovery Plan. The school administrators, specifically, the school principals, are currently on process of assessing different aspects within the institution. They are determining and analyzing the factors of learning gaps and will compose a plan to ensure the learning recovery of the students.

In the Learning Recovery Plan, the Phase 1 of the implementation, according to Asec. Torio, will begin in the summer of 2022, with immediate and short-term strategies/interventions. Phase 2 will be executed in SY 2022-2023, covering learning and longer-term improvements, while Phase 3 will be undertaken in SY 2023-2024 and beyond, accelerating and innovating long-term sustainable improvements. (Department of Education Website)

The school and the internal stakeholders are all committed to address the learning loss by ensuring quality strategies, interventions, and innovations. All extra efforts and time will always be worth it, “Para sa bata, para sa bayan!”.

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