

BRIDGING LEARNING GAP IN ELEMENTARY LEARNERS

by:

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It's been two years since COVID -19 pandemic affected the Philippine educational system. Schools offered different learning modalities suited to the needs and availability of the school and community. It was last January, Limited Face-to-face implemented by selected public schools from Kindergarten to Grade 6 with proper guidelines given and followed from the IATF (Inter-Agency Task Force). It was indeed challenging one.

This SY 2022-2023, the full implementation of Face-To-Face were practice. All public elementary schools open and welcomed all learners. No more modules, no more blended learning.

Due to learning modalities being offered to all learners two years ago, it was a big adjustment to all learners. Obviously, there were learning gaps or losses among our learners.

The BIG question here, is how to bridge the gap in learning?

As a school head, the importance of bridging the gap in learning, needs effective strategies that teachers must apply.

Diagnose Learning Gaps. Every learner had an interruption to their face-to-face classes due to COVID-19. This school year with the full implementation of face-to-face classes, teachers measure learners' academic progress and identify gaps.

Take a Trauma-Informed Approach. Teachers welcomed back schoolers carrying the wide variety of quarantine experiences they will bring. Some excited and others eager

to share all the things happened to them while they were away, and some had backpacks of overflowing toxic stress. Remember that Face-to-Face classes would not remove challenges once classes resume. A Trauma-Informed Approach according to the study, is a learning for intentional and authentic learning. Acknowledging the realities learners must face through collective- trauma to the classroom.

Challenge learners at the right level. Learners' thinking abilities must use to find out their understanding. Teachers must provide questions based on their abilities or level to challenge every individual.

Look at the knowns and unknowns. Many factors affect the learning of children. Teachers must find ways what best learning management system can be applied to those learners having difficulty in reading and numeracy. In which strategies are they willing to learn. Teachers knew that learners have different learning style or pattern. They must discover and understand what learners need to know and how they can easily help in learners' educational journey. Teachers can use baseline readiness assessments to identify skill gaps and develop customized instruction.

Use five question a day. Asking questions every day can eliminates the need to comprehensive formal test. Teachers may consider what is the important, imminent, and fundamental. With these teachers can enhance the difficulty level of questions to identify learning gaps.

Use at least one paragraph/ story/ problem a day. Aside from asking questions for those learners who are already are readers already, one paragraph, story, or problem a day must also be considered. In this manner learners have a chance to enhance their reading and numeracy skills.

Focus on the non-assessment assessment if possible. Identifying learners' gaps need not to be a difficult and boring task. Teachers must be reminded that these learners in front of them are the product of No Face-to-Face classes and experienced the effect of

COVID-19 pandemic in school, at home and community. So, gathering ideas from them by having assessment process fun and interesting is quite effective. Teachers may ask learners to explain their understanding of a topic through an illustration. Indulge reading and numeracy games and even vocabulary and writing activities.

From these given strategies bridging learning gaps during this time of pandemic must be the possible solutions to recover.

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