

BRIDGING THE LEARNING GAP THIS NEW FACE-TO-FACE CLASSES

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“To protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education” is the mission of the Department of Education that every school is mandated to do, but did we really provide quality education to all our learners in this time of pandemic?

Indeed, the new normal education for the school year 2020-2021 up to 2021-2022 has saved our learners from stopping them to reach their dreams by continuing their education even at home.

The strategic ways of the Department of education in providing the needs of our learners to continue their learnings in the comfort of their homes through different learning modalities were truly innovative, promising, and effective. As a part of one department, we can say that we really did our best to reach every learner during these challenging years.

Yes, the data can say it all. The result of different assessments taken; achievement rates, literacy, and numeracy levels for the last two school years were extremely positive. At first, these positive results show that every school performed very well despite the new setting of learning but the truth is, is these data reliable? Can we use these data to improve and check the effectiveness of our chosen modality of learning? Of course, the big answer in “No”, because the assessments were given at home, and parents are helping these learners in answering the assessments.

January 2022, the Department of education allowed the schools to have limited face-to-face classes following the DOH strict protocol.

Even though not 100 percent of the learners were allowed to come to school, teachers had a great chance in assessing the numeracy and reading levels of their pupils individually. As a result of this face-to-face assessment, the teachers honestly realized that there is really a “Learning Loss” that needs to be recovered and there is a “Learning gap” that needs to be filled. This loss and gap may not be new to us, but this pandemic learning loss and gap are more severe compared to other school years.

To bridge this gap and recapture the learning loss, the Department of Education has developed a program called the Learning Recovery Plan (LRP). This is a three-year roadmap to address learning gaps due to pandemic-related disruptions. It focuses on each pupil/student, the quality of their learning, and their outcomes.

The objective of LRP (Learning Recovery Plan) is to ensure that the interventions of a school are effective so that their learners can catch up and accelerate in their grade-learning level.

The program is really inspiring but the Teachers are the ones who will carry the heavy task of these learning gap and learning loss. Five to six months of face-to-face classes is not enough to bridge the learning gap of their pupils and students but teachers are doing their best to help their pupils learn the basic skills they need according to their grade level. The only hope of teachers from the DepEd is just to let them do their job, it is “to teach” to cope up with the loss.

References:

Identifying & addressing learning gaps | Center for Teaching Innovation (cornell.edu)