

ADDRESSING LEARNING GAP

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The learning gap among pupils is one adverse upshot of the pandemic. The aptitude, knowledge, and engrossment of pupils, as projected, declined during prolonged absences from school or forced disruptions, notwithstanding the breadth and depth of emergency education initiatives. As an outcome, education institutions must simultaneously toil to restore learning losses and disparities that were made worse by the emergency reaction to the COVID-19 crisis and stir education toward a better normal where all learners may thrive, notwithstanding their circumstances.

One of the more serious characteristics of learning gaps is their propensity to intensify over time and become more critical and pronounced if neglected, which can raise the likelihood that a pupil will experience scholastic and social struggles or drop out of school. Verifying exactly where and what those disparities are, as well as which pupils wrestle with them, is the initial step in settling learning gaps.

For this, it is indispensable to grasp and settle the student's diverse worlds. Solidifying student wellbeing, acclimating evaluation and assessment elements for superior real-time clarity arises as relevant good practice, and capacity building among educators empowers teachers and other staff who unswervingly direct sustenance to detect and address learning hitches more effectually. Additionally, it can back up educators in endorsing optimistic attitudes among underprivileged pupils. Enhancing home-school connections is also essential since resilient adolescents typically benefit from more family participation in their education.

Furthermore, individualized education interventions are very sensitive to everyone's demands and well-suited to the variations among students. To meet the explicit need at the individual or small group level, added or specialized education for some pupils is also crucial. Additional resources are also required based on student requirements to address inequities in a more economical manner or in the context of financial limitations.

Educators, who are in charge of maneuvering instruction, should take instantaneous action to close learning gaps and make a long-term vow while also taking into account the inimitable demands of the current environment and primary steps to solve them. To have the most bearing, they must embrace comprehensive, adaptable dealings that enrich the learner's diverse environments and rethink, integrate, and entrench evaluation and assessment components.

References:

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