

## LEARNING RECOVERY PLAN: A RESPONSE IN THE TRANSITION OF LEARNING FROM REMOTE TO IN-PERSON CLASSES

*by:*

**Mariquita A. Banal**

*Biaan Aeta Integrated School Teacher III*

During the peak of the COVID-19 pandemic, education was one of the sectors that suffered. Schools in the Philippines chose to hold classes through distance learning modalities rather than holding face-to-face classes for more than a year in 2020. It altered traditional classes, which had been significantly affected by social distancing and policy constraints. Remote instruction is utilized to ensure educational continuity since traditional regular classes are unable to meet in person. Students in remote teaching systems may be forced to attend an online lecture at a specified time or may be allowed to complete lessons, activities, assignments, and assessments from a distance while adhering to teacher-defined due dates.

According to research and anecdotal testimonies, many learners encountered substantial learning challenges. Studies provide insights into the effects of remote learning for distinct categories of learners. Many children and their families have suffered as a result of remote learning. Many learners, even those who had parents who could be at home with them, struggled with the obligations and expectations of remote instruction. Additionally, schools reported that during remote learning, families observed an increase in temper tantrums, anxiety, and a poor capacity to manage emotions, particularly among elementary-aged children (Anderson, 2022).

Despite the best intentions of many outstanding teachers, technological, practical, and social obstacles frequently impeded learning. Due to disparities in digital literacy and online access among students, teachers, and parents, some students encountered significant challenges just getting to class. Essentially, remote learning made it difficult

for teachers, despite their best efforts, to know what their students were doing or learning. The students are limited to their homes and must complete self-learning modules. Moreover, remote learning has two consequences for the health of young students. First, it has an impact on physical health. They are constantly exposed to radiation as a result of spending too much time in front of gadgets. As a result, it may cause several eye difficulties such as blurred vision, astigmatism, and so on. Second, it has an impact on their mental health. There have already been reports of suicides linked to too much pressure in their studies (Rico, 2021 & Kahil, et. al 2021).

After nearly two years of solely remote learning, the Philippines has finally permitted schools to reopen and offer in-person classes. According to DepEd Order 34, Series of 2022, Vice President and Education Secretary Sara Duterte-Carpio authorized all public and private schools are required to hold face-to-face classes beginning November 2, 2022 (Cruz, 2022). One of the measures underlined by UNESCO, UNICEF, and the World Bank in their Mission: Recovering Education 2021 campaign is opening additional schools for in-person learning. Furthermore, schools might adopt recovery response plans to help bridge the achievement gap (Sigue-Bisnar, 2022).

One of the post-pandemic activities that the Department of Education has indicated in March 2022 to assist schools is a recovery framework that schools can employ. These recovery response plans, which may involve initiatives such as regular student monitoring and evaluation, as well as the use of a mix of on-site and digital learning technology and teaching methodologies, will assist educational institutions in the future. DepEd created a framework for learning recovery plans to help schools address learning gaps caused by pandemic-related disruptions. Learning remediation and intervention, professional development, health, safety, and wellness are all pillars of the policy. It ensures that learning continues once schools reopen by emphasizing fundamental abilities (literacy, numeracy, and socio-emotional skills) to assist and reduce learning

losses, especially for disadvantaged learners, and enhance learning by making schools more resilient and equitable through educational practices and assessment.

Transitioning from a full year of remote learning to in-person school was a significant transition for learners around the country. For elementary school pupils, it could have been their first time leaving their parents and going to school –but wearing masks. The elementary level is critical for a child's development of social and educational skills that they will use for many years to come. Undoubtedly, it calls for a lot of support, which was challenging for teachers to offer through gadgets during distance learning.

Given how quickly our world is changing, it is crucial to support one another and seek assistance that requires it. If students are finding it difficult to keep up in class as a result of the major transition, they should speak with their teachers or any other trusted school staff members. Teachers can also help relieve tension by realizing how different the prior few years have been for learners and demonstrating empathy when a learner is struggling or legitimately needs extra support. Finally, parents can urge their children to let them know if they need support and reassure them that it is normal to feel out of routine in the ever-changing environment. At the end of the day, everyone is affected by this pandemic and through learning recovery plans, schools together with their supportive stakeholders should focus on coping and growing together.

## *References:*

Anderson, J. (2022). Harvard EdCast: The Negative Effects of Remote Learning on Children's Wellbeing. Retrieved from Harvard EdCast: The Negative Effects of Remote Learning on Children's Wellbeing | Harvard Graduate School of Education

Cruz, K. (2022) DepEd: In-person Classes Mandatory Starting Nov 2. Retrieved from DepEd: In-person classes mandatory starting Nov 2 | The Manila Times

Kahil K, Cheaito MA, El Hayek R, et al. Suicide during COVID-19 and other major international respiratory outbreaks: A systematic review. Asian J Psychiatr. 2021;56:102509. doi:10.1016/j.ajp.2020.102509

Rico, D. (2022). The Effects of the COVID-19 Pandemic on Learners. Retrieved from The effects of the COVID-19 pandemic on learners | The Freeman (philstar.com)

Sigue-Bisnar, M. (2022) Beyond the Return to Face-to-Face Classes. Retrieved from Beyond the return to face-to-face classes | Grant Thornton