

ADDRESSING LEARNING GAPS IN EDUCATION

by:

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The Department of Education firmly stood to deliver face-to-face classes in public schools nationwide this school year as a response to its mission of promoting quality education among Filipino learners (DepEd, n.d.) even before the announcement of the World Health Organization of COVID-19 as a no longer a global concern (WHO, 2023).

As schools open their doors, the effects of distance learning in the past school years emerge. Engagement of learners, involvement of parents (Namkung et al.,2022 and Huck & Zhang,2021), preparedness of teachers, and intensified discrimination felt by learners with low economic status as issues during the pandemic times (Huck & Zhang,2021), impact the academic achievement and performance of learners. To address these problems, teachers routinely observed their students as they offered interventions and remediation to meet their requirements. Quarterly evaluations suggested by Rotas and Cahapay (2020) may help learners who were left behind.

Use of Most Essential Learning Competencies still applies as it serves as the DepEd's commitment to ensuring quality and accessible education continuity during emergencies (DepEd, n.d.), as it should not be a reason to compromise learning. The department's effort to address learning gaps is evident as it continuously looks for better ideas that respond to our educational system's need for flexibility. Alvarez (2020) suggests basing a curriculum on the experiences of students, teachers, and staff during the pandemic. To let interested parties engage in the evaluation process, the Bureau of Curriculum Development of DepEd issued its draft for Shaping Papers and revised Curriculum Guides.

Not just teachers are accountable for the performance and academic success of learners (Torres, 2021). The whole community could take part in educating a child. From policymakers, a government-facilitated policymaking forum suggested by Oñate et al. (2022) may be conducted to gather key stakeholders, to the Department of Education in initiating reforms in the educational system (Dayagbil et al.,2021), to the teachers in acquiring reliable data of learners' performance subject for intervention, to the parents as Desforges and Abouchaar (2003) conclude that their engagement in child's education has a significant factor and to other stakeholders in engaging themselves in public consultations of crafting education policies.

We must acknowledge that there are still holes that require filling. There is no one-size-fits-all curriculum, and no single teaching method works for all students with various socioeconomic backgrounds and learning preferences. Some people still have trouble adjusting to the changes in the educational system. To address these challenges, we must first acknowledge that they exist. Although the learning process must continue, no child must be left behind.

The Official Website of DepED Division of Bataan

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