

## TEACHERS AND SCHOOL LEARNING RECOVERY PLAN (LRP)

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During the implementation of Modular Distance Learning (MDL), teachers became the frontliners and played the most essential part in ensuring that “no child will be left behind” (Reimers et al, 2020). They planned and delivered learning most effectively and efficiently. Now that schools are slowly opening, problems and gaps are now being unveiled (Torres, 2021). Hence, there is a need to come up with an alternative solution to address the problem. Learning gaps is not new. Before the pandemic, they are already learning gaps identified (Cho et al, 2021). Just like for example, the poor reading skill, low numeracy rate, poor science performance, and the like. These are already existing in Philippine education. However, it was worsened when COVID-19 breaks. All schools in the Philippines were forced to close and prohibited to implement face-to-face instruction. Thus, without the school, common ground for pupils is terminated. Because of this, the learning gaps before the pandemic exacerbate.

It is recorded that now many of the pupils in higher grades cannot read and write. They cannot perform mathematical operations and lack the scientific knowledge expected to them to have mastered (ChildHope, 2021). The Philippines is facing an education crisis. However, though the situation calls for an immediate remedy, there is still hope. Filipino teachers are acknowledged to be competitive educators. Teachers just need capacity building program and time to evaluate the situation. They can help in alleviating the situation. Thus, they have to be involved in the crafting of a school learning recovery plan. It is because they serve as emissaries of quality education. Nonetheless, they can serve as both co-designer and implementers in developing the learning recovery plan of the school.

Teachers are co-designer of LRP. The burden of formulating the recovery plan of the school indeed rests on the shoulder of the school head, teachers' participation is a must. The panoptical vision seen by the school leader is still limited. Data gathered is insufficient to describe the narratives or experiences of the teachers inside the classroom. Thus, it is important to include the teachers in designing the recovery plan. Their suggestions and comments that rest on their direct experience are essential qualitative data that can summarize the classroom narratives. Thus, these complete the needed information to come up with a responsive school program.

Teachers are the implementer of LRP. Though school heads provide direction for the school, teachers in their specific classrooms are the main implementer of the school programs. It means that as LRP is plotted, the main implementer of the programs is still the teachers. Therefore, if they do not have direct involvement in the development of LRP, the implementation stage will be difficult. It is because they lack knowledge and technical know-how about the programs developed. Furthermore, enrichment of the program will be facilitated easily when process evaluation is conducted. They can immediately plaster additional programs relative to the activity being implemented. Thus, implementation will be effective and efficient for teachers can devise alternatives to addressing unprecedented problems.

Teachers need to be involved in developing a learning recovery plan for the school. It needs a collaborative effort coming from the school head, the school leader, and the teachers as co-designer and implementers of the recovery programs. It will benefit not only the school but the learners themselves. It may fast-track the recovery stages at possibly attain educational recuperation within its projected time.

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