Children know how to learn in more ways than we know how to teach them.

— Ronald Edmonds (1991)

The cited adage above depicts how knowledgeable already learners are on their learning and abilities. In that aspect, profiling them helps teachers provide appropriate and responsive measures for self-regulation.

Teachers' common mistakes have boiled down to the limited use of learning resources, strategies, and opportunities for learners to showcase their talents and abilities. There are still teachers who are not able to transcend from the comfort of lecture-type of instruction. 21st-century education recognizes learners having multiple skills, learning styles, intelligence, and the like; thus, providing inclusive and differentiated activities would cater to such diversity. Such practices may sound burdensome to some teachers, but that should not be the case. Having solid pedagogical knowledge may contributory to the delivery of differentiated and inclusive instruction. Preparedness through strategic planning and learning management are keys for effective instructional delivery.

The RA 10533 or the Enhanced Basic Education Act of 2013, a.k.a. K-12 Law, mandated the State to establish an educational system responsible for developing productive and accountable citizens empowered with competencies, skills, and values, both for lifelong learning and employment opportunities. Such is deemed to be realized by making education oriented on the needs, capacities, and circumstances anchored on the learners, schools, and communities' diversity.
Thus, the schools, teachers, and other education stakeholders must provide learners' holistic development opportunities, outsourcing resources integral for implementing the curriculum, and profiling learners to meet their instructional needs. Added to this is the need to establish safe, caring, and child-friendly school and classroom environments.

In general, educating a child is everyone's business. Every member and facet of this society has a role in molding and raising the child with national development's essential competencies. As emanated from RA 9155 or the Governance of Basic Education Act of 2001, shared governance is a principle that recognizes that units and stakeholders of education have their fair share of tasks, roles, and responsibilities that make them accountable for educational outcomes. Meaning, every stakeholder of education has a specific role in educating Filipino learners. Hence, it takes an entirety of stakeholders to make education meaningful and relevant to the learners, like a whole village raising and looking after for the child's holistic development.

As the Department of Education (DepEd) envisioned to produce learners who contribute meaningfully in nation-building through their acquired knowledge, skills, and values in schools, it is high time for every stakeholder to collaborate through projects and programs that cater to learners' needs and reinforce higher learning outcomes. If schools, families, and communities work hand-in-hand, there is no chance that quality education will not be realized, and a functionally literate and educated society will be achieved.

References:


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