EDUCATION DURING EMERGENCIES: DELIVERING RESPONSIVE EDUCATION AMID THE CORONAVIRUS PANDEMIC

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The effect of the Coronavirus pandemic on education is unprecedented. It caused the delay in the opening of classes and the closure of many educational institutions, resulting in interruptions in the delivery of quality education.

Despite such a global pandemic, education must continue. According to UNESCO (2019), countries around the world must see to it that there is continued learning for children and youths via alternative means during the entire COVID-19 pandemic. In an interview, DepEd Secretary Briones reiterated that the schools ensure that education must continue (via various learning modalities, but primarily remote learning for the meantime) and should not be disrupted. However, the safety and health of learners and teachers are the highest priority (Hernando-Malipot, 2020).

In a study, Pecson (2020) specified that given the different modalities of learning, teachers must be adaptive and responsive to meet the needs of 21st-century education and that of the learners, especially in providing supplemental learning resources.

Furthermore, Pecson (2020), in his blog, presented the following ways that teachers need to prepare in delivering quality instruction under the new normal in education.

1. Preferred learning modalities of the learners, e.g., modular, online, blended, etc.

2. Profiling of learners according to their abilities and instructional needs

3. Technological advancements in the teaching-learning process and their applicability in educational contexts
4. Learning resources appropriate for diverse learners
5. Teaching-learning management approaches and strategies
6. Monitoring of learning progress through continuous feedback and tutoring/coaching
7. Appropriate assessment and evaluation tools and strategies
8. Behavioral management strategies
9. Research and innovation in instruction
10. Mutual teacher-learner relationship

Indeed, teachers need to be adaptive to the changes in the delivery of education. Though parallel training and webinars had been conducted to prepare the teachers and schools in the various learning delivery modalities (LDMs), a lot of preparation needs to be done to ensure that the lessons and materials are delivered at the convenience of the learners. Schools are still waiting for the complete self-learning modules (SLMs) from the central office for mass reproduction and currently preparing for TV/radio-based instruction.

In the end, profiling learners based on their preferred LDMs play an integral role in the successful implementation of remote learning/distance learning approaches nowadays in education. Such served as a guideline for teachers in providing instructional support and partnership for parents to maximize learning opportunities at homes.

References:
As it continues to receive, will not be further disrupted.

