GRADUAL RELEASE OF RESPONSIBILITY

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Learners know better how they learn best, and teachers need to give them opportunities to lead the way themselves.

One of the best strategies gearing towards developing learners' independence is the Gradual Release of Responsibility (GRR). It is a teaching strategy that provides a structured sequence of activities that gradually transfers responsibility from the teacher to the students. Previously, it takes the form of the "I Do It, We Do It, You Do It Alone" teaching model. However, it misses the "You Do It Together" aspects, which further denotes the importance of collaborative learning.

In totality, the gradual release of responsibility must describe the four critical processes of modeling or direct instruction (I Do It), scaffolding and supporting or guided instruction (We Do It), collaborative learning (You Do It Together), and transferring or independent learning (You Do It Alone). It is a strategy that we had frequently been using nowadays without noticing that it is the gradual release of responsibility.

As a non-linear process, the students may go back and forth between levels to develop more profound proficiency to master a skill, concept, strategy, or standard. Hence, teachers need to be cautious in showing learners what to do, helping them along the process, letting them work with one another, and allowing them to do on their own. This strategy's end goal is to provide learners with direct instruction and make them independent learners at the outset.

As a dynamic instructional model, it provides opportunities for devolving responsibility from the teacher to the learners' eventual independence to content, process,
and product. It strategically provides efficient transfer of teachers’ knowledge to students’ understanding and application, leading to effective collaboration and active engagement in the educative process.

So, from time to time, as an educator, we should think of meaningful ways of giving opportunities to our learners to be independent and responsible in their pace of learning. In the end, they are the ones who exactly know how they learn to the fullest.

References:
