SULONG EDUKALIDAD AND BEST PRACTICES IN THE IMPLEMENTATION OF BE-LCP

by:

Joel B. Vargas

School Principal I, Saysain Elementary School

The COVID-19 Pandemic has brought unprecedented changes to our usual ways of living.

But the DepEd is undaunted by these challenges to fulfill its mission of Sulong EduKalidad.

The rally calls for a national effort to deliver quality basic education to all Filipinos which involve aggressive reforms on the 4 big areas: K to 12 curriculum review and update, Improving learning environment, Teachers upskilling and reskilling, and Engagement of stakeholders for support and collaboration.

To move forward together as we prepare our educational system for the future, the call for Sulong EduKalidad will continue and we have built the framework of Basic Education Learning Continuity Plan (BE-LCP) to put the needs of the learners at top priority.

DepEd BE-LCP is the major response and commitment to protect the health, safety, and well-being of learners, teachers, and personnel. The plan aims to provide opportunities to continue education even in these trying times. With the BE-LCP in place, supported by the massive number of diverse stakeholders from the academe, media, LGUs, business & private individuals, Sulong EduKalidad will be able to sustain the aims in its reforms for quality basic education in our journey towards quality education.
In line with this, the schools adapt learning delivery modalities based on local health conditions, resources availability, and the particular context of the learners in the school or community.

Here are some schools’ best practices in BE-LCP implementation:

• Teachers have developed a scheme of better communication with parents to support and help them with the instructions in the SLMS, activity sheets & summative tests.

• Conduct home visitation to learners who are not able to meet the schedule of accomplishing the SLMs & summative tests. During visitation, teachers, parents and learners collaborate on how to accomplish the activities strictly observing health protocols.

• Schools have organized a team of proofreader of the instructions and content of the activity. Teachers spend time to conduct advanced reading and proofreading of the SLMs.

• Schools highly prioritize budgets to procure printing supplies such as ink, bond papers, and printers to support learners’ needs and COVID essentials for health and safety precautions.

• Establish stronger linkages with the LGUs and external stakeholders for generating needed resources.

• Conduct oral reading test through home visitations

• Conduct administration of Project All Numerates

• Conduct home visits to Pupils at-risk of Failing (PARF) & Pupils at-risk of Dropping out (PARDO)
• Cater 1:1 = learner: module ratio in all learning areas

• Conduct regular monitoring and supervision of pupils’ performance and progress thru the ff: module outputs, summative tests, progress report chart – Reading & Numeracy

• Provision of modified and contextualized learning activities and outputs

• Well-organized distribution and retrieval of SLMs & assessment tools

• Proper coordination with community learning facilitators & barangay officials

• Use of self-monitoring tool to keep track of the academic progress of learners

• Distribution of printed copy of Gabay sa Pagbasa- Manwal ng Magulang to parents of primary grade learners

• Well-informed schedule of DepEd TV & Radio Episodes

• Provision of additional worksheets to enhance writing skills

• Online tutoring/ mentoring – ORT & remediation assessments

• Constant communication / kamustahan with the parents thru phone call, SMS & online means

• Provision of reading materials such as booklets, big books, comics, marungko & other supplementary learning aids

• Provision of video lessons

• Extended time of submission of completion tasks

The challenges of Pandemic have also highlighted the urgent need to upgrade ICT
infrastructures to support educational needs.

In terms of the teachers’ upskilling and reskilling, DepEd has established more innovation standards for teachers and school heads. It has aligned the professional standards with their career progression to track their development as part of the National Educators Academy of the Philippines (NEAP) transformation.

Finally, DepEd has given high importance to the engagement of stakeholders for support and collaboration. The Department has also been developing professional development programs for the stakeholders to equip them with the skills, materials, and data that will allow them to help in their students’ academic performance.

With a lot at stake, taking into account new skills and experiences from this year’s challenges, we are prepared to face a new future. As we head on to the future, we will face many challenges and uncertainties, the Department will always be the guardian of every Filipino learner’s right to education.

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