SCHOOL LEARNING CONTINUITY PLAN: ITS IMPORTANCE AMID THE PANDEMIC

by:

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The COVID-19 pandemic has created a huge disruption of education systems affecting billion learners worldwide. Closure of schools impacted the world’s student population particularly in low and lower-middle income countries. Amid the pandemic, the Department of Education introduced alternative learning delivery modality and implemented distance learning where learning takes place between the teacher and the learner who are geographically remote from each other during instruction.

In 2019, school heads are tasked to propose School Learning Continuity Plan to ensure that children will still receive quality education without the risk of getting exposed to the threats. It must be based on the school and community’s situations, needs and specific targets. To ensure that all learners are properly enrolled, accessibility must be considered.

As regards to curriculum, since it is centralized, all teaching personnel must ensure success of the delivery of the most essential learning competencies. In terms of governance, safety operations must be prioritized. Aside from the protocols, mental health must be also considered.

There are several activities and strategies to undergo as part of this learning continuity plan. First is profiling of all learners including enrollment via remote means.
Information dissemination should also be conducted using social media, posters, and with coordination to GPTA, SGC and Barangay Officials. Gathering accurate information from the parents is also important because the data will be encoded to the Learners’ Information System (LIS).

Preferred modality of learning must also be surveyed to determine what is best suited per learner. Orientation, providing technical support and regular communication follow closely. Pertaining to the budget allocation, stakeholders are fully aware of the Maintenance and Other Operating Expenses (MOOE) of the school. Proper prioritization, realignment, and use of it must be done to ensure the delivery of education. Printing of modules, COVID-19 supplies and other immediate needs must be prioritized.

As regard to curriculum and implementation of the chosen mode of learning delivery, there is a need to orient the teachers about the Most Essential Learning Competencies (MELC) in the different subject areas. Teachers must be well-equipped in the delivery of MELC since there are quite changes. Budget of work per subject must be properly scheduled. Teachers’ weekly home learning plan must also be discussed to familiarize them on what they are going to instruct among their pupils.

Technical assistance to teachers in accessing learning resources from different portals must be provided. DepEd Commons, division-initiated learning resources and links from the regional or national level must be accessible to all concerned. Parents and pupils must be given the opportunity to access supplementary materials whether via online, soft copy or hard copy.

In all dealings, a clear line of communication should be established to provide a platform for technical assistance. Providing support to teachers in terms of curriculum content and flexible learning instructions must be ensured. Lastly, monitoring and evaluation to gauge the impact of MELC implementation must be conducted.
With these, education can still be pushed through. As everybody experiences, it is undeniably difficult. It is challenging. But who knows? At the end of this journey, we may be able to bring small changes that gradually means making a difference. That is absolutely rewarding.

Reference: