

Gradual Release Responsibility Model: Basis for Teaching ALS Learners

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Abstract

All people should have equal access to education, but when some people do not in a society that values merits, this can increase inequality. Alternative Learning System (ALS) has been implemented over the years as a way to educate learners who couldn't follow along in a traditional classroom setting, but serious issues still need to be resolved for the program to be successful. Teaching ALS learners is challenging yet satisfying. The goal of nurturing the minds of the learners in different learning strands with the utilization of the best teaching strategy is the convergence of this study. This research focuses on understanding a teaching strategy that can be used especially of ALS teachers in Batangas City and can be beneficial in the teaching-learning process since the learners have different ways of coping with the lessons. The study utilized a descriptive survey method. It was established from a collective website along with relevant literatures as the base reference resources. The opinions and recommendations of the respondents were gathered through a survey. The findings stated that respondents have a very great extent of utilizing the “We Do” stage or collaborative learning followed by the “I Do” stage or Direct learning of the Gradual Release Responsibility Model or GRR model. Meanwhile, the least among stages is the “You Do” stage or independent learning. When it comes to familiarity or awareness with the GRR Model, 37 out of 37 ALS teachers are seen to have not familiar with I Do, We Do, You Do---Gradual Release Responsibility (GRR) Model as a teaching strategy. Direct learning, Collaborative learning and Independent learning are strategies covered by GRR Model and can be used by teachers as an effective teaching strategy. The findings suggest that ALS teachers should participate in various professional development and engage themselves in coping with various strategies that may be traditional but still efficient and effective. Teachers were also encouraged to be familiar with the GRR Model by engaging and applying this strategy in their instruction.

Keywords: ALS, collaborative learning, direct learning, independent learning, teaching strategy