

Learning Action Cells Sessions: Enhancing Classroom Instruction in the New Face to Face Classes

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Abstract:- The study was conducted to understand and describe the experiences of Grade 1 teachers in Asuncion District in enhancing classroom instruction through engaging with learning action cell sessions in the new face to face classes. Qualitative research design was used and considered assumption on selecting participants, ethics, in collecting, analyzing and interpreting data. Respondents were the Grade 1 Teachers who were purposely selected through referrals and using facilitating questions to draw out narratives on their experiences, challenges and coping mechanism and further learning insights given their undertakings as technologically inclined teachers. The teachers found to have experienced and challenged with lecture approach, coaching and workshop techniques. Coping mechanisms have been found to adapt through seeking teaching effectiveness, content knowledge and pedagogy and learning environment. Educational insights were found to have recognized the importance of diversity of learners, curriculum and planning and assessment and reporting. Future direction may provide an opportunity to explore the importance of recognizing and addressing the diverse needs of learners in the classroom. Future research can also underscore the importance of investing in high-quality professional development opportunities, supporting teacher autonomy, and creating inclusive learning environments. By doing so, we can improve the quality of classroom instruction and enhance student learning outcomes

Keywords:- Learning Action Cell Sessions, Classroom Instruction, Grade 1 Teachers, Professional Development, Philippines.

I. INTRODUCTION

A. The Problem and Its Setting

Nations worldwide are embracing innovative methods to provide high-quality primary education, particularly in light of the difficulties posed by the epidemic. According to Helmbold et al. (2021), effective education has the power to change how students perceive things and how they use their knowledge to solve real-world problems. In the Philippines, the implementation of the Learning Action Cell (LAC) as a school-based professional development model was driven by Republic Act 10533, also known as the Enhanced Basic Education Act of 2013, which was enacted by the Department of Education. The significance of information transmission

and suitable teaching methodologies is emphasized in DepEd Order # 35 s. 2016 (Barba, 2020).

Historically, teaching used to be predominantly focused on the teacher, but there has been a noticeable transition towards prioritizing student-centered learning. Teachers have a crucial impact on the intellectual growth of pupils through the utilization of diverse evaluations and teaching tactics to enhance their performance. According to Chen (2022), teacher professional learning should be characterized by dynamism, continuity, and integration into daily classroom circumstances. This process entails establishing objectives, devising strategies, engaging in deliberate repetition, and engaging in introspection, offering chances to methodically investigate teaching methods and their influence on pupils.

Teachers play a vital role in facilitating effective teaching and learning. The academic performance of students is greatly impacted by the qualifications, training, and experience of their teachers (Gragg & Colet, 2022). Teachers are responsible for structuring the curriculum and instructional methods in order to assist pupils in overcoming obstacles to learning. Establishing the school learning action cell is crucial for enhancing instructors' proficiency, fostering collaboration, and exchanging exemplary methods among educators. When implemented, this results in enhanced teaching and learning methodologies.

The Department of Education promotes the need for teachers to be properly guided and equipped with efficient teaching methodologies. Effective teaching depends on the systematic utilization of suitable tactics to convey and evaluate learning objectives (Cabral, 2019). In light of the frequent modifications in the fundamental education curriculum, it is imperative for teachers to enhance their abilities in order to proficiently execute these alterations. Despite the implementation of SLAC sessions in Asuncion District, there is still a need for ongoing enhancement in pedagogical procedures and learning results.

In order to meet the increasing demands for teacher training, it is necessary to participate in training sessions, seminars, conferences, and even pursue advanced degrees. Nevertheless, as a result of limited financial resources, numerous public-school instructors are unable to purchase these materials unless the government offers complimentary professional development opportunities. This project intends to investigate how teachers in the Asuncion District

effectively enhance classroom education through the use of school learning action cells and utilize their newfound knowledge to improve their face-to-face teaching practices. This study used a phenomenological approach to examine the firsthand experiences, difficulties, and understandings of instructors in relation to instructional interventions and their influence on students' academic achievement.

B. Research Questions

This study aimed to understand and describe the experiences of teachers in Asuncion District in enhancing classroom instruction in the new face to face classes. It sought to answer to the following inquiries:

- What are the experiences of teachers in enhancing their classroom instruction through engaging with learning action cell sessions in the new face to face classes?
- How do teachers cope with the problems on classroom instruction through engaging with learning action cell sessions in the new face to face classes?
- What educational insights can be drawn from the experiences of the teachers?

C. Theoretical Lens

This study is based on Amartya Sen's capability theory approach to teaching effectiveness (2021). The implementation of the principle of "effective teaching" in education can be characterized by four indicators: student growth and advancement, teaching efficacy, introspective teaching, and creative thinking. According to international researchers, this approach supports education and has a beneficial impact on students' ability to learn. Teaching effectiveness pertains to the correlation between teachers' attitudes, instructional actions, classroom atmosphere, and their impact on student learning. The answer to this question relies on a teacher's emotional, cognitive, and behavioral competence. A competent teacher plays a vital role in connecting the educational institution and the student by utilizing teaching skills to enhance students' abilities and improve the overall performance of the school. Assessing the effectiveness of teaching is essential for enhancing the quality of instruction, identifying areas for improvement, and developing strategies for improvement. Teaching effectiveness study centers on evaluating the proficiency and capability of instructors in both their professional and personal capacities (Gupta, Madhu & Verma, Gunjan, 2021).

The study examines the School Learning Action Cell (SLAC) sessions that are frequently utilized in school-based learning systems, encompassing lectures, coaching, and workshops. It is necessary to evaluate the success of these methods, which are often employed in many grade levels and subjects, in terms of their application and teaching in Grade 1 classrooms. The primary emphasis will be on the experiences, difficulties, and acquired knowledge in newly implemented in-person classes, taking into account the subject matter and teaching methods, the learning environment, the diverse range of students, curriculum development, and the evaluation and communication of progress. This investigation aims to determine the key characteristics that have the most impact on enhancing the teaching and learning process.

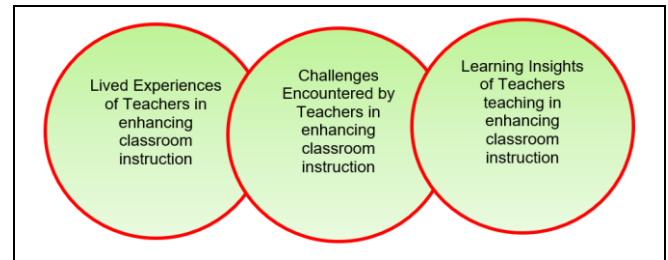


Fig 1 The Conceptual Framework of the Study

II. METHOD

A. Design and Procedure

This study used qualitative phenomenological research to characterize a phenomenon by focusing on group experiences (Creswell, 2012). Interviews with first-hand witnesses, documents, observations, and other data were collected. The universal meaning of the experience was derived from phrases and themes arranged into meaning clusters. Maxwell (2013) and Corbetta (2003) stressed the necessity of bracketing, where researchers chronicle personal experiences to reduce bias, and interview depth of understanding. A general description of the event was obtained by triangulating relevant statements and clustering them under specific psychological and phenomenological themes. The study examined how Grade 1 teachers in Asuncion District improved classroom instruction through Learning Action Cell sessions in new face-to-face courses. A strong phenomenological foundation, subject selection, and moderating the researcher's personal perceptions and experiences were challenges. Personal knowledge and subjectivity make phenomenological techniques effective instruments for studying subjective experiences and motivations.

B. Research Participants

This study involved eight teachers from Asuncion District, Division of Del Norte, chosen based on the criteria of having at least five years of service, being elementary school teachers, and teaching Grade 1. The researcher used purposive sampling, selecting participants based on the study's criteria to ensure authentic findings (Creswell, 2014; Marshall, 1996).

C. Data Analysis

This study employed thematic analysis to examine data collected from interviews, utilizing Creswell's Model to discover recurring themes. Creswell (2012) defines themes in qualitative research as collections of comparable codes that coalesce into overarching concepts. The researcher thoroughly engaged with the data, meticulously examining it multiple times to record early observations. Coding entailed creating labels for significant data attributes that are pertinent to the study issue, encompassing both semantic and conceptual interpretations. The researcher organized the encoded data into logical patterns and analyzed them to create a captivating storyline.

The study also utilized Thematic Content Analysis to provide a comprehensive examination of each theme, elucidating their fundamental nature and producing descriptive titles. In order to improve the reliability of the study, Environmental Triangulation was employed. This involved examining the research from many perspectives and considering diverse variables to ensure that the results were consistent. This approach was detailed by David (2015) and Naeem and Saira (2019). The investigation was completed by composing an analytical narrative, which was situated within the framework of existent literature.

D. Analytical Framework

This research's flexible framework analysis permitted simultaneous or sequential data collection and analysis. Familiarisation, theme framework identification, indexing, charting, mapping, and interpretation comprised the analysis (Ritchie & Spencer, 1994). Immersing in data (interview transcripts, field notes) helped identify essential concepts and themes. These notes helped identify a thematic framework and themes. Indexing marked data portions by theme, frequently using numerical systems for convenience. Charting organized indexed data, and mapping and interpretation examined essential attributes to build schematic data interpretation diagrams. Qualitative analysis achieved its goals of defining ideas, mapping phenomena, generating typologies, identifying linkages, explaining, and developing ways to reflect participants' real attitudes, beliefs, and values (Ritchie & Spencer, 1994).

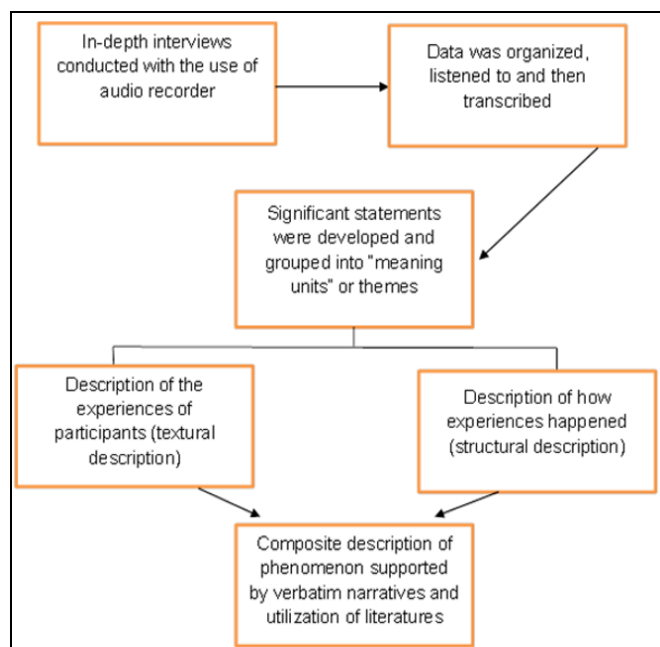


Fig 2 Analytical Framework of the Study

III. RESULTS AND DISCUSSIONS

A. Lived Experiences of Teachers in Enhancing their Classroom Instruction through Engaging with Learning Action Cell Sessions

Learning action cell workshops help grade 1 teachers identify needs, share strategies, and plan lessons. Teachers can use student data and observations to identify reading fluency issues and create focused treatments. These seminars also let teachers share effective teaching methods, strengthening their techniques. Collaborative lesson design creates cohesive and interesting lessons, such as hands-on community assistance activities. A more effective instructional program that satisfies all learners' requirements results from this collaborative approach.

➤ Theme 1: Lectures.

Traditional lecturing, when lecturers present structured information to students, is sometimes condemned for being passive. Learning action cells (LACs) are collaborative, introspective, and action-oriented professional development events that encourage instructors to work together to solve teaching and learning problems, share knowledge, and create action plans to increase student learning.

LACs help professors use multimedia presentations, group discussions, and hands-on exercises to make lectures more interesting. This method encourages student participation. LACs also help teachers analyze student learning styles and improve their lectures.

• Research Supports LAC Benefits.

Qaisar Abbas et al. (2020) revealed that LACs helped Pakistani primary school instructors recognize student needs and use evidence-based practices. Shahrzad Saif and Shohreh Almasi (2021) found that LACs helped Iranian early childhood instructors understand child development and education. LACs improved public elementary school teachers' topic knowledge and teaching approaches in the Philippines, according to Raquel P. Francisco and Ruth D. Dimalibot (2018) and Rachel R. Echem and Ronnel B. King (2021).

Meanwhile, participants were asked about their experiences in joining LAC sessions at school and how these experiences challenged them in the enhancement of classroom instruction, they stated that:

The lecture approach can be an effective teaching method, but it can also be passive and disengaging for some students. Learning action cell sessions can provide Grade 1 teachers with insights and strategies to enhance their lecture approach and create a more engaging and effective learning environment for their students. (P1)

Through learning action cells, teachers can learn to adapt their lecture approach to better engage students in the learning process by incorporating interactive activities and technology into their lectures. Learning action cells can help teachers to understand the different learning styles of their students and adjust their lecture approach accordingly. (P2)

Teachers who participate in learning action cells can develop and implement action plans that can improve student learning outcomes. Learning action cells are collaborative, reflective, and action-oriented professional development sessions that encourage teachers to work together to identify teaching and learning issues. (P3)

By taking a collaborative and reflective approach to professional development, teachers can continually improve their teaching practices and ensure that they are providing their students with the best possible learning experiences. Learning action cells provide teachers with opportunities to share knowledge and skills with each other, and to develop and implement action plans that can improve student learning outcomes. (P4)

By incorporating the insights and strategies learned through learning action cells, Grade 1 teachers can create lectures that are more effective in reaching all learners and promoting better learning outcomes. Learning action cells can support Grade 1 teachers in improving their teaching practices, and in turn, improve student learning outcomes in the classroom. (P5)

Lectures are a popular teaching method that uses lesson plans and academic concepts. Instructors can model professional problem-solving, regulate the learning experience, and successfully communicate knowledge to big audiences (Haris et al., 2021). This strategy involves the teacher teaching for most of the period, getting pupils to listen and remember. It is simple, involves few preparations, and allows for clarification and emphasis on key concepts while increasing student contact.

Despite criticism, the lecture approach is popular due to its efficiency, adaptability, and usability (Howe, 1980; Gragg & Collet, 2022). Teaching organized knowledge, a crucial aspect of all school curriculum, requires it (Cuban, 1984; Goodlad, 1984; Azhar et al., 2021). Lectures are more flexible and easier to teach than other methods (Okmen & Kilik, 2021; Chen et al., 2022). The lecturer presents information or ideas orally, with pupils taking notes and minimal class engagement through inquiry or discussion.

➤ Theme 2: Coaching.

One-on-one coaching is a professional development method for teachers. Coaching helps Grade 1 teachers implement collaborative session tactics and action plans in learning action cells. Teachers overcome challenges and accomplish professional development goals with personalized support. Pacolor and Natividad (2021) discovered that a coaching program that emphasised learner-centered approaches and formative evaluation enhanced Grade 1 teachers' practices and student learning. Pasion (2019) found that coaching improved teachers' lesson planning, instruction, and classroom management, fostering teamwork and professional growth.

Through targeted lesson planning, classroom management, and evaluation sessions, Aranas and Edralin (2018) showed that coaching enhanced Grade 1 teachers' teaching methods. Coaching promotes teacher learning and teamwork, according to this research. Coaching helps Grade 1 teachers implement learning action cell strategies, improving teaching practices and student outcomes, according to Pacolor and Natividad (2021), Pasion (2019), and Aranas and Edralin (2018). As participants were asked about their experiences in learning how to coach and applying them, they stated that;

Coaching challenges Grade 1 teachers to reflect on their teaching practices, identify areas for improvement, and develop strategies for addressing these areas through collaborative learning action cell sessions. It encourages teachers to take ownership of their professional development and to actively seek out opportunities for growth. (P2)

Coaching helps us teachers to understand the importance of data-driven decision making and to use data to inform their teaching practices. Coaching fosters a culture of continuous learning and encourages teachers to engage in ongoing professional development. (P4)

This develops the skills and knowledge necessary to support the diverse learning needs of their Grade 1 students. Coaching promotes effective communication and collaboration among teachers, students, and families to create a supportive learning environment. (P5)

It helps my strategies for managing challenging behaviors in the classroom and promoting positive behavior supports. Coaching supports teachers in developing inclusive and culturally responsive teaching practices to promote equity and diversity in the classroom. (P6)

This helps me provide with the skills and knowledge to effectively integrate technology into their teaching practices to enhance student engagement and learning. Coaching challenges teachers to take risks in their teaching practices, try new strategies, and continually reflect on their practice to improve student outcomes. (P7)

Harris, Blundell-Birtill, Sutherland, and Pownall (2021) found that students like coaching's structure and pre-recorded courses' flexibility. Pre-recorded lectures improve subject comprehension, while coaching and live lectures build relationships. Whatever the delivery mode, students prefer a mixed approach with live and pre-recorded classes and enthusiastic, engaging teachers. Principal-trainers in Singapore empowered and positively coached new principals, enabling effective school leadership, according to Boon (2022). Self-coaching, peer coaching, and monitoring are possible for principals, middle leaders, and teachers.

Clark et al. (2022) detailed how two coaching methods affected instructor experiences and student achievement. Skiffington (2022) recommended a basic approach, a coaching mindset, appropriate learning surroundings, and keeping up with learning. Self-awareness helps coaches build meaningful relationships and create a demanding work

environment, according to Carden et al. (2022). Coaching helps achieve educational goals, and Lofthouse et al. (2022) suggested employing activity systems to analyze coaching effectiveness in different educational environments.

➤ *Theme 3: Workshops.*

Workshops start with a brief mini lesson, then students practice skills while the teacher holds individual or group conferences. This paradigm empowers students to actively learn (Barker et al., 2022). Students discuss and reflect at the end of workshops, encouraging creativity and responsibility. Workshops foster conversation, brainstorming, problem-solving, and decision-making, which are lacking in regular life. These collaborative workshops allow educators to share best practises and field experience (Saracoglu, 2022).

Direct teaching workshops improve school and community well-being and awareness. They encourage participants to ask questions and share expertise to fill knowledge gaps (Marwick et al., 2022). Empathetic-reflective-dialogical restorying in a real-time web conferencing app allowed pre-service teachers in South Africa and Norway to engage in self-dialogue, self-narrative, and community conversations online.

Workshops provide Grade 1 teachers with an opportunity to learn new teaching strategies and techniques through hands-on, experiential learning. Workshops challenge teachers to think critically about their teaching practices and to identify areas for improvement in collaboration with their peers during learning action cell sessions. (P4)

This encourages us Grade 1 Teachers to engage in reflective practice and to continually seek out opportunities for growth and development. Workshops provide a forum for teachers to share their knowledge and expertise with their peers, fostering a culture of collaboration and professional learning. Workshops can be tailored to meet the unique needs and interests of individual teachers, providing personalized professional development opportunities. (P5)

This can promote the development of a shared language and understanding among teachers, facilitating collaboration and teamwork in the classroom. Workshops can help teachers to develop a deeper understanding of the needs of their Grade 1 students, and to develop strategies for supporting their learning and development. (P6)

It provides teachers with resources and tools to support their teaching practices, such as lesson plans, activities, and assessments. Workshops can help teachers to stay current with new research and best practices in teaching and learning, enabling them to continually improve their practice. Workshops can help to build a sense of community among Grade 1 teachers, fostering a supportive learning environment that promotes growth and development. (P8)

Grade 1 teachers often attend workshops to discover new teaching methods and collaborate. Participating in learning action cell (LAC) sessions helps teachers reflect on their

practice, identify areas for growth, and generate solutions. Workshops and LAC sessions in teacher professional development programs in the Philippines have been successful. Cabunagan et al. (2020) discovered that workshop-based professional development increased teacher knowledge, abilities, and student learning. Esguerra (2019) noted that LAC sessions encourage teacher reflection, teamwork, and knowledge exchange, while Torres and Canto (2018) noted that workshops improve teaching, classroom management, and evaluation.

Teacher development workshops can be tailored to specific topics like classroom technology use or new curriculum implementation, making them relevant and interesting. Cabunagan, Molina, and Ticsay (2020) showed that Grade 1 teachers' lesson design, classroom management, and assessment workshops improved instructional competency and student performance. Workshops alone may not improve classroom instruction. Combining workshops with continuing coaching and collaborative learning activities in LAC sessions generated a supportive environment for instructors to implement new tactics and enhance instructional practices, according to Tajudin and Tumapon (2019). In a complete professional development program, workshops can improve Grade 1 teachers' classroom instruction in the Philippines.

B. Coping with the Problems on Classroom Instruction through Engaging with Learning Action Cell Sessions in the New Face to Face Classes

With the resumption to face-to-face lessons during the COVID-19 pandemic, Filipino Grade 1 teachers face new teaching obstacles. Learning action cell (LAC) sessions can help teachers overcome these obstacles and improve. Maintaining student safety and a good learning environment is difficult. Teachers can communicate and share health and safety practices without affecting instruction during LAC sessions.

Addressing distant learning gaps is another difficulty. LAC sessions coach and support customized teaching initiatives. The pandemic may also make it hard for teachers to engage students. LAC workshops allow teachers to discuss effective, engaging methods. Reflective discussion helps teachers analyze their practices and their effects on students, finding areas for change and formulating action plans. LAC sessions provide the support, tools, and collaboration needed to handle face-to-face instruction during the epidemic, improving instruction and student learning.

➤ *Theme 1: Teaching Effectiveness.*

Effective teachers have the knowledge, tactics, and conduct to improve students' lives and academic careers. It involves teaching essential skills, introducing new concepts, and managing classroom issues that affect students' academic, physical, social-emotional, and behavioral well-being. For effective teaching to occur, all education stakeholders—parents, policymakers, community members, and educators—must collaborate for continual improvement and student performance (Marwick, 2022).

Effective learning entails actively engaging children in their learning and personal growth, concentrating on how they learn rather than memorizing information. Relationships, clear expectations, deep student engagement, and student and instructor feedback are key (Li et al., 2022). According to Lofthouse, Rose, and Whiteside (2022), definitions of teaching success should be contextually appropriate, reflecting the values and assumptions of the community and shaping best practices.

Participants were asked about their coping mechanism that describes teaching effectiveness, and as they shared their perspectives as their coping mechanism, they stated that;

Grade 1 teachers acknowledge the importance of continuous professional development in enhancing their teaching effectiveness. We recognize the value of learning action cell sessions as a means of engaging in ongoing professional development. (P1)

I personally view learning action cell sessions as an opportunity to collaborate with their peers and share best practices. I appreciate the coaching and support they receive through learning action cell sessions in designing instructional interventions that are tailored to the specific needs of their students. (P3)

I always recognize the role of learning action cell sessions in addressing the learning gaps that may have emerged during the period of remote learning. I always appreciate the resources and materials provided through learning action cell sessions to support their instructional practices. (P5)

We appreciate the reflective dialogue that takes place during learning action cell sessions, which helps them identify areas for improvement in their teaching practices. We recognize the importance of adapting their instructional practices to the changing needs of their students and the challenges posed by the COVID-19 pandemic. (P6)

Grade 1 teachers view learning action cell sessions as a means of coping with the challenges of face-to-face instruction in the new normal. They value the sense of community and support provided by learning action cell sessions, which helps them cope with the stresses and pressures of teaching in the current environment. (P8)

The COVID-19 pandemic has prompted Grade 1 instructors to change their teaching techniques and face many classroom obstacles. Many teachers have used learning action cell sessions to improve their teaching. Manansala (2021) notes that these sessions create a supportive community of practice, giving teachers a sense of belonging and support during the transition to new teaching settings.

Professional development using learning action cell sessions allows teachers to reflect and receive customized coaching, according to Aguila et al. (2021). This enables them to create effective instructional interventions and meet students' shifting needs. Gonzales et al. (2020) note that these

sessions provide significant tools and materials, especially considering the pandemic's restrictions on professional development. Escabarte (2019) further emphasizes that learning action cells help close remote learning gaps. Learning action cell sessions improve teaching effectiveness and help Grade 1 teachers adjust to the new normal.

➤ *Theme 2: Content Knowledge and Pedagogy.*

Content knowledge includes subject concepts, principles, and applications that students need to learn (Alqurashi, 2017). Pedagogy is the science of teaching and learning, focusing on content delivery. Content knowledge is the facts and theories of a subject, while pedagogy is how to teach students. Effective teaching includes material knowledge and pedagogical approaches to meet students' demands and answer their queries (Sowell, 2020).

PCK is a specific form of knowledge that combines pedagogical and content knowledge. It helps teachers communicate concepts by combining their subject area knowledge with their teaching strategies (Kathirveloo et al., 2014). Content knowledge (CK) and PCK are distinct but connected, according to Kazemi and Rafiepour (2018). Their scale for evaluating CK and PCK in elementary teachers was valid and reliable, stressing the relevance of both in efficient teaching, especially in arithmetic (Kazemi & Rafiepour, 2018).

Meanwhile, participants were asked on their views, as they stated:

Through Learning Action Cell sessions, Grade 1 teachers have developed a deeper understanding of content knowledge and pedagogy, which has improved their teaching effectiveness. The regular discussions and collaborative activities during Learning Action Cell sessions have helped Grade 1 teachers develop a more nuanced understanding of the curriculum, resulting in more effective instructional strategies. (P1)

By sharing and discussing classroom experiences with their peers, Grade 1 teachers have been able to develop a more comprehensive understanding of content knowledge and pedagogy, allowing them to better cope with problems in classroom instruction. Learning Action Cell sessions have provided a platform for Grade 1 teachers to engage in reflective practice and to critically evaluate their own teaching practices, leading to continuous improvement in their content knowledge and pedagogy. (P2)

Grade 1 teachers who participate in Learning Action Cell sessions have reported feeling more confident in their ability to deliver effective instruction, particularly in subject areas where they may have previously lacked content knowledge or pedagogical expertise. Through engagement with Learning Action Cell sessions, Grade 1 teachers have been able to develop a more dynamic and flexible approach to classroom instruction, allowing them to adapt their teaching strategies to the needs of individual students. (P3)

By exploring a range of pedagogical approaches in the context of Learning Action Cell sessions, Grade 1 teachers have been able to expand their instructional repertoires, leading to increased confidence and flexibility in their teaching. The collaborative nature of Learning Action Cell sessions has allowed Grade 1 teachers to share and learn from each other's experiences, leading to a more comprehensive understanding of content knowledge and pedagogy. (P4)

Grade 1 teachers who participate in Learning Action Cell sessions have reported feeling more connected to their colleagues and the wider educational community, which has contributed to increased job satisfaction and a sense of professional fulfillment. By engaging with Learning Action Cell sessions, Grade 1 teachers have been able to cultivate a culture of continuous learning and improvement, leading to a more effective and rewarding classroom experience for both teachers and students. (P5)

Grade 1 instructors must adapt to new teaching methods and technologies, meet varied learning requirements, and improve material and pedagogical skills. Learning action cell sessions improve their teaching efficacy through collaborative learning and professional growth (Lontoc, 2021).

Teacher content expertise improves lesson delivery and student retention (Ortiz, 2019). Teaching approaches and activities require pedagogical abilities. Learning action cell sessions help teachers improve their methods, accommodate varied learning styles, and create a good classroom environment (Cruz, 2021; Ortiz, 2019). These courses help teachers solve classroom problems and improve their teaching to better serve students.

➤ Theme 3: Learning Environment.

Classrooms, libraries, and online platforms like Coursera and Khan Academy make up a learning environment (Barker & Kim, 2022). Research shows that a well-structured learning environment improves student attention, meaningful learning, and critical thinking (Neuman & Danielson, 2021).

By making students feel safe, encouraged, and inspired, a pleasant learning environment boosts motivation, engagement, and learning (Sowell, 2020). Interactive learning environments like ARLE and VRLE have been studied for their effects on cognitive load and metacognitive judgments, but not learning outcomes (Tugtekin & Odabasi, 2022). A favorable classroom environment and student participation in co-constructing learning and assessment improve learning, according to Aldridge and Bianchet (2022).

Participants were asked about their views on learning environment as their coping mechanism, they shared;

The learning environment greatly affects the students' learning progress, and with the help of the Learning Action Cell sessions, I was able to improve my classroom's physical setup and atmosphere. Through the Learning Action Cell sessions, I learned how to create a conducive and inclusive

learning environment that caters to the different needs of my Grade 1 students. (P2)

The Learning Action Cell sessions provided me with new ideas and strategies to make the classroom environment more interactive and engaging, which ultimately helped in enhancing the quality of instruction. By collaborating with other Grade 1 teachers in the Learning Action Cell sessions, I was able to incorporate different perspectives and techniques in creating an effective and student-centered learning environment. (P4)

One of the coping mechanisms I learned from the Learning Action Cell sessions is the importance of building positive relationships with my students, which greatly contributes to their academic success. The Learning Action Cell sessions taught me the value of using technology to create an innovative and dynamic learning environment that captures the students' interest and attention. (P5)

Through the Learning Action Cell sessions, I was able to identify the factors that hinder a positive learning environment and develop strategies to address them. Creating a safe and supportive learning environment is crucial in coping with the challenges of classroom instruction, and the Learning Action Cell sessions helped me in achieving this goal. (P6)

I realized that the learning environment does not only refer to the physical space, but also to the emotional and social climate of the classroom. The Learning Action Cell sessions helped me in nurturing a positive and collaborative classroom culture. The Learning Action Cell sessions empowered me in creating an inclusive and equitable learning environment that caters to the diverse backgrounds and learning styles of my Grade 1 students. (P8)

Establishing a favorable learning atmosphere is essential for achieving academic excellence and requires active engagement, drive, and constructive interpersonal connections. Grade 1 teachers have various difficulties, including the arrangement of their classrooms, the utilization of technology, establishing relationships with students, and ensuring a secure and pleasant learning environment. In order to tackle these difficulties, educators participate in Learning Action Cell (LAC) workshops. In their study, Mariano and Araojo (2019) discovered that a classroom that is well-structured and orderly plays a significant role in creating a favorable learning atmosphere. Tiamzon and Dela Rosa (2020) stressed the significance of integrating technology, whilst Maniago and Gallardo (2021) underscored the need of cultivating positive relationships. Gacutan and Rarugal (2022) emphasized the importance of ensuring safety, while Jimenez and Barotilla (2022) highlighted the significance of creating comfortable classroom environments.

According to Basa and Flores (2019) and Paredes and Casuga (2020), LAC sessions assist teachers in developing diverse learning activities and ensuring cleanliness. Guzman and De Leon (2021) discovered that a nurturing atmosphere promotes achievement, but Ocampo and Gregorio (2022)

emphasized the significance of well-organized instructional outlines. Palad and Abad (2019) emphasized the need of a positive classroom culture. According to Tolentino et al. (2020) and Macababbad et al. (2019), LAC sessions enable teachers to work together, think deeply, and implement creative teaching methods. Additionally, these sessions provide peer assistance and constructive criticism, which helps individuals deal with the difficulties encountered in traditional classroom settings, as highlighted by Cruz et al. (2021) and Abulencia et al. (2019). In general, LAC sessions improve the effectiveness of instruction and promote a positive learning environment.

C. Educational Insights can be Drawn from the Experiences of the Teachers

Teachers are essential to education because they teach students. Professional development programs include learning action cell (LAC) workshops promote and improve teaching. Collective learning allows teachers to share experiences and try new methods in these programs. These workshops stressed collaborative learning, professional growth, and inclusive, student-centered environments. Mariano and Arajo (2019) and Tiamzon and Dela Rosa (2020) emphasize how LAC sessions improve classroom organization and technology integration, whereas Maniago and Gallardo (2021) emphasize student interactions.

LAC sessions emphasize teacher empowerment and growth mentality. A more engaged and motivated workforce result from teachers taking control of their professional development (Cruz et al., 2021; Abulencia, 2019). This method guarantees high-quality instruction for students. Student achievement requires supportive learning settings and well-structured lesson plans, according to Guzman and De Leon (2021) and Ocampo and Gregorio (2022). LAC sessions provide insights that improve teaching and learning.

➤ *Theme 1: Diversity of Learners.*

Diverse students are important, and teachers must understand their requirements. Learning action cell (LAC) sessions have illuminated this variability for grade 1 instructors. They acknowledged students' visual, auditory, and kinesthetic learning styles and altered their teaching methods to create a more inclusive environment. To foster a sense of belonging and participation, teachers included students' home languages and cultures in the curriculum (Thapliyal et al., 2022).

Grade 1 instructors also stressed the need to identify and address student needs, including learning difficulties, during LAC sessions. They acknowledged variability in race, socioeconomic background, home language, gender, special needs, and giftedness (Ammade et al., 2020). Teachers can establish a successful learning environment that accommodates all students' distinct and evolving minds by nurturing an elastic, tolerant mindset and using different teaching resources (Nind, 2020).

Participants were asked about their educational insights on diversity, they shared their thoughts stating:

Grade 1 teachers recognize that diversity of learners is a reality in their classrooms, including students with different cultural, linguistic, and socioeconomic backgrounds. They understand that each learner has unique needs, strengths, and challenges that require differentiated instruction to ensure their academic and social success. (P2)

They value the importance of creating a safe and inclusive learning environment that respects and celebrates diversity, where every student feels valued and heard. They acknowledge that diversity of learners requires them to constantly reflect on their teaching practices, seek professional development opportunities, and collaborate with colleagues to improve their pedagogical skills. (P4)

They recognize the need for effective communication with students, their families, and the community to understand their perspectives and address their concerns. They appreciate the richness that diversity of learners brings to their classrooms, as it creates opportunities for learning from each other's experiences, perspectives, and cultures. (P5)

They recognize that they need to be mindful of any unconscious biases they may have and work to address them to provide equitable opportunities for all learners. They understand that teaching strategies should be flexible and adaptable to meet the needs of different learners, including those with special needs and English Language Learners (ELLs). (P6)

They value the importance of fostering positive relationships with their students, building trust, and creating a sense of belonging that promotes student engagement and motivation. They recognize that diversity of learners requires ongoing assessment and evaluation to ensure that all students are making progress towards their academic and social goals. (P8)

Grade 1 teachers' experiences teach the value of diversity. Teachers who recognise student diversity and promote inclusive learning environments improve student results (Medina, 2017). Grade 1 teachers said diversity helps them tailor their lessons to individual requirements (Bacani & Yuzon, 2021). Visual communication aids can help different pupils feel appreciated and included (Melgosa, 2015; Vizconde & Pacolor, 2020). Cultural activities and materials in the curriculum can help students recognize diversity and develop cultural competency, motivating them (Bautista, 2019; Bacani & Yuzon, 2021). Parental involvement can also improve learning outcomes and reveal pupils' cultural backgrounds (Villanueva, 2018; Bacani & Yuzon, 2021).

Teachers also need continual professional development to master new tactics for diverse learners (Aranda, 2020). Grade 1 teachers said workshops and seminars improve their instruction (Vizconde & Pacolor, 2020). An inclusive classroom requires addressing prejudices and stereotypes (Lumbao, 2018; Bacani & Yuzon, 2021). Technology can bridge the digital divide and open educational resources to different learners, improving engagement and learning (De Leon, 2019; Vizconde & Pacolor, 2020). For academic success and strong social interactions, students require

differentiated instruction and an inclusive school atmosphere that promotes diversity (Cavanagh & Percival, 2018; Gargiulo & Metcalf, 2015). Grade 1 teachers have improved classroom instruction and learning outcomes by developing content understanding, pedagogy, and methods to create a pleasant learning environment through Learning Action Cell sessions.

➤ *Theme 2: Curriculum and Planning.*

An effective curriculum identifies learning outcomes, standards, and core competencies needed for student advancement and provides an organized strategy for excellent education for teachers, students, school administrators, and community stakeholders. It should be difficult, easy, and entertaining to keep children engaged while accommodating individual variances, seasonal changes, resource availability, and instructor inventiveness (Anderson, 2022). Teachers must prioritize facts, principles, concepts, and learner outcomes, arrange activities and resources, and assess student progress. Instructional bases, school context, current trends and challenges, and strategic planning comprise curriculum planning (Gambo, 2021).

Grade 1 teachers' action cell experiences demonstrate the importance of curriculum and planning in classroom instruction. Teachers collaborated to discuss curriculum creation and lesson planning best practices and challenges to enhance their methods. This collaborative strategy emphasizes improving and adapting curriculum preparation to meet varied student needs and educational goals.

Through engaging with Learning Action Cell sessions, Grade 1 teachers realized the importance of aligning curriculum and planning to the needs and interests of their students. The teachers recognized that the curriculum and planning should be flexible enough to adapt to the changing needs of the learners. (P1)

The Learning Action Cell sessions provided a venue for the teachers to share and collaborate on their curriculum and planning strategies, resulting in improved classroom instruction. The teachers learned the significance of considering the different learning styles and abilities of their students in designing the curriculum and planning activities. (P3)

The curriculum and planning insights drawn from the Learning Action Cell sessions emphasized the value of integrating technology into the teaching and learning process. The teachers acknowledged the importance of setting clear learning objectives and outcomes when developing the curriculum and planning activities. (P4)

The insights gained from the Learning Action Cell sessions emphasized the significance of engaging the learners in active and meaningful learning experiences. The teachers recognized that continuous assessment and evaluation of the curriculum and planning were essential in improving the teaching and learning outcomes. (P5)

The insights drawn from the Learning Action Cell sessions highlighted the importance of aligning the curriculum and planning to the national standards and competencies. The teachers learned that involving the parents and guardians in the curriculum and planning activities could contribute to a more holistic and integrated approach to teaching and learning. (P6)

Grade 1 teachers' experiences show that curriculum and planning are critical to learning outcomes. Effective planning helps teachers create goals, choose content and approaches, and assess student progress, according to Bainte and Tumlos (2019). Teachers who create curriculum-aligned classes and activities are better able to teach and attain learning goals. Well-planned and ordered curricula help teachers manage time. Montalbo and Guevarra (2015) note that a coherent curriculum and lesson plan help teachers schedule learning activities, assess student progress, and alter instruction. Teachers can anticipate problems and devise solutions by planning ahead.

Effective curriculum and planning motivate and engage Grade 1 students, according to instructors. Student motivation and interest increase when they are actively engaged in studying, according to Fernandez et al. (2019). Students are more engaged and learn more when teachers create relevant, interesting, and challenging classes. Effective curriculum and planning allow teachers to differentiate instruction for varied learners. Curriculum planning should evaluate students' readiness, interests, and learning styles to help teachers personalize instruction for academic success, according to Daquioag and Abenir (2020). Effective planning helps incorporate technology and other new tools into training. According to Onrubia and Engel (2016), tech-savvy teachers can include it into lesson plans to make learning fun and interactive. Finally, Grade 1 teachers' experiences show that curriculum and planning improve classroom instruction by defining goals, managing time, differentiating instruction, utilizing technology, and motivating students.

➤ *Theme 3: Assessment and Reporting.*

Effective classroom instruction requires assessment and reporting to track student progress and inform stakeholders. Grade 1 teachers can learn how to use assessment and reporting to improve their teaching through learning action cell workshops. Understanding the value of many assessment tools is crucial. According to Kurniawan and Sukardi (2019), formative evaluations like quizzes and assignments assist monitor student progress and alter training, while summative assessments like tests and projects provide a complete picture of student learning.

Aligning assessment with learning objectives is crucial. Rostamzadeh and Abedini (2021) stress that assessments should examine curriculum knowledge and abilities to ensure student learning. Communicating student success to parents and stakeholders requires good reporting. Rubrics and progress reports help grade 1 instructor provide complete feedback, according to Alhasnawi and Al-Saadi (2021). Clear reporting helps parents support their children's learning and improve home-school partnerships.

Finally, Grade 1 teachers can learn from their evaluation and reporting experiences through learning action cell meetings. Teachers can improve classroom instruction and student growth by using different assessment technologies, connecting tests with learning objectives, and giving relevant reports.

As they responded their thoughts, they articulated;

Through engaging with learning action cell sessions, I realized the importance of frequent and varied assessments to truly gauge the learning of my diverse learners. I learned that assessment is not just about grading, but also about providing feedback and opportunities for improvement to my students. (P3)

Being able to accurately report my students' progress to their parents and guardians is an important responsibility that I take seriously. I discovered that having clear and measurable learning objectives can help me design assessments that accurately reflect what my students have learned. (P4)

Through working with my peers in learning action cells, I gained new ideas for creative and engaging assessments that make learning fun for my students. I realized that assessments are not just a tool for evaluating students, but also for evaluating my own teaching strategies and adjusting my methods as needed. (P5)

Having a variety of assessment methods, such as quizzes, tests, projects, and portfolios, can help me better understand the strengths and weaknesses of each student. I learned the importance of involving my students in the assessment process, such as self-assessment and peer evaluation, to encourage them to take ownership of their own learning. (P5)

I discovered that providing timely and specific feedback to my students can help them improve their performance and boost their confidence. I realized that assessment and reporting are ongoing processes that require regular communication and collaboration with my colleagues, students, and their families. (P7)

Educational assessment encompasses the collection, analysis, and utilization of data pertaining to the methods and results of learning. Evaluation plays a crucial role in education by assessing the achievement of educational objectives and influencing decisions regarding grades, placement, progression, instructional requirements, curriculum, and funding (Stein et al., 2022). The primary objective of a reporting system is to effectively convey students' accomplishments to families, post-secondary institutions, and employers, offering unambiguous details regarding acquired skills or areas requiring assistance (Bennett, 2022).

Overall, the participation of Grade 1 teachers in Learning Action Cell sessions has resulted in a range of educational insights that have improved their classroom instruction. It has been discovered that the presence of diverse learners, a strong understanding of content knowledge and

pedagogy, a conducive learning environment, well-designed curriculum and planning, effective assessment and reporting, and proficient teaching skills are essential for successful teaching and learning. These workshops have facilitated the development of coping mechanisms for instructors to address classroom issues and acquire new knowledge, skills, and perspectives that enhance their teaching practices and increase student results. These findings have important consequences for the training of teachers, the creation of educational programs, and the formulation of education policies. They highlight the importance of continuous assistance, favorable learning settings, and collaborative learning communities. These findings offer essential lessons for enhancing teaching and learning in the Philippines and beyond, emphasizing the crucial role of teachers and the need of fostering their professional growth.

IV. IMPLICATIONS AND FUTURE DIRECTIONS

A. Findings of the Study

The aforementioned statements represent the conclusions derived from the study, which are based on the combined themes that emerged from the participants' responses.

The study on the experiences of Grade 1 teachers in the Asuncion District found that they encountered and were confronted with challenges in enhancing classroom instruction through engaging with learning action cell sessions in the new face-to-face classes. Specifically, they faced difficulties with the lecture approach, coaching, and workshop techniques. The coping mechanisms employed by Grade 1 teachers in Asuncion District to enhance classroom instruction through engaging with learning action cell sessions in the new face to face classes primarily involve seeking teaching effectiveness, content knowledge, pedagogy, and creating an optimal learning environment. The Grade 1 teachers in Asuncion District have gained valuable educational management insights by engaging in learning action cell sessions during the new face-to-face classes. They have emphasized the significance of recognizing the diversity of learners, curriculum planning, and assessment and reporting in enhancing classroom instruction.

B. Implications

The analysis yielded noteworthy discoveries concerning educational learning insights, encompassing policy and guidelines, resource collaboration and sharing, assessment and evaluation criteria, and professional development. These findings carry significant implications for the educational system.

Initially, it is imperative to acknowledge and attend to the varied requirements of students in the educational setting. Teachers should undergo training to cultivate techniques that cater to diverse learning styles and backgrounds. Policymakers should allocate assistance and resources to ensure that teachers are able to establish inclusive learning environments. Furthermore, engaging in professional development opportunities, such as Learning Action Cell meetings, can significantly improve instructors' expertise in

subject matter, teaching methods, and the ability to effectively manage their classrooms. Policymakers ought to allocate resources towards professional development programs that are pertinent, captivating, and foster collaboration.

Furthermore, the curriculum and planning have a crucial role in determining the effectiveness of classroom education. Teachers should be granted the independence and adaptability to create curricula and lesson plans that are in line with the specific requirements and interests of their pupils. Policymakers should provide assistance and allocate resources to educators in order to facilitate the development of captivating and efficient curricula. Furthermore, evaluation and communication of progress are vital elements of educational experience. Teachers should receive training in utilizing diverse assessment techniques to assess student development and make informed instructional choices. Policymakers should provide support and allocate resources to teachers in order to cultivate proficient assessment and reporting methods.

In summary, the lessons learned from the experiences of Grade 1 teachers emphasize the significance of allocating resources to top-notch professional development programs, promoting teacher independence, and establishing inclusive educational settings. By implementing this approach, we can enhance the quality of classroom instruction and improve the outcomes of student learning.

C. Future Directions

The study conducted on Grade 1 teachers in Asuncion District suggests that future efforts should be directed towards improving professional development and Learning Action Cell sessions for teachers. These efforts should prioritize the integration of educational insights into classroom practices and the provision of assistance for varied student needs. School principals should actively support and enable these possibilities, while also ensuring that the appropriate resources are available. Teachers are urged to persist in their professional development, utilize the knowledge they have acquired, and work together with colleagues to create successful teaching methods. Subsequent studies should investigate the influence of these sessions on instructional methods and student achievements, ascertain supplementary strategies for instructors to manage stress, and investigate the advantages of including parents and education stakeholders.

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