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Long Paper

Frameworks of School Learning Continuity Plan in the New Normal towards Diversity and Inclusiveness

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Abstract

This paper explored the frameworks of the learning continuity plan that shaped basic education delivery as issued by the Department of Education-Central Office in light of Sulong Edukalidad and KITE (K– K to 12 Curriculum review and update; I- Improvement of the learning environment, T- Teachers’ upskilling and reskilling; and E- Engagement of stakeholders for support and collaboration) as national flagship programs. In particular, the paper examined the adoption and contextualization of the frameworks by the Regional Office – CALABARZON, which is the PIVOT4A QuBE; 4A represents the four strategic thrusts, which are: (a) aligning focus and intervention, (b) advancing handholding initiatives, (c) amplifying defined technical assistance to target delivery units, and (d) appraising stakeholders on the progress of the intervention, and QuBE is the



acronym for Quality Basic Education. For its part, the Schools Division Office of Laguna espouses LAGO Laguna or Leaders Actions towards Greater Outcomes. Furthermore, the school learning continuity plan of the San Pedro Relocation Center National High School Landayan Annex is summarized through the acronym SAGWAN or Sustaining & Advocating Genuine Welfare & Actions in the New Normal as the flagship program. In addressing the new normal in education, the juxtapositions of the said flagship programs that stem from national to regional, division, and school levels, are discussed. It also analyzed diversity and inclusiveness, as well as the guiding educational philosophies, in the conduct of school projects, programs, and activities (PPAs).

Keywords – school learning continuity plan, framework, new normal, diversity and inclusiveness, philosophy of education

INTRODUCTION

To regulate, minimize, and prevent COVID-19 from spreading, the public must adapt and accept the new normal including the government's and authorities' restrictions. Social distance, personal cleanliness, and personal protection equipment (PPE) are some of the procedures in the new normal. Hand-washing stations must be available, and hand sanitizers must be available at all entrance points. Temperature checks are regular as an early step for COVID-19 identification and working from home to ensure safety among people (Jamaludin et al., 2020). The term "new normal" refers to a set of conditions that present distinct difficulties to any educational leader's decision-making. It concentrated on the transition to online learning and outcomes-based education. Face masks and physical separation, as well as the strengthening of online platforms, research and development, program design, and health integration, are just a few of the repercussions (Tria, 2020). Pacheco (2020) also opined that with digitalization forcing new modes of working and learning, the pandemic ushers in a "new" normal. It promotes technological advancement in education.

In connection to the continuing new normal, DepEd Order 29, series 2021 instructed that the school year 2021-2022, which was authorized by the President, began on September 13, 2021. Further, the department must find solutions to continue the learning process despite COVID-19 concerns while also guaranteeing the health and safety of students and faculty in the new normal (Department of Education, 2021a). Moreover, Brigada Eskwela and Oplan Balik Eskwela are two activities aimed at directly motivating support from stakeholders to innovate despite health problems to achieve a safe learning process. The preparation and partnership are expected to aid in the implementation of the Basic Education – Learning Continuity Plan (BE-LCP), including class conduct, multiple learning delivery modalities, and other technical assistance that is required. Brigada Pagbasa programs this year, assured learner literacy, created home learning spaces, and

engaged parents, guardians, and other partners to generate functional learning and academic ease (Department of Education, 2021a).

In retrospect, the Basic Education Learning Continuity Plan was created in addressing COVID-19's negative impact and obstacles, as detailed in DepEd Order No. 12, series 2020. The BE-5-point LCP's principles were: (1) virus protection, safety, and wellbeing of teachers and personnel, (2) learning continuity through curriculum adjustments, provision of materials, multiple learning delivery modalities, teacher training, and parent orientation, (3) consideration of health protocols for safe return of teachers in the field, (4) equity consideration for the responses, and (5) Link the BE-LCP to Sulong Edukalidad and Future's thinking (Department of Education, 2021b).

The theory of generative interactions is used to guide this research. The pursuit of a significant, shared organizational goal, frequent mixing of diverse members over long periods, allowing different groups to have equal standing and status in contributing to success, and providing collaborative interdependence, interpersonal well-being, and self-efficacy are all conditions for generative interactions (Bernstein et al., 2020). With this theory, the paper analyzed the various frameworks of learning continuity plan from the DepEd Central Office known as the BE-LCP, the PIVOT 4A of Region IVA-CALABARZON, the Lago Laguna of the Schools Division of Laguna, and the SPRCNHS Landayan Annex Sagwan. Premised on the present pandemic and the new normal, and the challenge to the successful conduct of classes, the researchers examined the existing documents and experiences of the Department of Education as well as the frameworks of school learning continuity plan in the new normal towards diversity and inclusiveness. It specifically answers the following questions: 1. What are the various documents that describe and contextualize the basic learning continuity plan? 2. How do the projects, programs, and activities (PPAs) demonstrate diversity and inclusivity? 3. How do the frameworks of learning continuity plan establish the alignment of issuances, educational philosophies, and diversity and inclusivity at a microlevel perspective?

RELATED LITERATURE

Basic Education Learning Continuity Plan (BE-LCP) Frameworks Sulong Edukalidad and KITE

Reforms in achieving quality basic education were launched by the Department of Education in 2019 with the battle cry "Sulong Edukalidad". The constitutional mandate to provide every Filipino not only access but to quality basic education and that the Department has a lot to do to respond to it. This must be able to respond to the changing learning environment to globalize basic education. KITE is part of the Sulong Edukalidad and has four key reform areas such as K- K to 12 Curriculum review and update; I- Improvement of the learning environment, T- Teachers' upskilling and reskilling; and E- Engagement of stakeholders for support and collaboration. Sulong Edukalidad logo is

presented with a child running with a vibrant, Philippine flag-themed saranggola will be its symbol of hope as depicted in Figure 1 (Department of Education, 2019; Philippines Department of the Education Republic of the Philippines, n.d.).



Figure 1. Sulong Edukalidad is represented with a child holding a KITE, which are the four key reform areas, and the Public School of the Future another program of the Department of Education (source: <https://tinyurl.com/s4rrye6x>)

Department of Education partnered with various entities such as the CHED, SEAMEO INNOTECH, Knowledge Channel, Frontlearners, and BASA Pilipinas. Life-long, life-wide, life-deep, and life-wise learning principles shall guide the BE-LCP as well as appropriate guidelines, rules, and its operationalization through the projects, programs, and activities (PPAs). The department further accepts that the learning continuity plan is not perfect and asks the solidarity, bayanihan, or mutual help from all (Department of Education, 2020a). Intending to continuously strengthen the Basic Education-Learning Continuity Plan (BE-LCP), DepEd announces a call for research proposals, with the theme of further assessing learning continuity and the mother-tongue-based education. There are seven priority areas such as (1) MELCs, (2) multiple learning modalities, (3) school leaders and teachers upskilling and reskilling, (4) Health standards in schools and workplace, (5) Activities and partnerships, (6) Finance, procurement, and delivery and (7) Monitoring and Evaluation (Department of Education, 2021c).

PIVOT 4A QuBE

PIVOT 4A QuBE is the flagship program of Region IV-A CALABARZON. The red semicircle arrow with the word CALABARZON PIVOT is the region's shift to quality basic education or shortened with the acronym QuBE. Further, 4A represents the four strategic thrust which is (a) aligning focus and intervention, (b) advancing handholding initiatives, (c) amplifying defined technical assistance to target delivery units, and (d) appraising

stakeholders on the progress of the intervention. In addition, the number three in yellow color means 3E's in cubes such as excellence, empowerment, and efficiency. When we look closer, the number 3, 4, and letter A is in cube shape and represents the Philippine flag. The words Sulong Edukalidad is also seen outside the semicircle arrow pivoting the shift (Oestar, 2020).



Figure 2. Sulong Edukalidad is the Pivoting Force of Region 4A focusing on aligning, advancing, amplifying, and appraising with excellence, empowerment, and efficiency (source: <https://tinyurl.com/4m4pjsj5>)

Regional Memorandum 306, series 2020 averred that diversity needs to be addressed especially with the manifestation of the 4th Industrial Revolution. Figure 2 shows PIVOT 4A where educational structures are expanding and aligning to the various needs of teachers and learners. The three goals are also known as the power of E which stands for excellence, empowerment, and efficiency. Likewise, QuBE flows on its four strategic thrusts which were mentioned in the previous paragraph. In response to the national key reform areas, K to 12 curriculum updates, the regional office develops the MELC PIVOT 4A BOW which is considered precise, and quality-driven advancing the teaching and learning processes and targeting the most essential learning competencies. The MELCs involve 21st-century knowledge, skills, attitude, and behavior. Furthermore, the regional flagship program adapted and reformed the current curriculum as emerging needs surmise due to the health crises brought by COVID-19.

CALABARZON launched the HEROES 2021 which means Help Educators Rise to Online Education. This is to provide technical assistance in terms of the implementation of teachers the distance learning. The department will continue creative ways to enhance the roles of teachers in the implementation of different programs and initiatives. Anchored in the experiential and technology-enabled model of learning, this is an upskilling for teachers in the online setup. This initiative is cognizant of the BE-LCP of the

region, the PIVOT 4A QuBe. This is an empowering program for teachers at the same time helping them to achieve efficiency in teaching and make the center of the classroom of excellence. Various organizations collaborated such as City Savings Bank, UnionBank, Thames International, Akadasia, and EduRescue School for Teachers (Department of Education, 2020b).

The said program is in support of Sulong Edukalidad calling for national quality basic education as a response to the challenges in the 21st century. It is believed that the Pivot 4A QuBE will help learners actualize their capabilities for the kite of their dreams, flying with quality basic education (Schools Division Office of Imus City | Department of Education, n.d). The new platforms have four key segments such as (1) Pivot Gabay – Your Quick Guide to Learning, (2) Pivot Balita – News beyond Learning, (3) Pivot Dokyu – True Stories of Learning, and (4) StraightForwaRD facilitate – a monthly segment featuring the RD and other educational leaders for Pivot 4A TV. Likewise, the regional office developed valid key learning resources which suits the needs of learners in their respective learning space (Department of Education, 2021d; Malipot, 2021).



Figure 3. Region IVA-CALABARZON BE-LCP FRAMEWORK

During the CALABARZON Regional Development Council (RDC) the BE-LCP was highlighted as it targets to provide learning prospects among learners for the present school year. It has also outlined five key dimensions such focus on learning, operation, protection, reaching the marginalized, and financing as presented in Figure 3 (NEDA Region IV-A, 2021). Three million enrolled learners were accommodated by Region IVA

with its advanced stage in learning resources readiness. It also features the advanced curriculum guides and training for teachers, where learning delivery modalities are prepared and conducted with a dry run, determining the best modality for learners. Further, simulations were conducted with the schools and divisions with the support of LGUs (Department of Education, 2020b).

LAGO Laguna

In January 2020, the LAGO Laguna was launched as a banner program emanating from active leadership with consideration to greater learning outcomes and implementing all educational efforts of the SDO-Laguna. In May 2020, the LAGO Laguna as shown in Figure 4 was presented with inspiring symbolism. The three green leaves represent the three pillars of the SDO Laguna such as Curriculum Implementation Division, School Governance, and Operations Division, and Office of the Schools Division Superintendent. The 25 light streaks represent the municipalities under SDO Laguna, the open book implies education as well as knowledge, the colorful leaves below epitomize gender equality and wisdom while the guiding hand stemming from the book leads everyone in the future. To entail a colorful world of learning and stories, the latitudinal lines are added, and the bit or bytes are the information or knowledge arising from the internet. LAGO which means Leaders Action Towards Greater Outcomes is also included and the leaves in circular motion depict the learning continuity given the varying circumstances (DepEd LAGO Laguna, 2020).



Figure 4. The LAGO Laguna is the Flagship Program of SDO Laguna focusing on Leaders' Action towards Greater Outcomes (Source: <https://tinyurl.com/789t5x6w>)



Figure 5. DepEd LAGO Laguna (2021)

The goal of the SDO Laguna is the provision of BE-LCP that is enhanced based on the successes, strengths, and challenges of the previous school year and making this relevant to the present year. Directing towards the flexible and focused quality education that has equitable access and responsible governance. Implementing and operationalizing the plan with consideration to health protocols and synergy in leadership actions towards greater outcomes. Following the direction of the Region IVA CALABARZON BE-LCP, it has focused on key dimensions such as safe operations, well-being, and protection, focus on learning, reaching the marginalized, and education financing. Safe operations focus on the implementation of education programs in line with health protocols. Well-being and protection prepare the physical, social, emotional, psychosocial, and mental well-being of the various stakeholders and partners. Focus on learning is intended for quality teaching and learning processes. Reaching the marginalized highlight, the inclusivity and gender equality, performed by the leaders with the resilient and relevant direction of all sectors. Education financing is the intelligent budgeting for learning resources, collaboration with internal and external partners, and promoting transparency and awareness. It has also adhered to ensuring the quality of the teaching and learning process and the provision of learning resources known as the seven key dimensions (DepEd LAGO Laguna, 2021).

SPRCNHS Landayan Annex SAGWAN

San Pedro Relocation Center National High School Landayan Annex is situated at the border of Binan and San Pedro and is composed of 65 teachers with more than 2000 students from Grade 7 to Grade 12. The school has already set up a plan for the upcoming school year through DO No. 12, s. 2020 where the school follows the Adoption of the

Basic Education Learning Continuity Plan for School Year 2020-2021 considering the COVID-19 Public Health Emergency as well as for the present school year. In this plan, the school reiterated its faithfulness to uphold education with the provision of safety among its stakeholders as well as following the DO No. 14, s. 2020, which sets the Guidelines on the Required Health Standards in Basic Education Offices and Schools including the facilitation of most essential learning competencies, the compliance with the School Learning Continuity Plan, and the health protocols such as physical distancing, wearing of face mask and face shield and disinfection. The school has extensively utilized its partnership and linkages with the Local Government of the City of San Pedro who initiated the provision of televisions, risographs, and other reproduction materials to empower all schools and benefit from the program. Likewise, the Sangguniang Barangay and Kabataan have constantly supported the school in its endeavor.

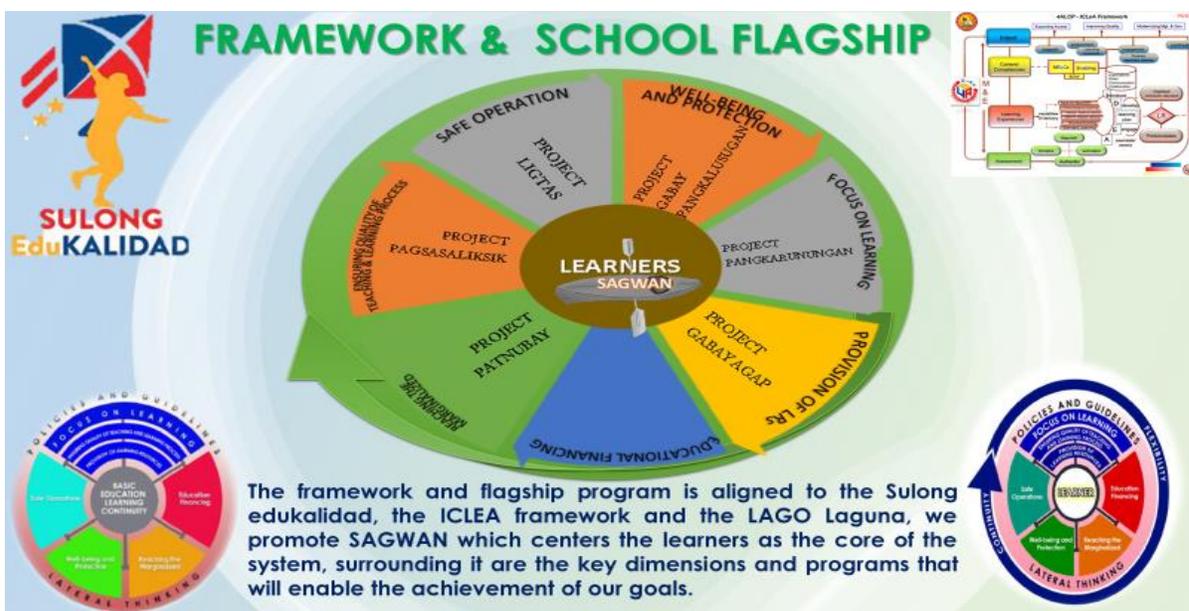


Figure 6. SPRCNHS LANDAYAN ANNEX SAGWAN

Figure 6 reveals that the school framework and flagship program is a reiteration of the national, regional, and division frameworks. It adheres to Sulong Edukalidad, PIVOT 4A, and the LAGO Laguna. The school emphasized that it persistently works and paddles toward the DepEd’s mission and vision with the commitment to upholding the purpose aligned to the Sulong Edukalidad in providing quality education to learners despite everything that comes the way. “Sumagwan para sa EDUKaunlaran!” is its mantra. As its flagship program, SAGWAN means Sustaining & Advocating Genuine Welfare & Actions in the New normal (SPRCNHS Landayan Annex, 2021a).

Various programs are aligned to the key dimensions of the regional and division office. Safe Operations enumerates the various actions such as signages and posters, school policy and pathways clearing, and name its Project Ligtas. Well-being and protection promote various programs for readiness and resiliency of teachers, parents,

and learners; this includes mental health programs, psychological fit, and child-protection policy, which is called Project Gabay. In terms of focus on learning, there is Project Bantay, adoption and enhancement of learning modules and identify the best practices, particularly in the appropriate interventions and capacitating teachers on the innovative delivery in learning. Project Saliksik is the project for ensuring the quality of teaching and learning process where research is utilized to test the appropriateness of SLMs, documenting innovative practices on learning materials and learning delivery modalities, expansion of reward and recognition through Gawad Sagwan, engage teachers in preparation of LRs, mentoring of co-teachers on ICT, creativity, and resourcefulness as well as upskilling of teachers for effectiveness and efficiency. Availability of learning materials and technical support, and mechanism for equitable access to quality education in the teaching and learning through Project Bigay. Reaching the marginalized centers on learners' participation to improve math and reading abilities, campaign for Balik-Aral, and encourage enrollment increasing the accessibility to quality education and strengthening learning continuity among learners through Project Patnubay. Brigada Pagbasa is the project for students reading comprehension in English and Filipino (SPRCNHS Landayan Annex, 2021b).

Alignment

Alignment is a term widely used in the education sector and has a variety of contexts referring to reforms for the greater consistency and lucidity of the intended curriculum, programs, initiative, or even education system. Aside from curriculum, alignment is useful also in policy, strategy, learning standards, assessment, and professional development (Great Schools Partnership, 2013). The Agency (2020) explains vertical alignment as a progression or continuum. This continuum is vital in development and learning. Washburn (2016) pointed out the benefits of alignment such as balance, flow, communication, and achievement. Horizontal alignment is the consistency of experiences, learning outcomes, and learning progress, providing equity and autonomy. Horizontal alignment reaches a common understanding and an alignment of model for uniformity (Horizontal Alignment: Advantages and Attributes, n.d.). At DepEd, creativity in contextualizing and localizing models is encouraged depending on pressing and present needs, resources, collaborations, and opportunities.

Diversity and Inclusiveness in the New Normal

Diversity and inclusiveness are evident in the four frameworks presented. UNESCO (2017b) sets Sustainable Development Goal 4 for Education ensuring equal opportunity among learners. It also sets reaching the excluded and marginalized groups with quality education implemented on inclusive policies and programs. Participation of learners is also crucial to analyze in terms of inclusiveness and diversity. UNESCO (2017a) recommended the development and implementation of inclusive education focusing on learning environments, curriculum, and pedagogy. “Every learner matters and matters

equally” is the core message guiding inclusivity. This also highlights respect for diverse needs, abilities, and characteristics of learners and eliminates all forms of discrimination. Further, inclusivity is possible with the comprehensive policy interventions and engagement of stakeholders.

Since 2020, there has been a shift in education towards distance learning modalities. Some groups face difficulties and cannot easily switch to e-learning due to the inability to access the internet including gadgets and technical know-how on the new modalities. As a universal right, education must continue and assist the most disadvantaged. The UNESCO New Delhi Education team provides points to ponder in the delivery of education today such as ensuring continuity of learning, teacher training and preparedness, and the implementation of distance education (UNESCO, 2020).

In terms of addressing diversity and inclusiveness in the new normal, various researchers revealed significant information. For instance, during the new normal, creative strategies, virtual learning experiences, and the transition from the physical classroom to an emergency remote education environment are all exposed, as are creative tactics, virtual learning experiences, and the transition from the physical classroom to an emergency remote education environment (Toquero, 2020). Online learning, modular learning, television, and radio-based instruction have also considered blended or hybrid learning as modalities considering the different situations not only of learners but also the parents, teachers, to educational and government leaders as well (Bayod & Bayod, 2020).

On the other hand, low-income students and those who reside in remote areas have limited access to the technology needed for online learning. Some challenges include instruction delivery, unsatisfactory learning outcomes, financial difficulties, struggle with the use and availability of technology, and personal health, stress, and learning style issues are just a few of the challenges that parents have faced (Agaton & Cueto, 2021). Toquero (2021) expressed that educational uncertainty, intermittent socialization, and psychological crises are some of the experiences of teachers in the new normal. Teachers, on the other hand, assisted parents in managing their children with disabilities through online communication, homeschooling, parental engagement, psychological safety, and compassionate language skills. Inclusion in school policy and government-led emergency interventions for persons with developmental disabilities are important priorities for special education teachers.

Moreover, three core themes were identified related to preparation such as gathering resources and establishing practices, profiling learners, and capacity building for continuous learning and development; three core themes related to challenges such as complexity of assessment, difficulty in instructional delivery, and the digital divide; and five core themes related to coping mechanisms which include positive well-being, time management, openness to change, peer mentoring, and collaboration. Education migrates to a new normal, teachers make necessary preparations to equip themselves

with distance learning. Teachers adjusted to the new normal and complete their responsibilities even when presented with problems at work. Authorities cooperated with teachers to ensure that students receive a high-quality education before introducing remote learning to meet teachers' resource and training demands (De Villa & Manalo, 2020).

For blended learning, DepEd advocated using online learning, a modular approach, radio-television techniques, and para-teachers. However, DepEd has a particular issue in the Philippines due to a lack of facilities such as gadgets or computer sets, as well as connectivity. The education sectors requested assistance from various government agencies as well as private persons and groups. The school must keep track of both positive and poor blended learning experiences (Tupas & Linas-Laguda, 2020).

Philosophies in the BE-LCP

BE-LCP must be examined in a speculative way of thinking about the realities and the transcendental principles as a foundation. We look at the causality in affirming the nature of reality and its primordial cause (O, 2012). Labbas (2013) opined that we must investigate the multiple beliefs and multi-dimensional perspectives in the epistemic component of education. It is looking at the nature of knowledge and understanding how learners, teachers, and curriculum designers' epistemic belief and metacognition. In addition, Nikunja & Dash (n.d.) affirmed the importance of the axiological component of education. Values and education objectives are in axiological form. It both reflects the personal and the communal values thereby transmitting and preserving it and guarantees the cultural identity and human community. The axiological component also cultivates the power of human creativity and the community making education the source for future social development.

METHODOLOGY

Document analysis is employed in this paper. Heffernan (2001) and Frey (2018) said that document analysis is a form of qualitative research where the systematic procedure is used to analyze evidence from the documents aligned to the research problems. In assessing and analyzing the document, it included four criteria such as genuineness, integrity, representativeness, and value (Kridel, 2017). Further, McCullogh added the fifth criterion which is theorization. According to Heffernan (2001), semiotics used a lot of media analysis such as documents or photos. This means that documents describe actions. Semiotics understand the message in visual or text.

The document analysis could be text-based or photo-based (logo or figures). The researchers employed the two as bases to check the harmony, coherence, and lucidity of nomenclature (University of Illinois Springfield, 2022) used across the Basic Education-Learning Continuity Plan. Interpretative analysis of semiotic work is perceived as a work

qualifying to document analysis (Heffernan, 2001). Document analysis is a complementary data collection, at the same time triangulation for the creation of a theory (theorizing). Similarly, documents are useful to formulate theory by the process of comparative analysis and the uniqueness discovered in the document (Bowen, 2009).

Considering the methods above, the following are the specific steps for this research undertaking.

1. Primary sources or documents based on genuineness, integrity, representativeness, and value were identified,
2. Semiotic for text and media were used for document analysis. The researchers compared the different issuances such as DepEd Order No. 12, series 2021, Regional Memorandum 306, series 2020, SDO LAGO Laguna Manuscript (DM 200, s. 2021), and Enhanced School Learning Continuity Plan (ESLCP) File. The researchers examined and interpreted the information and data from the documents to understand the meaning and formulate empirical knowledge related to the constructs. The photo included the logo of the flagship program and the framework,
3. Vertical and horizontal alignment was used to look at similar and distinct (a) Framework, (b) Symbols and its meaning, (c) Pertinent and Specific projects, programs, and activities, (d) Alignment of the Framework, Symbols, and Programs and the surmounting philosophies vis-à-vis diversity and inclusiveness of DepEd's BE-LCP as contextualized by the regional office, the division office, and the school. The discussion about vertical and horizontal alignment revealed the genuineness, integrity, representativeness, and value of the issuances emanating from the national level, going to regional and division level and down to the school level as well as triangulation of the issuances,
4. The researchers closely linked the programs from the national flagship program of the Department of Education which is called KITE and how it is particularly implemented to regional and division level and down to the school level.

RESULTS AND DISCUSSION

1. What are the various documents that describe and contextualize the basic learning continuity plan?

The study is document analysis and the various documents being described and contextualized were DepEd Order No. 12, series 2021 which set the guidelines in the conduct of Basic Education – Learning Continuity Plan in consonance with the flagship programs such as Sulong Edukalidad and KITE as presented in Figure 1. Regional Memorandum 306, series 2020 presented the PIVOT 4A QuBE as shown in Figure 2 where educational structures are expanding and aligning to the various needs of teachers and learners, and the three goals are also known as the power of E which stands for excellence, empowerment, and efficiency. It has also outlined five key dimensions such

focus on learning, operation, protection, reaching the marginalized, and financing as revealed in Figure 3. SDO LAGO Laguna Manuscript (DM 200, s. 2021) or the Lago Laguna as evident in Figure 4, and Figure 5 focused on key dimensions such as safe operations, well-being, and protection, focus on learning, reaching the marginalized, and education financing. Safe operations focus on the implementation of education programs in line with health protocols. Enhanced School Learning Continuity Plan (ESLCP) File of SPRCNHS Landayan Annex also known as SAGWAN as presented in Figure 6. The tenets of the generative theory were shown through collaboration, interaction, and determination in the formulation and execution of the documents and issuances across the central office, region office, division office, and school level.

2. How do the projects, programs, and activities (PPAs) demonstrate diversity and inclusivity at a microlevel perspective?

As discussed in Figure 6, diversity, and inclusiveness at a micro level or as evident in SAGWAN, include specific projects, programs, and activities (PPAs). Safe Operations was particularly implemented through Project Ligtas where signages and posters, school policy, and pathways clearing are conducted. Project Gabay for well-being and protection, tested the preparation and resiliency of teachers, parents, and students, as well as mental health services and child-protection policies. The project for focus on learning is Project Bantay where suitable interventions and teacher capacity development on innovative learning delivery were implemented and enhanced, and best practices were found. Project Saliksik improved teaching and learning quality by researching to assess the appropriateness of SLMs, documenting innovative practices in learning materials and delivery modalities, expanding reward and recognition through Gawad Sagwan, involving teachers in the preparation of LRs, mentoring co-teachers on ICT, creativity, and resourcefulness, and upskilling teachers for effectiveness and efficiency. Project Bigay offers learning resources and technical assistance, and plan to ensure that all students have equitable access to high-quality teaching and learning. Project Patnubay for reaching the marginalized focused on students' engagement in improving math and reading ability, promoting Balik-Aral, and expanding enrolment, resulting in increased access to high-quality education and greater learning continuity for learners. For English and Filipino learners, Brigada Pagbasa is reading comprehension.

It revealed the implementation of inclusive education and diversity focusing on learning environments, curriculum, and pedagogy (UNESCO, 2017a) in remote education environments (Toquero, 2020; Bayod & Bayod, 2020, De Villa & Manalo, 2020) including the persons with developmental needs (Toquero, 2021), and assistance from various government agencies as well as private persons and groups (Tupas & Linas-Laguda, 2020), addressing various challenges of school leaders, teachers, parents, and learners.

Table 1. Framework and Flagship Program from National, Regional, Division, and School Levels

Framework and Flagship Program			
KITE	4A QuBE	LAGO Laguna	SAGWAN
✓ Sulong Edukalidad	<ul style="list-style-type: none"> ✓ QuBE – quality Basic Education ✓ Key dimensions 	✓ LAGO - Leaders' actions towards Greater Outcomes	SAGWAN - Sustaining & Advocating Genuine Welfare & Actions in the New normal
✓ K- K to 12 Curriculum review and update.	✓ Aligning focus and intervention,	✓ Focus on learning,	✓ Focus on learning – Project Bantay
✓ I- Improvement of the learning environment,	✓ Advancing handholding initiatives,	<ul style="list-style-type: none"> ✓ Safe operations, ✓ Well-being and protection ✓ Reaching the marginalized, ✓ Provision of learning resources 	<ul style="list-style-type: none"> ✓ Safe Operations – Project Ligtas ✓ Well-being and protection – Project Gabay ✓ Reaching the marginalized – Project Patnubay and Brigada Pagbasa ✓ Provisions of learning resources – Project Bigay
✓ T- Teachers' upskilling and reskilling; and	✓ Amplifying defined technical assistance to target delivery units, and	✓ Ensuring the quality of the teaching and learning process	✓ Ensuring quality of teaching and learning process – Project Saliksik
✓ E- Engagement of stakeholders for support and collaboration	✓ Appraising stakeholders on the progress of the intervention.	✓ Education financing.	✓ Education financing.

The CALABARZON conceived the 4A QuBE and translated it into seven important aspects, as shown in Table 1, fulfilling the KITE of Central Office. LAGO Laguna followed the 7 Key Dimensions and has been aligned to the school programs, projects, and activities. Concerning KITE, 4A QuBE, LAGO Laguna, and SAGWAN, it is inclusive and recognizes diversity as it answers the four pivotal dimensions such as curriculum, learning environment, teachers training, and synergy with stakeholders. These four dimensions are further translated into seven such as learning, safety, well-being, reaching

marginalized, learning resources, quality, and education financing. The whole gamut of frameworks and programs aligned to the generative theory such as collaboration, interaction, and determination.

3. How do the frameworks of learning continuity plan establish the alignment of issuances, and educational philosophies at a microlevel perspective?

Vertical and Horizontal Alignment

Sulong Edukalidad remains the battle cry of the Department of Education in achieving quality basic education. KITE is part of the Sulong Edukalidad focusing on the curriculum review, learning environment, teachers' upskilling and reskilling, and convergence of stakeholders. The edukalidad logo is presented with a child running with a vibrant, Philippine flag-themed saranggola will be its symbol of hope. This is translated by the regional office (CALABARZON) as QuBE or quality basic education with consideration to 3Es (excellence, empowerment, and efficiency) such as 4As (aligning, advancing, amplifying, and appraising). Further, the policies and guidelines were spelled out by Region IVA as safe operations, well-being and protection, focus on learning, Reaching the marginalized, Ensuring the quality of the teaching and learning process, Provision of learning resources, and Education financing. The same key dimensions were translated by the division and the school provided a program on each mentioned dimension.

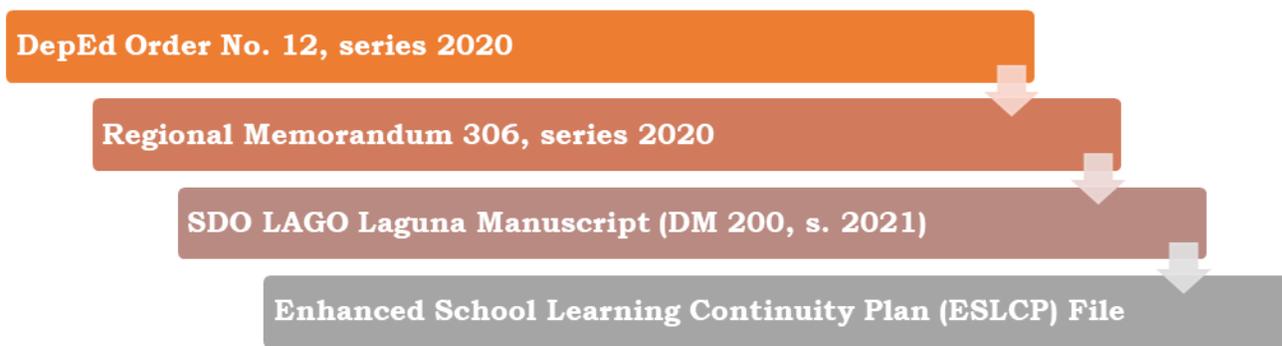


Figure 7. Vertical Alignment based on the Flow of Communication

Vertical alignment (The Agency, 2020; Washburn, 2016) is present with the existence of the flow of communication as revealed in Figure 7. DepEd Order 12, series 2020 stipulated the BE-LCP at the national level and translated by the Regional Office in terms of Regional Memorandum 306, series 2020, and the DM 200, s. 2021 of SDO-Laguna. The school level adhered to the principles from the three issuances.



Figure 8. Horizontal Alignment based on the Flagship Programs

Horizontal alignment (Bellarmine College Preparatory, 2019) includes the flagship programs, projects, and activities of the components of BE-LCP to the school community and stakeholders PPAs. Moreover, we see the interrelated flagship programs which aimed at the delivery of quality basic education even in times of health crises as shown in Figure 8.

Surmounting Philosophies in the BE-LCP

These surmounting philosophies in the BE-LCP are the metaphysical, epistemological, and axiological components (Nikunja & Dash, n.d.; O, 2012; Labbas, 2013) as it is vertically and horizontally aligned. Examining the KITE and PIVOT 4A we will see the philosophical components such as epistemological in terms of curriculum review and aligning focus and intervention. Then, metaphysical in terms of improvement of the learning environment and teachers upskilling and reskilling and advancing handholding initiatives and amplifying defined technical assistance to target delivery units. Finally, axiological in the engagement of stakeholders or appraising stakeholders on the progress of the intervention.

In the LAGO Laguna also presents the three philosophical dimensions; in terms of metaphysics, it gravitates on the provision of learning resources, safe operations, and well-being and protection. On epistemology, the key dimensions are ensuring the quality of the teaching and learning process and focusing on learning. While the axiology is reaching the marginalized and education financing. While SPRCNHS Landayan has a SAGWAN which reflects various projects that practically suggest how to perform the key dimensions. The metaphysical component includes the provision of learning resources under Project Bigay, the safe operations with Project Ligtas, and well-being and protection implementing Project Gabay. Likewise, the epistemological component is translated through the Project Saliksik to endure the quality of the teaching and learning process and Project Bantay to focus on learning. Moreover, the axiological component is reaching the marginalized with Project Patnubay and Brigada Pagbasa and the education financing.

The symbolism used in the various flagship program is axiological in nature as it demonstrated Filipino culture and values. For instance, KITE or saranggola reflects our vision of continuous improvement and development as we navigate the kite upward. Pivot 4A and QuBE manifested our high regard and value for quality basic education utilizing the four A's such as aligning, advancing, amplifying, and appraising. LAGO Laguna allegorically presents the nurturing of a plant, the plant as learners, and the educative process. It is also significant in the Filipino culture as the adage states, "Education is the only wealth that cannot be stolen away!". Finally, the SAGWAN, also denotes cooperation, collaboration, oneness, and togetherness in facing any challenge which aligned with the generative theory. This is truly timely as we face the new normal.

CONCLUSION

The existing documents that supported the different areas of operation are the DepEd Order No. 12, series 2021, Regional Memorandum 306, series 2020, SDO LAGO Laguna Manuscript (DM 200, s. 2021), and the Enhanced School Learning Continuity Plan (ESLCP) File. Vertical alignment is present with the existence of the flow of communication. Horizontal alignment includes the flagship projects, programs, and activities (PPAs) of the components of BE-LCP to the school community and stakeholders PPAs. The flagship programs are interrelated which aims at the delivery of quality basic education even in times of health crises.

KITE, 4A QuBE, LAGO Laguna, and SAGWAN promote and support inclusivity and recognize diversity as it answers the four pivotal dimensions such as curriculum, learning environment, teachers training, and synergy with stakeholders in consonance with the generative theory. These four dimensions are further translated into seven such as learning, safety, well-being, reaching marginalized, learning resources, quality, and education financing. The symbolism used in the various flagship program is axiological in nature as it demonstrated Filipino culture and values.

KITE reflects our vision of continuous improvement, Pivot 4A, and QuBE manifested our high regard and value for quality basic education. LAGO Laguna allegorically presents the nurturing of learners and the educative process. Finally, the SAGWAN, also denotes cooperation, collaboration, oneness, and togetherness in facing any challenge. At a micro level, the metaphysical component includes the provision of learning resources under Project Bigay, the safe operations with Project Ligtas, and well-being and protection implementing Project Gabay. The epistemological component is translated through the Project Saliksik to endure the quality of the teaching and learning process and Project Bantay to focus on learning. The axiological component is reaching the marginalized with Project Patnubay and Brigada Pagbasa and the education financing. This is the Framework promoting inclusiveness and diversity as presented in Figure 9.

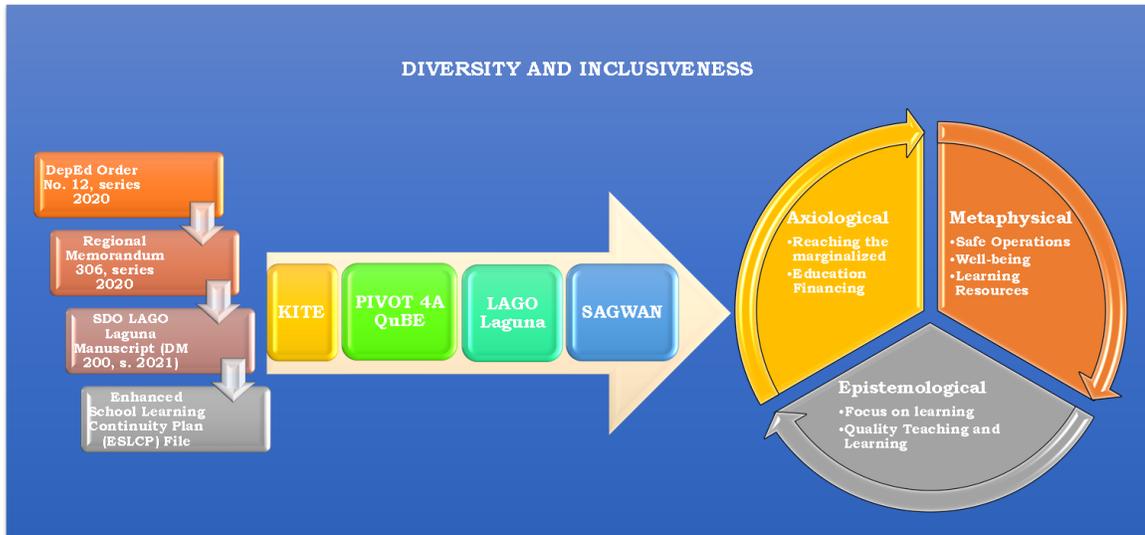


Figure 9. Framework on Promoting Inclusiveness and Diversity from the Interplay of Vertical and Horizontal Alignment of Issuances and the Surmounting Philosophies of the Project, Program, and Activities

RECOMMENDATION

School administrators and policymakers could explore other documents and issuances relevant to the Basic Education-Learning Continuity Plan and investigate the other possible vertical and horizontal alignment to the delivery of quality basic education. There is also a need to examine inter-agency and collaborations promoting inclusivity and diversity. Educational leaders are also encouraged to conduct quantitative research using the framework of a school continuity plan for assessing the effectiveness and efficiency of the programs and include the study of other philosophical implications of basic education learning continuity plan in the transdisciplinary approach such as critical theory, social sciences theory, and humanities theory.

PRACTICAL IMPLICATION

The study contributes positively and significantly to the understanding of the Basic Education-Learning Continuity Plan as a basis for continuous improvement in the implementation of the mentioned key dimensions. Further, the focus on future development for curriculum, learning environment, teachers training, and synergy with stakeholders could be carefully measured in a large-scale assessment of effectiveness and efficiency such as the regional and national level. This is also useful to all types of schools such as elementary, junior high school, senior high school, and integrated schools of varying sizes.

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