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**A FRAMEWORK FOR A COMMUNITY OF PRACTICE AMONG PRIVATE
SCHOOLS**

A Thesis
Presented to the
Graduate Teacher Education Faculty
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
in Educational Management

MELANIE L. AYDALLA

December 2022

APPROVAL SHEET

This thesis entitled “**A FRAMEWORK FOR A COMMUNITY OF PRACTICE AMONG PRIVATE SCHOOLS**” was prepared and submitted by **MELANIE L. AYDALLA**, in partial fulfillment of the requirements for the degree of **Master of Arts in Education in Educational Management**, is hereby recommended for approval and acceptance.

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DEDICATION

To God almighty, who brought me to this world out of His immense love and grace,
and gave His only son, Jesus Christ, to be my constant companion and protection

through the Holy Spirit

all throughout my lifetime,

though several times I tried to leave Him behind in my life's journey,

stayed, and stayed still no matter what,

even gave all that He has, all that He can, and all that He is,

to love, provide, and protect me and all that I love,

not only every day of my life,

but I know even beyond life on earth. And to my loving parents,

+ **Carlos C. Loyola and**

+ **Lucena G. Loyola**

together with my loving and forgiving sister

+ **Luzviminda L. Dela Cruz,**

with all that I am, with all that I have,

and with all that I can accomplish,

I dedicate and offer this work of mine.

ACKNOWLEDGMENTS

I am grateful and blessed to have the love, support, and guidance of these wonderful people,

To my adviser, **Dr. Arlyne Marasigan**, thank you very much for guiding me to this wonderful world of research so I may be able to contribute something meaningful to the considered noblest profession, I know how hardworking and dedicated you are to your profession.

To **Dr. Caridad Barrameda**, I am blessed to have you as one of my teachers at PNU. Your detailed comments on every part of my research made my research more valid and reliable. Thank you for reaching out even beyond your work schedule to make me understand your comments. I truly appreciate your concern and wisdom. May you continue to be healthy.

To **Dr. Inero Ancho**, your time and expertise from my title defense to my oral defense helped me finish with confidence and joy in my heart.

To **Dr. Adonis David, Dr. Dennis Apolega, Dr. Marilyn Balagtas, Dr. Sheila Simat and Sir Nathan**, you have all been instrumental in completing my research. Thank you for your time and person.

To **PNU**, may you continue to be true to your vision and mission in developing teachers and future teachers who will prepare learners to be the best version of themselves in facing the real world. Marami pong salamat, Inang Paaralan!

To my greatest blessings **Em, Hans, Fatima, and Demi** you are all equally loved together with **Tata and Tiks**. You are all my source of inspiration and love.

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ABSTRACT

Name : Melanie L. Aydalla
Title : A FRAMEWORK FOR A COMMUNITY OF PRACTICE
AMONG PRIVATE SCHOOLS
Key Concepts : Community of Practice, Community of
Practice Framework, Teaching Practices
Degree : Master of Arts in Education
Specialization : Educational Management
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In a community of teachers, the greatest resource that a teacher can have is another teacher. All teachers have been beginning teachers who advance in their profession as they gain experience and learn from the practice of other teachers. In this context, this study aimed to develop a framework for a Community of Practice (CoP) for private schools. The Community of Practice are a group of people who belong to the same community and interact regularly to achieve their common goal or purpose with the interest to improve their practices for their personal and professional development and the development of their community. This study used Qualitative Research Design to collect and analyze non-numerical data to understand concepts, opinions, or experiences about the CoP in schools, hence, the Case Study approach was utilized to facilitate the exploration of the phenomenon of the study within its real-life context. The use of semi-structured questionnaires and the conduct of interviews are the research instruments used to generate the needed qualitative data. Thematic analysis was applied to these generated data to be able to identify, analyze, and report recurring themes. The results of the study showed that the schools' conceptual understanding of

CoP are collaborative activities among teachers, the sharing of best practices, groups/organizations with a common goal, improvement of the teaching practice, and a capacity-building program. Also, academic meetings, in-service training (INSET), school webinars and training, teaching pedagogies, and Teachers' Professional Development (TPD) are the schools' teaching practices that reflect the concept of CoP. to explore the schools' concept of CoP and the teaching practices that reflect it. However, a CoP framework must have a common goal/purpose for it to function, a community/people who commit to sharing ideas and practices by meeting regularly, and a practice or teaching practice that manifests the activities of the community and its members. These are the components of the CoP framework that must be established in schools to improve teaching practices which also results in teacher development. Professional knowledge and practice in teaching will continue to change and increase brought by the national and global changes which affect the school community. Therefore, the school heads must address the management of relevant professional knowledge and teaching practice in schools to support teacher development and improvement of the teaching practice.

CHAPTER 1

PROBLEM AND LITERATURE REVIEW

Background of the Study

The complex and dynamic learning environment of schools brings continued changes to the professional knowledge and teaching practice in the community of teachers. This brings positive reasons to school heads, as the main instructional leaders of schools, to lead efforts in supporting teachers with the management of their relevant professional knowledge and improvement of their teaching practice. Collective efforts among teachers in schools were looked into to practice distributive leadership and give positive reasons for teachers to work collaboratively because Glaze (2014) said that the most significant teaching resource that a teacher can have is another teacher. It is in this context that having a community of practice in schools with teachers and staff who are willing to collaborate to share their values, beliefs, experiences, and practices for the attainment of a common goal is a significant practice that was looked into by the school heads to drive the members of their school towards the achievement of quality teaching and learning. Grounded on the theory of Community of Practice (CoP), this study will be looking into how the components of CoP are practiced in some private schools.

School is an institution for learning. It is through and within the school that learning is provided, developed, and enhanced for the development of the students and teachers. Teachers are the main providers of learning in a learning environment. They implement the educational curriculum, evaluate students' performance, and set meaningful goals for their personal and professional competence. School heads must continuously develop ways of improving schools by having quality teachers. Having a community of quality teachers is one of the ultimate goals of every school. With the demands of the changing curriculum, School

heads must manage the human resources of the school by planning out ways in which the community of teachers in the school can collaborate for the attainment of common goals in the delivery of quality education.

Educational reforms inside and outside the country give meaningful reasons why schools through their school heads must develop support systems for their teachers. Basic education or K to 12 schools in the country, whether public or private, needed to undergo changes when the Enhanced Basic Education Act of 2013 was implemented. According to Luistro (2012, as cited in Falagne, 2018) for the education program of the Philippines to be at par with international standards, change is needed so Filipino graduates can compete globally. The execution of the K to 12 Curriculum calls for a reformation of the entire Philippine educational system. To achieve successful implementation of the K to 12 Curriculum, school facilities were improved together with relevant instructional materials to provide a venue for the change of technology in education. Learners are challenged to be globally competitive by being 21st-century learners. Teachers are retooled by updating their competencies. The education sector, through the Department of Education (DepEd), has invested heavily in teachers' training (Danganan, 2012, as cited in Falagne, 2018). Hanushek and Wobman (2003, as cited in Falagne, 2018) pointed out that educational investments in the form of training are considered important strategies for ensuring the effective implementation of innovations. According to Kress (2000), the educational system in the previous years is essential for stability while the future generation is for instability. Selvi (2010) mentioned that Kress's idea gives support to why professional development should be redefined for

sustainability. Hence, creating a community of quality teachers with effective teaching practices must be raised and addressed through the Community of Practice.

Three years after the K to 12 law was implemented, Republic Act No. 10912 also known as the Continuing Professional Development (CPD) Law which also affects the educational system was passed. In the Continuing Professional Development for Teachers, teachers must engage in accredited CPD programs for them to earn the required CPD units (Professional Regulation Commission, 2016). The CPD program is a set of learning activities accredited by the CPD Council like workshops, seminars, learning area meetings, professional lectures or non-degree training lectures, scientific meetings, learning modules, tours, and visits, which equip professionals with advanced knowledge, skills, and attitudes in specialized or in an inter or multidisciplinary field of study which can be self-directed research and/or lifelong learning (Professional Regulation Commission, 2016). Given the wide range of demands and challenges to meet the requisites of the CPD program, the school heads alone cannot address these demands and challenges of the CPD program for teachers. With this, school heads can lead the stakeholders of the school like teachers, parents, school linkages, and partners to create a CoP which will be the avenue of seminars, training, and workshops of teachers for retooling, enhancement of competencies, and at the same time meet the requisites of the CPD program for the teachers to earn the required CPD units. However, a new Implementing Rules and Regulations (IRR) was issued by the Professional Regulations Commission (PRC) last March 1, 2019, due to several concerns raised by the different communities of professionals in the country including professional teachers.

Due to these major educational reforms, the Philippine Professional Standards for Teachers (PPST) through the Research Center for Teacher Quality (RCTQ) was launched last 2017 (RCTQ, 2017). The PPST is the new framework for quality teachers in the Philippines. This framework recounts the outlook for teachers' advancing levels of knowledge, practice, and professional engagement. The PPST also addresses the growing demands of 21st century teaching because it focuses on teacher practices (Department of Education, 2017). Since the Department of Education recognizes the importance of meeting the national and global professional standards of teachers, the national adoption and implementation of the PPST were immediately disseminated for compliance to all schools in the Philippines through the issuance of Department Order No. 42, series 2017 (Department of Education, 2017). Since the PPST focuses on increasing teachers' level of knowledge, practice, and professional engagement, establishing a CoP in school with members who value their personal and professional growth will help every school achieve its objective of delivering quality teaching and learning because the growth of the members of a community is also the growth of its community. The CoP will help the members of the school community achieve their common goal of meeting the professional standards for teachers by engaging in the community to share teaching practices and experiences that will help improve their learning environment. The interaction of teachers in the CoP will help them build and advance their capabilities. Having these, school heads in Basic Education, both public and private, need to develop a management plan for teachers' professional development vis-a-vis the standards of the PPST especially since it was made into a national adoption by the Department of Education last 2017 because of its recognition on the importance of the professional standards for teachers in their advancement. Given this, a collective effort among members of the school

community and the collective efforts of other schools must be looked into how their teaching practices help address the current educational reforms.

Aside from these educational reforms that needed to be addressed by schools, the high turnover of teachers transferring from private to public schools left the private schools with less experienced or new-to-the-profession teachers. With this, school heads who manage the schools must think of ways how they can support the community of their teachers to enhance their teaching practices to be able to achieve their goals and meet the demands of the changing educational setting. Recognizing the importance of having a group of teachers who has an interest to increase their level of knowledge, practice, and professional engagement could be the main objective of having a Community of Practice in school, because regardless of the teacher's level of competency, engaging in a Community of Practice will help develop and advance its members through distributed leadership wherein members will learn from one another by addressing key issues in relation to their teaching practices. Through this, the transfer of learning among teachers will be achieved and good relationships among members of the school will be established which might lead to the improvement of teachers and the school community.

Given all these needs that should be addressed, the education sector has looked for strategies to improve school performance, particularly teachers' practices. One such strategy is the promotion of communities of practice which have gained recognition in the education sector. This term was originally offered for acceptance by Lave and Wenger in 1991 which means a group of people who share a concern to improve the things they do or their passion

to deepen their knowledge and expertise by interacting on an ongoing basis. If CoPs are to be promoted, there is a need to know how they are fostered in schools. With very limited local literature published, this and the foregoing reasons gave the researcher the interest in conducting a multiple case study among private school teachers in the conduct of Community of Practice in schools, a form of teacher professional development that is cost-efficient, relevant, and responsive that will help teachers develop their teaching practices in a functional community set up. The objective of this study is to contribute to the importance of promoting and sharing good teaching practices through the community of practice among schools in basic education which will equip teachers with the standards of the current educational system and shed light on the question: Given the complexity and dynamism of education in managing the abundance of professional knowledge and teaching practice, how do schools utilize the concept of Community of Practice for the improvement of the teaching practice?

Significance of the Study

The study conducted on the Community of Practice is timely and appropriate. With the change in the curriculum which is because of the need to redesign the education program of the Philippines to international standards so our graduates will be able to compete globally (Luistro, 2012, as cited in Falagne, 2018), all governing educational institutions, especially the basic education schools, must direct their institutional goals to the core of the K to 12 curriculum which is producing holistically developed Filipino with 21st-century skills. This can only be achieved by being and becoming a whole person which will be provided by the

Curriculum Support System (Venus, 2014), which is reflected in the K to 12 Curriculum framework. Teachers, School Leadership and Management, and Community-Industry Relevance and Partnerships are three of the seven areas of Curriculum Support Systems. These 3 and what they can contribute, can complete the areas of the Curriculum Support System of the K to 12 curriculum and at the same time could be the key members of the Community of Practice. According to Wenger (1998, as cited in Huchting et al., 2017), CoP members pursue a common goal, are active in establishing and sustaining their professional relationships, and learn by sharing the same practices (Scanlan, 2013, as cited in Huchting et al., 2017) of tangible and intangible artifacts that facilitate common practices. Given the vital role that teachers play in achieving the goals of the K to 12 curriculum, Park (1979) long before recognized that it soon became clear that no teacher, no matter how efficient, can teach in all aspects of the curriculum since there was too much to learn. Hence, having a Community of Practice in schools will make a significant contribution to the fulfillment of the goal of the K to 12 curriculum especially in the management of increasing professional knowledge and teaching practice.

The important role that teachers play in the delivery of quality education is recognized globally. Thus, the Philippine Regulation Commission created the Continuing Professional Development program with the objective of promoting and advancing the practice of professions in the country which includes professional teachers, to ensure the continuous improvement of the professionals in relation to the international standards of practice (Professional Regulation Commission, 2016). In the Continuing Professional Development for Teachers, teachers must engage in accredited Continuing Professional Development

programs for them to earn the required CPD units which is essential in maintaining their professional license. The CPD program is about having the appropriate and relevant professional learning activities accredited by the PRC like seminars, webinars, training, non-degree training, and engaging in research which helps the professionals with the continued improvement of their knowledge, skills, and attitude (Professional Regulation Commission, 2016). Given this, teachers must look into educational investments relative to the CPD programs for they are considered important strategies for the effective implementation of innovations (Hanushek & Wobmann, 2003, as cited in Falagne, 2018). However, these educational investments entail costs. The Department of Education invested heavily in teachers' training to ensure the effective and successful implementation of the K to 12 curriculum (Danganan, 2012, as cited in Falagne, 2018). School heads should think of mechanisms of knowledge or learning transfer among and within their school community that will be cost-efficient, relevant, will help establish good relationships among its community, and most importantly will help their teachers meet the requirements of the CPD program to earn the required CPD units. These all can be addressed by conducting a Community of Practice in schools. Having CoP in schools where participants collaborate to achieve collective learning and for the pursuit of common goals through regular interaction (Wenger, 1998, as cited in Gellert, 2013), could address the concerns in meeting the requirements of the CPD program.

The Department of Education acknowledges the value of meeting the professional standards set in the CPD program for the continued professional and personal growth of teachers (Department of Education, 2017). Hence, the Philippine Professional Standards for

Teachers was ordered by DepEd to be implemented nationwide in all public and private schools (Department of Education, 2017). The PPST has the following objectives: (a) set out a clear expectation of teachers along well-defined career stages of professional development from beginning to distinguished practice, (b) engage teachers to actively embrace a continuing effort in attaining proficiency; and (c) apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development (Department of Education, 2017). Meeting these professional standards cannot happen overnight, will incur costs, and cannot be achieved without the contribution of people within and among the school community. It must be a continuous process of learning and improving. Putting this as one of the goals of schools, programs for teacher development must be established in school communities. Having a Community of Practice in basic education schools that focus on the improvement of teaching practices will help in the achievement of the professional standards of teachers. Belonging and contributing to professional learning communities like the Community of Practice which consists of beginning and expert professionals who can exchange experiences on certain issues, share and develop tools for learning, and at the same build good relationships with one another will help in the improvement of teacher quality. Also, setting up a Community of Practice in school will help teachers manage their increased professional knowledge and teaching practice.

Since most basic education private schools now employ new-to-profession teachers, the use of the community of practice in schools will give the school heads and other school administrators an idea of who among their teachers needed close supervision and who can be qualified for career pathing. The use of the community of practice will help beginning

teachers advance to the next level of the career stages by gaining insights from proficient, master, and expert teachers, and therefore, succeed in their profession. In addition, this will serve as a motivating factor among teachers to better equip themselves with the necessary and relevant skills aligned with the PPST standards. Lastly, since the recent educational reforms have redefined the standards of teacher quality in our country, schools will also benefit by considering the results of this study as one of the bases of teacher development programs.

Lastly, this study on CoP will contribute to the Philippine educational system which shows very limited local research on this particular topic. If CoP is structured in basic education schools through the leadership of the school heads, it will contribute to the individual and collective teacher development of their professional knowledge and teaching practice.

Literature Review

The research to be conducted in promoting Community of Practice among basic education teachers will show the related studies and articles about the topic. There are a lot of studies about the use of the CoP in the teaching profession. However, since this study will focus on the application of CoP in schools, this will not be reviewed in detail and will only be referred to as appropriate.

Concept and Framework of Community of Practice

Gherardi (2009) traced how the concept of the community of practice appeared in 1991. According to the study she conducted, the concept of the Community of Practice in the

field of research and theory is named 'practice-based studies'. Even after the term CoP has been diffused and operationalized, it still undergoes a wave of criticism, but must be credited for paving the way to what is today called the 'practice turn' which led to the rediscovery of the concept of practice as a form of learning and practical knowledge as a situated activity (Gherardi, 2009). She stated in her study entitled, "Community of Practice or Practices of a Community?", that there are a number of scholars who think about whether in the process of diffusion and appropriation that has shifted attention from the first term community, to the second term practice, that the concept did not lose its original meaning and its heuristic capacity as well. In the result of analyzing five cases of apprenticeship conducted by Lave and Wenger (1991), learning through apprenticeship is a matter of legitimate peripheral participation and this term is used as a synonym for situated learning where learning is an integral and inseparable aspect of social practice (Lave & Wenger, 1991). The concept of CoP on situated learning concerns the process by which newcomers become part of a community of practice (Lave and Wenger, 1991, as cited in Gherardi, 2009). Fox (2006, as cited in Gherardi, 2009) noted that "Learning is a reciprocal relation" between practitioners and practice and as they become active participants, the use of practice continues.

According to Wenger and Wenger-Trayner (2015), even though the term Community of Practice is new, the phenomenon that involves it has already existed for a very long time. Since then, more people and organizations in different sectors have centered their interest on CoP as an important factor in improving human performance. Communities of Practice pertains to people in the same community or group who have similar concerns or passions and regularly meet together to improve. The kind of learning that could happen within CoPs

could be intentional or a result of the groups' coming together (Wenger & Wenger-Trayner, 2015). Since learning in CoPs can be either intentional or incidental or both, CoPs can be everywhere. Its applicability has found its way into corporations, organizational design, community engagement, professional associations, and academe (Wenger & Wenger-Trayner, 2015). Since schools are faced with increasing knowledge, the concept of CoP in teacher training and in peer-to-peer faculty development has been the form of professional development being explored by schools. According to Wenger and Wenger-Trayner (2015), Communities of Practice are not known as such in corporations. They are used in several terms such as learning networks, thematic groups, tech clubs, (Wenger & Wenger-Trayner, 2015). Whether the concept of CoP has been first used by social scientists for different analytical purposes, the main origin and use of the concept is in learning theory (Wenger & Wenger-Trayner, 2015). This is where it found its way into the community of teachers.

Participation of teachers in a community of practice is significant because no community is composed of a single person. Collegiality and networking improve practice (du Plessis & Muzaffar, 2010). The essence of teachers who are working together is what collegiality is all about and if being done in schools, it supports meaningful professional growth which includes the gamut of teaching (Little, 1982, as cited in du Plessis & Muzaffar, 2010). The establishment of a functional CoP is composed of novices and experts, wherein the novices start at the margins of the community, and through continued interaction with the expert members, they improve and become experienced (du Plessis & Muzaffar, 2010). This must be the kind of community of teachers in schools where teaching practices are cultivated

in the school's community of learning so teachers individually and collectively can advance in their profession.

According to anthropologists Jean Lave and Etienne Wenger (2015), social scientists have applied the concept of CoP for analytical purposes, but its history and main use have been in learning theory. This is the reason why the community of practice is very much appropriate in schools and even in corporations, organizational layouts, government agencies, professional associations, development projects, and civic life (Lave & Wenger, 2015). The continuous changes in education results in additional knowledge which makes CoP a fit program for capacity building for teachers. Also, its perspective affects schools in three dimensions, (a) Internally: organizing experiences in school; (b) Externally: connecting student experiences to actual practice beyond the boundaries of the school; and (c) the future life of the students: establishing CoP zeroing on knowing how to serve the lifelong learning needs of the students (Lave & Wenger, 2015). Looking into these gives more reasons how CoP can support the quality of both teaching and learning, because Communities of Practice, as stated by Lave and Wenger (2015), are people belonging to the same community or group who collaborate by sharing a concern or pursuing learning to become better with what they do by interacting on a regular basis.

In any program initiative and development, particularly the program to support teachers, there are key person/s involved who play important roles in its existence and success. Like in measuring the efficiency of CoP, there are crucial roles that appear similar to any CoP (Borzillo et al., 2011, as cited in Baker & Beames, 2016). Among the members of the communities of practice, there are active core members who play the role of being the

group leaders, whose skill is considered to be the most important success factor in the success of the CoP (Baker & Beames, 2016). The community or group leader will determine key concerns needed to be addressed, will take responsibility for the continued existence and effectiveness of the CoP, will be responsible for determining the participation level of the members, and scheduling and facilitating CoP meetings (Baker & Beames, 2016). Wenger (2002, as cited in Baker & Beames, 2016) mentioned that organizing and facilitating CoP events are the most observable qualities of community or group leaders. In relation to this, the initiative of having the community of practice in schools, determining its goals and objectives, identifying its members, and setting the boundaries of the CoP, must come from the community leaders in schools, who happen to be the school heads. According to Baker and Beames (2016), aside from the community or group leaders, there are also facilitators who connect within the group and members; subject-area experts who are in charge of the CoP knowledge domain or practice who guide CoP members in their participation with their expertise, and the core members, are the contributors who make the most of CoP sessions usually informal (McDermott, 2001 as cited in Baker & Beames, 2016). Aside from these key members of the community of practice, there are also other members whose participation ranges between active and limited (Baker & Beames). According to Wenger et al. (2002, as cited in Baker & Beames, 2016), CoP members should have the initiative to engage themselves in the sessions by attending and sharing in discussions although not as much as the core members. By attending CoP meetings, members, like teachers in schools, can gain understanding from the experiences and knowledge of other teachers, even if they just begin to observe and listen to the shared learnings. These members are called lurkers (McDermott, 2001, as cited in Baker & Beames, 2016). After attending continued sessions of the

community of practice, these members will be able to determine the importance of their membership and will get to decide whether to become active members or stay inactive. According to Wenger et al. (2002, as cited in Baker & Beames, 2016), CoPs were early organized by the people in the engineering firms with the objective to bring personnel who may have similar experiences but had skills or knowledge that could contribute to addressing difficult concerns. Through the development of CoPs across countries, it has also found its contribution to the dynamic and complex world of education. According to Mak and Pun (2015, as cited in Soljan & Holley-Boen, 2017), “COP treats teachers as active learners who interpret new knowledge and reconstruct teaching practices within their contextual boundaries”. As per its design, it differs from small or large, within or across, spontaneous or intentional, but all of them have the three components of a domain, the body of knowledge, and key issues; the community, where activities of learning and sharing happen and cultivates mutual respect and trust; and practice, is the shared learning and experiences which results to the development of methods and tools (Wenger, 1999, as cited in Soljan & Holley-Boen, 2017).

Reasons for Organizing a Community of Practice

Darling-Hammond et al. (2020) said that as knowledge about people's improvement and learning continues at a fast pace, the chance to form research-based school practices also continues. Indeed, the rapid pace, the management of increasing knowledge, and the continuous transformation in education are some of the important reasons why the Community of Practice is beneficial to schools. Wenger et al. (2002, as cited in Legters & Parise, 2016) stated that CoPs have been applied in education before as a tool to advance

organizational learning and advancement and for the implementation of formidable changes. Through CoPs, practitioners can take collective responsibility for developing and managing the knowledge they need to evolve and become more effective in their work. Like in the international study entitled, “A Community of Practice Approach to Support for Ninth-Graders in Urban High School”, by Legters and Parise (2016), wherein teachers, administrators, and counselors from seven schools in Miami, Florida, come together to address the high school reforms and drop-outs in Broward County Public Schools (BCPS) with more than 250,000 students.

Every high school in the district was asked to put into effect a Ninth-Grade Academy (NGA). NGA is an educational community with committed team members of teachers and administrators who give support to freshmen. The NGA model (Legters & Parise, 2016) consists of an administrator who oversees the academy, a separate space for ninth-graders, a dedicated ninth-grade faculty that teaches primarily or exclusively ninth-graders, and interdisciplinary teacher teams that share students and a common planning period. Though the implementation of the plan of the NGA was not promising on the large scale, the BCPS did not turn its back on its dedication to helping the ninth-graders with several enrollees from less privileged families. The district leaders were able to see a good chance to learn more and promote good practices by collaborating with a smaller community of schools and decided to take a community of practice approach. A “Design Team” that includes the district leader, a professional development staff member, teachers, and administrators from several BCPS flagship schools (Legters & Parise, 2016) were organized to form a cross-school CoP. The CoP zero in on: (a) A designated leader, called an NGA coordinator, who works alongside the

NGA administrator to develop and implement forms of academic and social support for ninth-graders, (b) Data-response teams made up of teaching, counseling, and administrative staff members who meet weekly to review student data, identify struggling students, and respond with appropriate interventions, (c) Formal, long-term partnerships with community members and organizations that can build career and college awareness and contribute tutoring, mentoring, fundraising, and other enriching activities for ninth-graders (Legters & Parise, 2016). As a result, the CoP approach gave the participants meaningful chances to learn, recreate, and further their practices in school. Also, interactions, engagement, and participation of the participants within and among schools during regular meetings and with the inclusion of other stakeholders make it necessary for a productive CoP. The CoP was able to give a clear perspective on areas in which schools needed to be helped and how to solve them on time. It also paved the way for how district school systems can be enhanced to encourage school-based advancement and monitoring progress (Legters & Parise, 2016).

This study is significant to the current research because it describes how a community of related schools was able to overcome challenges and unexpected outcomes through the establishment of a CoP which helped the members of Broward County Public Schools succeed in supporting its ninth-grade students finish high school and graduate; supported its teachers by coming up with a professional gathering which helped them improved their practices, and to the district school community it belongs which gave them real-time ideas on the kinds of support the schools need to address changes.

Change is something complex so it is active and happens in unpredictable and complex ways (Coppieters, 2015, as cited in Soljan & Holley-Boen, 2017). According to some authors, learning is part of the dynamic school environment and its culture (Soljan & Holley-Boen, 2017). Since schools are institutions of learning, they need to embrace their dynamism as well. As we learn, we also change, because learning and change intertwine and one way to foster both is through the communities of practice (Soljan & Holley-Boen, 2017). In their study entitled, “The Art of Community...What Principles and Practices do RTLB need to Develop an Effective Community of Practice?”, through dynamic dialogues and sharing of ideas, communities create a climate by which people socially create meaning and knowledge. According to Soljan and Holley-Boen (2017), creating effective communities is like an art form rather than a science, because like the artists, they have different techniques and approaches to finish an art form, similar to the CoP which needs context and purpose to happen. The communities of Resource Teachers: Learning and Behavior (RTLB) in New Zealand is a group of specialists who give assistance to schools and teachers who are in Years 1 to 10 and have students with diverse educational needs. Since the function of RTLB is collaborative in nature, this makes it a strong candidate for CoP and how effective this could be in the former, was the focus of the study. According to Wenger, McDermott and Snyder (2002, as cited in Soljan & Holley-Boen, 2017), CoPs are people belonging to the same group who work together to address a concern or problem and who interact regularly for the advancement of their practice. Regardless of whether it is small or large, within or across the community, and spontaneous or intentional, the CoP must have Domain, Community, and Practice to make it effective (Wenger, 1999, as cited in Soljan & Holley-Boen, 2017). Before a member commits to a CoP, it is important for him to know the shared vision or Domain of

the CoP and see if it is somehow beneficial or related to his goals. Shared visions needed time for serious dialogue and development for them to remain important to their members (Cullen & Hanson, 2009; Edwards, 2012; Richmond & Manokore, 2011; Robertson, 2007; Trotman, 2009, as cited in Soljan & Holley-Boen, 2017). There are some writers who give reminders in formulating a shared vision. They shared that members may become too bonded in their vision which may affect the possibility of creativity and change (Printy, 2008; Watson, 2014, as cited in Soljan & Holley-Boen, 2017). Consideration is the key to coming up with a shared vision of the community (Soljan & Holley-Boen, 2017). Another important component of CoP is the formation of the Community. Membership in a community may be voluntary and at different levels of participation (Soljan & Holley-Boen, 2017). With this, members can take part in and become committed, which may result in easy collaboration (Mak & Pun, 2015; McLaughlin & Talber, 2006, as cited in Soljan & Holley-Boen, 2017). According to Soljan and Holley-Boen (2017), voluntary membership may lack diversity within the community and may restrain dynamic activity which may lead to unquestioned ideas. Like any other group or organization, once the participants begin to grow in number, conflicts may arise. In order to address this, an opportunity for open dialogue and listening is to be done to make sure that members understand the ideas of others before they start to collaborate with effectivity (Mak & Pun, 2015; Mittendorf et al., 2006; Robertson, 2007; Snow-Gerono, 2005, as cited in Soljan & Holley-Boen, 2017). Since the composition of participants varies, it is also to be noted that to keep the community working on the shared vision, there must be key persons who guide and lead the members of the community. Interaction among its members builds good relationships especially when other members are given the opportunity to take important roles in the community. According to Printy (2008, as cited in Soljan &

Holley-Boen, 2017), since CoP is social in nature, some members may take the role of leaders to keep the vision of the community at the center and to make learning happen. Learning is recognizing as well as a process of the mind or intellect with the involvement of the heart and the head (Wenger et al., 2002, as cited in Soljan & Holley-Boen, 2017). The last component of CoP is Practice. It is the sharing of experiences, coming up with tools and methods, stories, language, and documents (Soljan & Holley-Boen, 2017). Language is significant in CoP because it is the main factor in communication. In the study conducted by Horn and Little (2010, as cited in Soljan & Holley-Boen, 2017), the kind of dialogue has a direct effect on the genuine change in teacher practice. However, it was also known that in any human community, conflict might arise due to opposing views or opinions, and this is evident in their dialogue. Similarly, with the CoP of teachers, conflicting ideas may happen which can lead to argument, but will also result in learning. Snow-Gerono (2015, as cited in Soljan & Holley-Boen, 2017) called this ‘dissensus’, where teachers reflect and argue on some areas of teaching and learning in a way that recognizes the tensions immanent in education and ideological structure and accepts critical thinking as a vehicle for teacher improvement.

This study on change and learning as the main factors for communities of practice is of significant importance to the current study of the author since the acceptance of change is an important step towards learning. In the Communities of Practice, members recognize that they need to improve their practices to achieve their common goals. The best way to do this is to change. The acknowledgment to change is coupled with learning. Members, like teachers in a school, recognized that, for them to be able to advance to their career as teachers, they

should keep on improving based on the demands of their profession. Hence, the best way to learn is by practicing their profession, sharing their experiences with their colleagues, and by listening to the stories of other teachers' everyday journeys in the school community.

The collaborative journey of teachers' lives in their daily encounters with their students and colleagues under the leadership of the school principal in the day-to-day educational operations, but with the ultimate authority of a pastor within a parish school has become the focus of the study conducted in the United States by Huchting et al. (2017) in Southern California. With the title, "Communities of Practice: A Consortium of Catholic Elementary Schools' Collaborative Journey", a case study was conducted to improve the viability, particularly the increase in enrollment and keeping the finances stable, of the three inner-city Catholic elementary schools that had a similar mission and served the same neighborhood. According to the Canon Law Society of America (1983, as cited in Huchting et al., 2017), The pastor is in charge of the welfare of the parish, and by extension, the continued operations of the parish school. Given this context, the principal is then hired to manage the school's daily operations, implement the school curriculum, and also monitor the school's budget (Huchting et al., 2017). The role of the school principal in every school is crucial to its viability since it also extends to parents, the school board if any, its partners, and the other stakeholders of the school environment. Similarly, in this study, the school principals in the parish schools also get support from the parents and the school boards with regard to school operations and 'interact with the central administrative office' (Huchting et al., 2017) that is led by a superintendent, which is normally located in the diocese (Huchting et al., 2017), which all pointed to the strong leadership of the principal. According to this

study, it has been found in its literature that strong organizational leadership and Catholic identity (CID) (Huchting et al., 2017) are the two primary predictors of Catholic school vitality. It was also found in the literature of this study that CID and organizational leadership among Catholic elementary schools are directly related and anticipating of Catholic school vitality (Burnford, 2012; Convey, 2012; Fuller & Johnson, 2014; Manning, 2014, as cited in Huchting et.al., 2017). Since CID and organization leadership correlates in this study, these also positively correlate with faculty efficacy and academic emphasis, which are considered important factors of school vitality (Hobbie et al., 2010, in Huchting et al., 2017). However, for the past 60 years, enrollment of students in Catholic schools in the United States has decreased which led to closure for some (McDonald & Schultz, 2012 as cited in Huchting et al., 2017). Like in any private school, Catholic schools' finances relied on collected tuition fees of the students, and most of the schools that have closed are from inner-city, working-class, and under-resourced neighborhoods (Hunt & Walch, 2010 as cited in Huchting et al., 2017). To restrain the development of this unwelcome happening, according to DeFiore et al. (2009, as cited in Huchting et al., 2017), church organizations and schools have tried different governance and funding models. The creation of consortium schools, where member schools share administrative duties, resources, common policies, and classroom practices (Goldschmidt & Walsh, 2011, as cited in Huchting et al., 2017) is the particular model used in this case study.

Since consortium models lay stress on shared resources, policies, and practices, this study was evaluated through the lens of communities of practice, which according to Scanlan (2013, as cited in Huchting et al., 2017), are organization of people who share the same

purpose and act to achieve this purpose from each other. This definition is supported by the definition given by Lave and Wenger (1991; Wenger, 1998, as cited in Huchting et al., 2017) that, a supreme goal is likely to be achieved effectively and efficiently when groups of individuals share a common goal and regularly meet together and support each other in which according to Wenger (1998, as cited in Huchting et al., 2017), that COPs have three main characteristics: members (a) are in pursuit of shared goals, or a joint purpose, (b) are mutually supportive in professional relationships that build and sustain the community, and (c) utilize the same tools (Scanlan, 2013, as cited in Huchting et al., 2017) of tangible and intangible artifacts. Scanlan and Theoharis (2015, as cited in Huchting et al., 2017) also recommend looking at COPs as having the dimensions of What (common goal), the Who (mutual engagement), and the How (shared repertoire). Since the theory of COP has already been practiced in numerous schools, like in the Urban Catholic Elementary School wherein the increase in the number of culturally and linguistically diverse students was noticed, the faculty and staff of the school have decided to come up with a socially just education as their common purpose (Scanlan, 2013, as cited in Huchting et al., 2017) With this, the reason to apply COP in this study of a consortium of Catholic elementary schools has been conducted.

Through applying the concept of Communities of Practice, a case study approach was used to know “(a) How is the consortium operationalized across the three schools? (b) To what extent does the consortium reflect a COP?, and (c) To what extent is the consortium effective?”. Since the case study method was used to understand the experiences of the different levels within the consortium, (Yin, 2009, as cited in Huchting et al., 2017), several data were gathered by the researchers from the key stakeholders which directly concerns

academics like the superintendent, the principals, and teachers. To be able to produce varied evidence, the researchers conducted interviews, observations by the principals to teachers, faculty meetings, and visitations with the superintendent of the diocese. Participants for the one-on-one interviews include the superintendent, four principals, and five teachers from across the three schools. Since the research questions of the study are descriptive in nature, the researchers developed semi-structured interview protocols for the two rounds of interviews with the participants. Site visitations were also done by the researchers to check the physical environment and to gather field notes related to the consortium. The qualitative data collected were transcribed and coded using two separate rounds of coding by the researchers following the three dimensions of COP of Scanlan and Theoharis (2015) and Wenger's (1998), (a) the what (i.e., common goal or joint enterprise), (b) the who (i.e., mutual engagement), and (c) the how (i.e., shared repertoire). To extract the essential meaning of the data collected, the second round of coding was done by the researchers following the emergent themes: (a) marketing, (b) collaborative leadership, (c) Catholic identity (CID) which are aligned to the parish school vitality. According to Huchting et al. (2017), the findings of the study revealed that in the area of marketing, without the consortium, the three schools would have been left on their own to market their schools targeting the same families. Also, the researchers noted that the collaborative approach to marketing, which showed the shared repertoire of the three schools and is actually the how of the community of practice, was significant in increasing enrollment which will eventually lead to financial stability. Still, in achieving financial stability, the study revealed that having a uniform cost of tuition across the three schools controls the element of financial competition and also makes Catholic education affordable for families in the community

(Huchting et al., 2017). On distributed leadership, the researchers noted that to make the consortium achieve its goal, the principals collaborated in planning for the academic functions of the schools and also in providing professional development for their teachers. Another important factor noted by Huchting et al. (2017) is that a good relationship is established not only among leaders of the schools but also among their teachers which was evident in one of the narratives of the teachers. Having good relationships among members of a group or community is another component of the community of practice. Evidence of teachers' collaboration in the study was the sharing of various iPad applications and teaching each other how to use them in the classroom, and also tutorials on the use of the new digital textbooks are all part of the findings of the study as referred to by the researchers. Since the study is to evaluate the creation of the consortium of the three Catholic elementary schools, having a strong Catholic identity among schools was foremost to their shared mission and goals.

This study is significant to the current study being conducted since it reflects the indicators of the Community of Practice. The *what*, or the common goal of the conduct of the consortium was two: “(a) to develop all three schools to a viable and sustainable level, and (b) to provide a high quality, rigorous, culturally responsive, and Catholic-centered education for all of their students and families”. To remain viable was strongly expressed by the superintendent, while the school principals came up with the idea of giving a strong Catholic academic experience (Huchting et al., 2017). It was evident in the study that for the schools to be viable, they need to achieve financial stability. This shared goal, an indicator or community of practice, brings the three schools to the collaborative efforts of uniform marketing strategies to increase their student enrollment. The *who*, or the mutual engagement,

of the members of this created consortium which consists of the superintendent, the principals, teachers, parents, and students who all worked together to put into action the common goal of the consortium. Since each member of this consortium functions towards the attainment of the common goal, every member was somehow empowered and performed leadership roles during collaboration. With this, a good relationship among the members was established which is another indicator of the community of practice. Lastly, the *how*, or the shared repertoire, are the deliverables of the members of the consortium community which have united the stakeholders in achieving their common goal. These are the activities and projects that also serve as pieces of evidence of the community of practice. According to Huchting et al. (2017), COPs provided a premise for distributed leadership, academic excellence, and strong Catholic identity evident at each school and acted as the stakeholders' blueprint for collaboration, support, and improvement. The leadership function of school heads is necessary for the school's viability, continued growth, and development. Hence, leadership lays out the underlying principle for a successful community of practice.

The significant contribution of the Community of Practice in the academic sector opens doors to dovetailing technology and CoP as a form of professional development for teachers. In the study conducted at Nevsehir Haci Bektas Veli University in Nevsehir, Turkey, entitled, "Online Communities of Practice in the Service of Teachers' Technology Professional Development: The Case of Webheads in Action", technology professional development (TPD) has been the focus of the study. Little (1987, as cited in Bostancioglu, 2018) defined professional development as "Any activity that is intended partly or primarily to prepare paid staff members for improved performance in the present or future roles in the

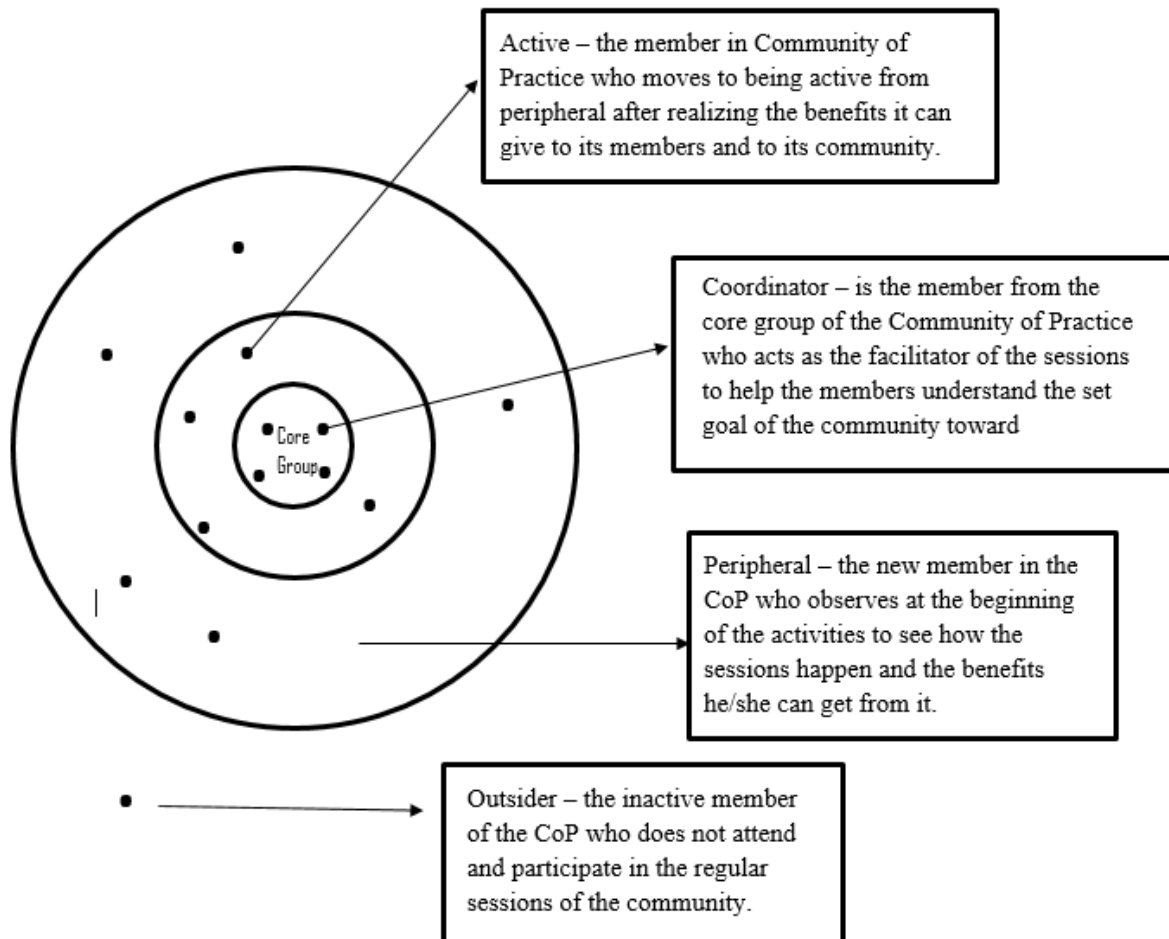
school districts”. Since the focus of the study is on technology professional development, Bostancioglu (2018) defined TPD as, “Activities aim to increase teachers’ performance and technology integration through the development of their technical skills in the use of video, software, computers, and so on”. According to Bostancioglu (2018), TPD activities are not only intended to improve teachers’ skills in the use of technology, but these skills should reflect the application of content and pedagogy in the continuous cycle of teaching and learning. The change in the education landscape over the years made technology an indispensable component of education. Hence, according to Bostancioglu (2018), the governments all over the world create continuous investments to increase the utilization of technology in education, in consequence, teachers’ TPD has become an important issue for all stakeholders (UNESCO, 2011, as cited in Bostancioglu, 2018). According to the author, the vital role of TPD in education was highlighted when it was understood clearly that the seldom use of technology by teachers in the teaching and learning process led to their (in) capacitance (UNESCO, 2011, in Bostancioglu, 2018). This gives support to the study that TPD is an important component in the successful incorporation of technology into education.

While some TPD like workshops and cascade training that normally lasts for an hour does not meet the continuing nature of TPD, there are professional development networks that allow mentoring and informal dialogue (Lawless & Pellegrino, 2007; OECD, 2009, as cited in Bostancioglu, 2018), and have also been found to be continuing through follow-up and feedback (Meskill et al., 2006, as cited in Bostancioglu, 2018). Hence, the concept of TPD looks into the concept of online environments like the online community of practice (OCOP) which removes walls of time and space to allow learning to happen anytime and

anywhere (Bostancioglu, 2018). According to Bostancioglu (2016, in Bostancioglu, 2018), online community of practice (OCoP) is a group of people who are bonded together by common interests and with the purpose of deepening their understanding in a particular area of knowledge through regular meetings facilitated by computer-mediated communication (CMC) tools. The notion of OCoP is grounded on the theory of Community of Practice by Lave and Wenger (1991, as cited in Bostancioglu, 2018). According to the author, the three concepts of CoP are (1) shared domain (the area of interest for which members are brought together); (2) community (members of the community interacting regularly; and (3) practice (the knowledge that is the result of members' endeavors to develop their understanding of an area of interest; Wenger et al., 2002; Wenger, White, & Smith, 2009, as cited in Bostancioglu, 2018), in which the definition of OCoP was derived. The kind of learning that is happening in the OCoPs can be described by Vygotsky's (1978) theory of sociocultural learning (Bostancioglu, 2018). According to Vygotsky (1978, as cited in Bostancioglu, 2018), what children already know is different from what they can achieve with guidance from more able peers. The gap between the child's actual and potential development is referred to as the zone of proximal development (ZPD; Bostancioglu, 2018). This concept of ZPD has been used in the CoP framework and was referred to as legitimate peripheral participation (LPP; Lave & Wenger, 1991, as cited in Bostancioglu, 2018). The concept of LPP is in line with the ZPD, wherein members of the community do not show active cooperation at the start, hence, are mere periphery (Bostancioglu, 2018). Nevertheless, with their continued engagement in the activities of the community, they begin to progress until they become core members who are proficient and accomplished (see Figure 1).

Figure 1

Members' participation in communities of practice



Note. This model was produced by Wenger et al. (2002, p. 57) The premise of Legitimate Peripheral Participation (LPP) is that members in a community do not actively participate at the start of community activities since they are still not fully aware of how to interact with other members, hence, are in the periphery. As they continue to attend they gain knowledge and experience and thus, become active or core members (Bostancioglu, 2018).

When this framework is used in technology professional development (TPD), the OCoP framework and the LPP concept recommend that teachers who will become members of the OCoP will pass through the stages of LPP to change from being “newcomers” into “old-timers” (Lave & Wenger, 1991, as cited in Bostancioglu, 2018). For the new teachers to develop and become competent in their field, they would have to go through scaffolding (Bostancioglu, 2018). This development in professional learning networks for TPD is considered to be significant since “such component of professional development opportunities reflect components of effective teacher professional development that has been stated in the literature such as; collaboration, an opportunity for mentoring and coaching, and sustainability over time” (Cordingley et al., 2005; Darling-Hammond & McLaughlin, 1995; Little, 1993; Putnam & Borko, 1997; Walter & Briggs, 2012, as cited in Bostancioglu, 2018). Even though there is a relatively large number of studies in OCoP, there is however little research on the function of teachers’ engagement in OCoPs on their professional development (Bostancioglu, 2018). So far, there had been minimal studies on the positive effects of community participation vis-a-vis teacher development (Guzey & Roehrig, 2009; Kulavuz-Onal, 2013; Pachler, Daly, & Turvey, 2010; Scott & Scott, 2010; Vavasseur & MacGregor, 2008; Zygouris-Coe & Swan, 2010, in Bostancioglu, 2018).

The concept of teacher professional development was also the focus of one study which followed the concept of pragmatism because it applied the case study approach with a mixed-method strategy in analyzing questionnaires, interviews, and other documents. It was the summer of 2014 when an invitation was sent to the public Yahoo! group page of

Webheads in Action (WiA) which includes the information about the study and the link to the survey. The survey was done to gather demographic information of the many members it wanted to reach and assess English as a foreign language (EFL) view TPD. The EFL-TPACK questionnaire developed by the author in the year 2014 consists of “(a) the consultation of computer-assisted language learning (CALL) experts and, (b) the administration of the survey to a cohort of 542 English language teachers across the world, following a convenience sampling strategy, for conducting exploratory factor analysis (EFA). The EFL-TPACK questionnaire includes 32 items measuring technology knowledge (TK), technological content knowledge (TCK), technological pedagogical knowledge (TPK), and technological pedagogical and content knowledge (TPACK) (Bostancioglu, 2018). The 69 participants with different levels of participation in the community were streamlined based on the focus of the study, after which there were 44 respondents who were asked if they were willing to be interviewed. Only 24 of the 44 respondents gave their consent for the interview which happened online (via Skype) since members are around the globe. Questions asked would relate to how members integrated technology into their teaching and were asked to provide example uses, and to what degree they relate their use of technology to their participation in the WiA community (Bostancioglu, 2018). To support findings from the survey and/or the interviews, data for the period from October 2013 to June 2014 (nine months) were also gathered (Bostancioglu, 2018). Descriptive statistics for the qualitative technique and inferential statistics for the quantitative technique were utilized to analyze the data collected. Results of the study showed that members of the Webheads in Actions community (n=69) were scattered over seven continents consisting of new and veteran teachers. Descriptive statistics revealed that the members of the WiA community have high levels of TPACK

knowledge. Also, it was seen that members considered their engagement in the community helped them advance professionally by exploring the varied technologies for teaching aid, exchange of questions during community meetings, and going after the shared learnings during meetings. Therefore, it appeared to be that yes is the answer to the research question on whether engagement in the WiA community resulted in EFL teachers' perceived technology professional development regardless of their level of participation in community interactions, where all Webheads reported having developed their TPK (Bostancioglu, 2018). A paramount finding of the study relates that the more active and engaged members of the community received the higher TCK, TPK, and TPCK scores. Though the overall result of the study indicates that the online community of practice approach can be a viable substitute to technology professional development (Bostancioglu, 2018). The author added that the results of the study cannot make it widely applicable to all OCoP contexts and/or EFL teacher populations.

This study relates very much to the current study being conducted as it clearly supports the principles of the community of practice, whenever, wherever. The aim of the study conducted to support the novice teachers grow professionally was done with the help of the experienced teachers of the WiA community, who were also able to find meaning in participating in the community by being able to share their practices and experiences which helped the former. This is supposed to be the living philosophy of every educator, for no teacher, regardless of rank, knows everything. With the continued advancement of technology and its usefulness in education, the study conducted on Online Community of Practice paved the way to view the relevance and lasting importance of Community of Practice in the

education sector. The utilization of technology among members of the Online Community of Practice like the WiA was regarded to have added to their knowledge and skills in the teaching and learning of English as a foreign language teacher. Also, the use of technology to extend and to reach the members of the WiA community has been an effective tool for the professional development of its teachers, whether novice or veterans, because the findings of the study emphasized the importance of active participation which at the beginning may begin with being a periphery but may develop to being an expert once understanding the practices of the community and the contribution it can share to help achieve the shared goal of the community.

One significance of this current study is contributing to the current empirical studies on the Community of Practice as there have been very few local studies accepted internationally on this topic from the Philippine basic education setting.

Types of Communities of Practice

Communities of Practice may be a new terminology for most of us, but its origin and concept started several decades ago (Wenger & Wenger-Trayner, 2015). Wenger and Snyder (2000) defined CoPs as groups of people informally bound together by shared expertise or joint enterprise. It capitalizes on learning and has evolved and made its contribution in different fields depending on the goal of the community or organization. Since according to these authors groups of people in CoPs are informally bound together by their shared expertise of joint enterprise, groups of people in CoPs can also be bound formally or with structures. Depending on the purpose of the community and the needs of the members, Vestal

(2003, as cited in Coakes & Clarke, 2006) suggests the four types of CoPs (a) Innovation Communities are about creating new ideas, and breakthroughs; (b) Helping Communities involves helping one another solve problems and with the day-to-day needs; (c) Knowledge Stewarding Communities connects people across the community, thus, also collects information; and (d) Best-Practice Communities share best practices for the benefit of other members and for the community. Given these types of CoPs, another type was formed which happened due to the change in technology and the need to address it. Learning is no longer within the members of a physical community, it has reached far and wide with the help of the internet. It is called the Online Communities of Practice which is also based on the concept of Lave and Wenger's (1991) CoP. OCoPs are organizations of people bound together by a common interest of enhancing their pedagogies through regular interactions facilitated by the internet tools (Bostancioglu, 2016). The abundance of knowledge brought about by its dynamism makes it fit for the Communities of Practice for it to be managed and shared with the people of the community. Hence, CoPs applicability in school communities happened.

The Emergence of the Concept of Community of Practice in Teachers' Continuing Professional Development

Park (1979) said that faculty development started during the middle of the 17th century at Harvard University and other colleges wherein faculty positions implied responsibility for a single area like Greek, Latin, Logic, and Mathematics. She added that the acceptance of a field of special competence greatly increased when the 19th century began. Since then, research and specialization formed the basis of the educational program which aimed at forming experts in defined fields who mastered a single area of learning and were

equipped to add it to their own studies. With the improvement of this kind of specialization, it soon became clear that no teacher, no matter how efficient, can teach in all aspects of the curriculum. There was too much to learn. It was some time however before colleges in America drew the full consequences for the curriculum and for faculty development (Park, 1979).

Since there is too much to learn by teachers, the research of Albert Bandura on Social Learning Theory (1977, as cited in McLeod, 2011), whether it is for good or not, people will notice, imitate, and copy the attitude of others through the process of observational learning. People by nature are social, they interact with one another. As teachers in the school interact and communicate, they get to explore, predict, interpret, and create something with what they know. They learn to improve their own teaching practices based on their own experiences and from the experiences of others. Teachers' learning multiplies based on the number of teachers during a shared learning session. This is one way of building capacity for teachers inside the school which is a method of faculty development. Kamel (2016) notes that over the past years, different faculty development programs have been formulated for the purpose of the improvement of teaching skills. Sullivan (1983) recommends that the newly developed faculty professional development must present evident improvement and change in the targeted faculty. Hitchcock et al. (1992) went over previous studies of faculty development and made a conclusion that the idea of faculty development is evolving and expanding. Hubbard and Atkins (1995) reflected on faculty development strategies as an important means to improve the faculty and learning institutions' abilities to form an environment where members of the faculty are cognizant of the current information.

Teachers' growth and development are essential in any learning institution. Thus, as professionals, schools must create programs for the professional development of their teachers. Professional Development is defined by Glatthorn (1995) as the improvement of a person in his/her professional character. More specifically, Teacher Development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. Ganser (2000) defined Professional Development as professional activities, such as attending workshops and formal meetings, and informal activities such as reading professional articles, and watching documentaries pertaining to an academic discipline. Both pieces of the literature revealed that a professional, like a teacher, will develop in his/her profession by attending formal and informal experiences. This was also supported by the definition given by OECD (2009) as experiences that improve a person's skills, knowledge, competence, and other qualities of a teacher. OECD (2009) added that improvement can be given in many ways, covering formal to informal. The importance of professional development especially among teachers led to the creation of different professional development models. Lieberman (1996), classified professional development into three types: direct teaching, learning in school, and out-of-school learning. Guskey (2000) said that models of Professional Development are used by educators in one shape or another. Hence, the Department of Education in the Philippines continuously strives to improve the quality of teaching and learning in the country by creating professional development initiatives that public and private basic education schools must implement. When the Enhanced Basic Education Act of 2013 in the Philippines was implemented, several programs for teacher professional development were carried-out,

however, many of these are top-down processes wherein expert knowledge is practiced or learned (Department of Education, 2016). Some other forms of professional development aside from the top-down process are educational gatherings or seminars, degree and qualification programs, visits to other schools for class observations, belonging to a network of teachers, individual or collaborative research, mentoring and/or peer observation and coaching for the formal approach and reading professional articles and participating in informal dialogue with colleagues for the less formal professional activities (OECD, 2009). Even though it is already being practiced in some schools or divisions in the Department of Education there are few instances of bottom-up teacher professional development programs where peers study content and pedagogies collaboratively, plan lessons together, and conduct action research as a team. Some of these are school-based learning action cells, teaching circles, communities of practice, and study groups (Department of Education, 2016). The Community of Practice Model creates a social environment where learning could be cultivated and developed among interacting parties. Lave and Wenger (1998) defined a community of practice as groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly. Unlike coaching/mentoring, this involves more than two people. For the community of practice to function, Lave and Wenger (1998) suggest that there should be the domain, the shared interest of the members; community, where the members share information and help the members; and the practice, wherein members are practitioners of the profession who can share their experiences and stories to the members of the community. Boreham (2000) considers the social concept of learning in relation to the medical profession but argues that when the professional activity is collective, the amount of knowledge available in a clinical unit cannot be measured by the

sum total of the knowledge possessed by its individual members. He added that a more appropriate measure would be the knowledge generated by the richness of the connections between individuals. However, this concept is very much applicable to the teaching profession.

Teacher development strategies are important because their aim is to develop quality teachers. Quality teaching is dependent upon quality teachers. It is in this context that teachers must be supported to help them survive, stay, and succeed in the teaching profession. The international recognition of Continuing Professional Development programs as an element in raising the quality of teachers puts more attention on teachers and the teaching profession. More serious attention and more resources must be provided to them throughout their career (UNESCO, 2011:18). When it was discovered that beginning teachers experienced difficulties during their first year in school which resulted in non-survival, teacher support systems for beginning teachers were established by schools and experts in the field of education. Some beginning teachers leave the profession early because they don't feel effective. Sometimes they feel that they are burning and crashing. It is really important for beginning teachers to be supported by having systematic and intense monitoring in the first year (Scherer, 2012). One recommended program to support teachers is through the creation of a community of practice. With the community of practice, it is not only the beginning teachers who will be helped, but also the expert teachers wherein teachers of any rank will be empowered by observing at the beginning, but once he gets to see the activities of the community, he may decide to be an active member already. With the challenges of 21st Century teaching and learning, all teachers in the school must be supported by creating a

system or a program that will help them become quality teachers. Like the partnership created by the University of New England (UNE) and the Philippine Normal University (PNU) which formalized a partnership to establish a Research Center for Teacher Quality. The Center is envisioned to be the hub for research activities and policy recommendations on improving the quality of teaching in the country, particularly linking to the Philippine government's K to 12 programs. The Center's research activities will focus on pre-service teacher growth and development, in-service teacher growth and professional learning, and teacher subject and academic renewal. (Research Center for Teacher Quality, 2019).

Synthesis of the Review

In summary, the articles presented above deal with the concept and significance of Community of Practice in schools both locally and internationally. Members in a CoP vary from being peripheral at the beginning, to being actively engaged upon recognition of its importance, thus benefiting a lot and becoming expert members of the community. Also, the importance of having a coordinator in the community who acts as the facilitator of the program is a significant role that holds responsibility for the flow of the activities toward the achievement of the shared goals. Because of its significant contribution to the development of the school community, the inclusion of CoP as part of the Continued Development Programs of teachers has been recognized and implemented in various schools worldwide aside from other CPD programs that school heads implement in their schools that cater to the needs of their teachers. It is also important to note that professional development programs for teachers have been recognized long before. The continuous changes in education go hand-in-hand with the need of helping and supporting the school community, especially the

teachers who adopt and adapt to these changes. With this, Community of Practice has also been applied to address challenges that schools experience, which resulted to be effective. Hence, the role of every member of the school community like teachers, parents, and community partners, especially the school heads and the providers of professional development programs has been challenged by this significant reality to be flexible, resourceful, proactive, and innovative in which the concept of CoP extends not only physically in schools, but also virtually in online communities.

Research Problem

The study aimed at developing a framework for a Community of Practice for the improvement of teaching practices. The study was further guided by the following research questions:

1. How do schools understand the concept of Community of Practice?
2. What are the schools' teaching practices reflective of the Community of Practice?
3. As a result of the study, what Community of Practice framework can be developed?

Theoretical Framework

Our dynamic community brings continuous changes and adapting to these changes is the only way to continue to be sustainable. For instance, school communities are continuously being challenged by the inevitable changes happening inside and outside their communities. Members of the school communities like school heads, teachers, parents, students, and other stakeholders interact and collaborate with one another for important reasons. The never-ending interactions of these members in the community are social in nature and give them the opportunity to learn from one another. Since there is a lot to learn and no single person can study and know all of it, learning from the people you live with, interact with, and collaborate with is one of the best, if not the best way to learn and develop. In Communities of Practice, learning happens almost all the time, hence, its applicability in educational settings is very appropriate. Since activities of CoP are mostly social in nature, the social cognitive theory of Albert Bandura (1986, as cited in Zhou & Brown, 2017) affirms that people are not simply shaped by their environment because they are active members of their environment, so learning involves dynamism of the people, their behavior, and their environment. The goal of CoP is not only on individual learning or improvement. It also extends to the improvement of the community as a whole. Just like in the research found in the literature review of this study conducted in the Catholic Elementary Schools in Southern California, wherein a consortium was done among three Catholic Elementary Schools under one Diocese. The operational Community of Practice framework was applied to (a) develop all three schools to become viable and sustainable , and (b) provide a rigorous, culturally responsive, high quality and Catholic-centered education for all of their students and families (Huchting et al., 2017) where the findings of the study reflected achievement of the

above-given goals. The structural elements of the Community of Practice which are Domain or the shared goal, Community or the mutual engagement, and Practice or shared repertoire (Lave & Wenger, 1991, as cited in O’Keeffe et al., 2019) is aligned with the concept of Bandura’s (1986, as cited in Zhou & Brown, 2017) Social Cognitive Theory (SCT) which claims that people learn by observing others. Members in a Community of Practice vary from being peripheral at the start of the membership to being expert after observing and realizing the benefits of the activities of the community (Couros & Kesten, 2003; Lave & Wenger, 1991, as cited in Zhou & Brown, 2017). The development of the peripheral member to being an expert member is evident in the knowledge and skill accumulation which supports the Social Cognitive Theory of Bandura (1986, as cited in Zhou & Brown, 2017) which holds that since people learn by observing, this will be reflected on their behavior which also improves their cognition.

The concept of Community of Practice was supported by another learning theory which is the Sociocultural Theory of Lev Vygotsky (1978, as cited in McLeod, 2016) who believes that community plays a vital role in the process of “making meaning”. Vygotsky (1978, as cited in Zhou & Brown, 2017) emphasized the relationship between social environment and cognitive development. The social world of a learner includes the established culture, the products of culture, and the language used during interpersonal interactions. The important role of language or speech in a learner’s formation is the basis of consciousness and allows him to give perception or make meaning, thus, helps in cognitive development (Vygotsky, 1978, as cited in Zhou & Brown, 2017). Another important principle contributed by the Sociocultural Theory of Vygotsky is the role of a more experienced or

competent person in the Zone of Proximal Development (ZPD) which is the combination of the accomplishment of a learner individually and under the influence of a competent person in the social environment. These three factors of culture, social factors, and language combined all together develop cognition of a learner (Vygotsky, 1978, as cited in McLeod, 2016). These factors are aligned with the concept of Community of Practice, wherein in a certain community like schools as institutions of learning, teachers in particular needed to interact with their colleagues, who vary from novice to expert, and interact with other stakeholders of their school community were able to achieve their personal and professional goals, and at the same time contributed to the attainment of the goal of their school community. This is the reason why the Community of Practice was applied as a form of professional development in the online community of Webheads in Action. A study found in the literature of this research wherein the objective of the study was to look into whether an online community of practice approach can be a workable substitute form of technology professional development for teachers of WiA community. Bostancioglu (2016, as cited in Bostancioglu, 2018) defined online community of practice as the group of people who are brought together by a common interest and with the aim of deepening their understanding of their interest or area of knowledge through regular interactions facilitated by computer-mediated communication (CMC) tools. The findings of the study indicated that a deeper understanding of the online community of practice as a social learning environment has been achieved (Bostancioglu, 2018). Also, the aim of conducting the study is to see whether the use of online community of practice can be an alternative form of technology professional development for the WiA community of teachers, which was found to be a good alternative. Thus, members' participation in OCoP was encouraged.

Behaviors, attitudes, and beliefs of the coordinator in a social community, influence the participation of the other members of the community, by realizing and acquiring it. Hence, in a school community, a shared goal or common purpose can be achieved with the initiation and manifestation of the school head, who, at first, can perform the role of the coordinator to facilitate the activities of the community toward the achievement of the shared goal or in the pursuit of development or change. This is how the Community of Practice helped achieve the goal of transformation among new elementary school teachers in New York City who teach Mathematics. This study found in the literature of this research is conducted by the author (Gellert, 2013) wherein the application of the concept of the Community of Practice deepens the new teachers' knowledge and pedagogies in teaching mathematics and at the same time grows professionally by succeeding their first year of teaching. After a series of observations and analyses of the subject during group meetings, the participants were able to develop self-confidence in teaching Mathematics. The exchange of instructional tools formulated even added to the confidence of the participants and gave them a sense of ownership. The consistent feedback from seasoned math teachers and co-teachers contributed to the participants' transformation to be effective teachers (Gellert, 2013).

The Social Cognitive Theory of Albert Bandura (1978) and the Sociocultural Theory of Lev Vygotsky (1986) which are both learning theories are considered to be the theoretical frameworks of the Community of Practice which has been around for 25 years and have found its way into people's professional and everyday language (Wenger, 1998). Since Community of Practice refers to groups of people who genuinely care about the same real-life

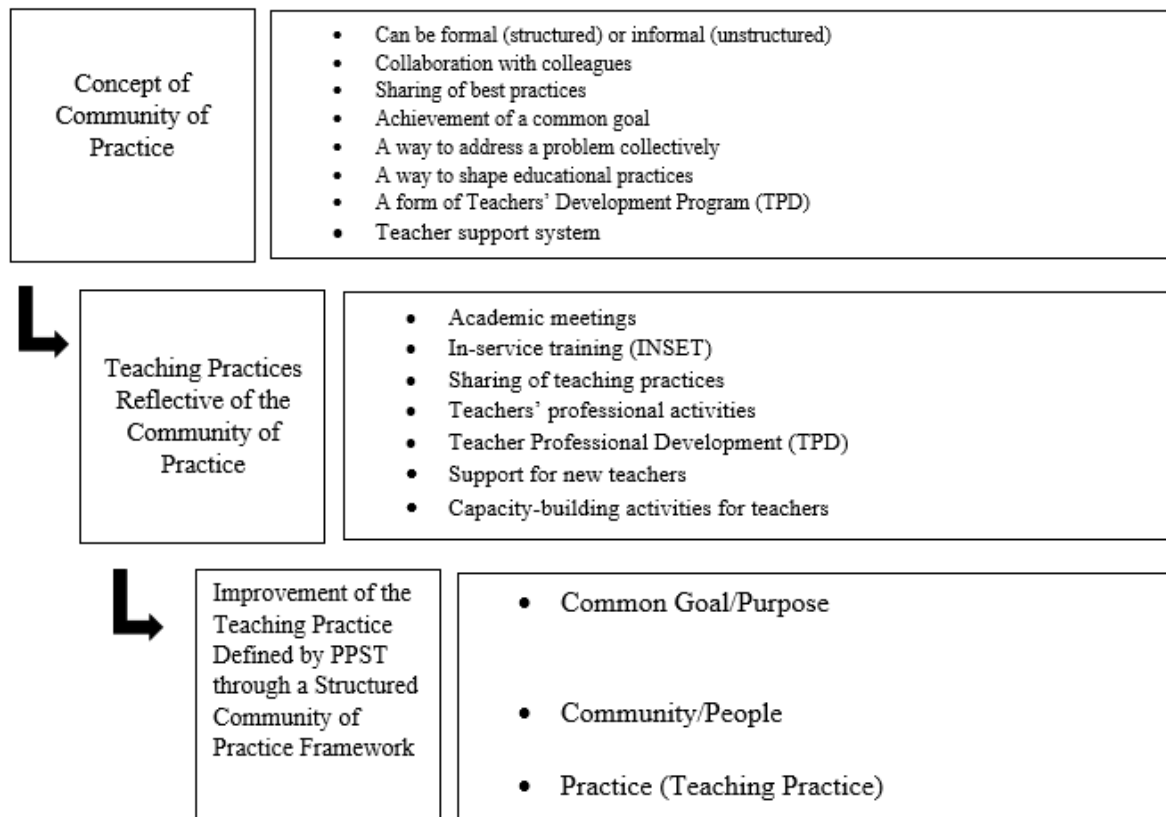
problems or current topics, and who on that basis interact regularly to learn together from each other (Wenger et al., 2002), it creates a social environment where learning could be cultivated and developed among interacting parties. School heads play a very important role in ensuring an effective and supportive learning environment (Department of Education, 2020). As key leaders of schools, they are responsible for providing quality basic education (Basic Education Act, 2001). Hence, it is one of their major roles as school leaders to promote quality teaching and learning by ‘providing instructional leadership to provide for technical assistance on instruction that relates to curriculum, practice, and performance’ (Department of Education, 2020). Since the main factor of CoP is the improvement of human performance (Wenger & Wenger-Trayner, 2015), it has been utilized in schools for the improvement of the teaching practice which also results in teacher development. Whether formal (structured) or informal (unstructured), concepts like collaboration with colleagues to share best practices or to address a problem have been linked to the concept of CoP. In addition, the concept of CoP in schools also reflects that it has been a vehicle for the achievement of common goals and a way to shape educational practices. Hence, it has been a mechanism for teachers’ support and Teachers’ Professional Development. Since TPD is a continuing process of enhancing the teaching profession to ensure the continued delivery of efficient teaching and learning (Philippine Regulations Commission, 2016), teachers participate in several practices in relation to TPD which can be formal and informal (Woodcock & Hardy, 2017, as cited in Ancho & Arrieta, 2021). These concepts of CoP are reflected in the schools’ teaching practices, for instance, the new teachers interact or work together with the expert teachers and through continued interaction, they improve and become experienced (du Plessis & Muzaffar, 2010). This activity of teachers’ interaction or

collegiality is considered to be a professional activity that capacitates teachers in the school where sharing of teaching practices happens. In any program initiatives and development in schools particularly the program for teacher development and the improvement of the teaching practice which reflects the concept of CoP, the role and skill of the school heads as community leaders is crucial in determining its success (Baker & Beams, 2016). As such, the community leaders will have to determine the key issues needed to be addressed, and will take responsibility for the sustainability, effectiveness, scheduling, and determining the participation level of the members of CoP. Hence, the initiative of having a structured CoP in schools where goals and objectives must be determined, members must be identified, and the focus and boundaries of the teaching practice must be set, must come from the community or educational leader who happens to be the school heads (Baker & Beames, 2016). According to Wenger (1999, as cited in Soljan & Holley-Boen, 2017), regardless of whether in small or large communities, the CoP framework must have Context or Purpose or Common Goal to happen, the Community or Members, and the Practice to make it effective. The Common Goal or Purpose needed time for serious dialogue for the Community or Members to realize its importance (Cullen & Hanson, 2009; Edwards, 2012; Richmond & Manoke, 2011; Robertson, 2007; Trotman, 2009, as cited in Soljan & Holley-Boen, 2017). Community or Membership is another important factor of the CoP framework where members take part and become committed which may result in easy collaboration (Mak & Pun, 2015; McLaughlin & Talber, 2006; as cited in Soljan & Holley-Boen, 2017). Like any organization or community, once the members begin to increase in number, conflicts may arise (Soljan & Holley-Boen, 2017). To address this matter, an opportunity for open dialogue and listening must be done to make sure that members understand the ideas of others before they start to collaborate with

effectivity (Mak & Pun, 2015; Mittendorf et al., 2006; Robertson, 2007; Snow-Gerono, 2005, as cited in Soljan & Holley-Boen, 2017). Since members in CoP varies and CoP is social in nature, there must be key persons and lead members who will guide the members to keep them working together on the Purpose or Common Goal and to make learning happen (Printy, 2008, as cited in Soljan & Holley-Boen, 2017). Therefore, distributed leadership must be brought intentionally to school communities through the school heads with the implementation of a structured CoP where the schools' community of teachers can be empowered to focus on the continued improvement of their teaching practice to ensure quality basic education. Practice is the last component of the CoP framework where sharing of experiences and formulating of tools and methods happen (Soljan & Holley-Boen, 2017). During CoP sessions, language plays an important factor as it is vital in dialogues (Soljan & Holley-Boen, 2017). In the study conducted by Horn and Little (2010, as cited in Soljan & Holley-Boen, 2017), the kind of dialogue has a direct effect on the genuine change in teacher practice, because in any human community, conflict may arise due to different views and opinions which may lead to an argument, but will also result to learning or improvement. When learning is evident in communities like schools, teachers improve and so with the school community. The summary of the concepts of this study is illustrated in Figure 2.

Figure 2

Conceptual Framework of the study



Schools' learning communities are the best avenue where the framework of the Community of Practice can be structured for the improvement of the teaching practice. To determine the focus and boundaries of the teaching practices in schools that must be improved, the Philippine Professional Standards for Teachers (PPST) defines the new framework for teacher quality in the Philippines and also describes the expectations for teachers' increasing levels of knowledge, practice, and professional engagement (Department of Education, 2017). The PPST also addresses the growing demands of 21st-century teaching which focuses on teaching practices (Department of Education, 2017). In addition, the PPSTs

seven (7) Domains define the breadth and depth of the teaching practice that must be met by teachers in schools. The PPSTs 7th Domain entitled Personal Growth and Professional Development indicates Professional links with colleagues (PPST, 2017) as one of the strands of the said Domain, which is what the concept of CoP is all about. Therefore, establishing a structured CoP framework in schools will help in the personal growth and professional development of teachers which also contributes to the improvement of the teaching practice and their school community. With the leadership of the school heads, intended efforts must be done to meet the standards of the PPST through a structured CoP framework. As teachers accumulate knowledge and improve practice, they become informally bound by the value they find in learning together during CoP sessions, thus, improving teachers individually and collectively. This school-based educational practice will also foster a culture of collaboration and collective responsibility which could be the long-term goal of the schools to support their teachers' professional development, which also improves the school community.

Scope and Limitation

The study was conducted in the private schools of Marikina City, Rizal, and Batangas areas. Four (n=4) basic education/K to 12 private schools that have been operating for more than ten years already and are DepEd recognized schools are the focus of the study. The number of teacher participants and school heads depends from school to school. The school profile was taken as it is an important part of the study.

In the conduct of this qualitative study, the application of the concept of Community of Practice in schools for teachers' development and improvement of the teaching practice

were explored. Using the Case Study approach, these four schools and their community were studied to look into Community of Practice activities which could be avenues for the improvement of teaching practices. These activities looked into the conceptual framework of Community of Practice --- common goals (What), community (Who), and practice (How) (Lave & Wenger, 1991; Wenger, 1998; Scanlan, 2013, as cited in Huchting et al., 2017) which could be formal or informal in terms of organization (Lave & Wenger, 1991, as cited in Akinyemi et al., 2020). Varied qualitative data like open-ended questionnaires, interviews, and focus-group discussions were taken to be able to answer the questions of this research.

Definition of Terms

The key terms in the study are given the following theoretical and operational definitions:

Community of Practice: groups of people who belong to the same community and interact regularly to achieve their common goal and interests to improve their practices for their personal and professional development and the development of their community (Wenger, 2015; Wenger et al., 2002).

: a group of people, like teachers, who belong to the same school and meet regularly to achieve a common goal for the purpose of personal and professional development and improvement of the teaching practice.

Framework of CoP: is a layout of a structure that consists of the concepts of CoP combined with the teaching practices that reflects it into a structured CoP where Common Goal (Purpose), Community (People), and Practice (Teaching Practice) are the components with

the objective of the improvement of the teaching practice which also results to teacher development.

Online Community of Practice: this is a community of people who are bound together by a common purpose and with the goal of improving their practice in an area of knowledge through frequent interactions facilitated by computer-mediated communication tools (Bostancioglu, 2018).

: is a group of people who interact regularly through online platforms to achieve their common purpose or goal.

Structured CoP: is a formal CoP where the components of Common Goal (Purpose), Community (People/Members), and Practice are the basis of the structure and are intentionally organized to achieve a goal or shape educational practices.

Teachers' Professional Development: is an ongoing process of enhancing the teaching profession to continue the delivery of quality teaching and learning (Republic Act 10912).

: a program in school intended for the professional development of teachers.

Teaching Practices: the everyday activities of teachers inside and outside the classrooms which is the manifestation of their gamut of learning (PPST, 2017).

: the daily activities of teachers in school whether inside or outside the classrooms.

Professional Learning: the engagement of teachers in professional activities to stimulate their thinking and professional knowledge to ensure that their practice is critically informed and current. (The General Teaching Council for Scotland, n.d.)

: professional activities of teachers intended for the development of their professional knowledge in application to their teaching practice.

Basic Education Teachers: are teachers of primary education, junior high school, and senior high school. (Department of Education, 2013)

: teachers of Grades 1 to Grade 12.

CHAPTER 2

METHODOLOGY

This chapter of the study presents the research design and method, the sampling of the participants, the data collection tools used and the methods of analysis, and the ethical considerations of the study.

Research Design and Method

This study used Qualitative Research Design to collect and analyze non-numerical data to understand concepts, opinions, or experiences about a certain phenomenon. According to Mohajan (2018), qualitative research gives emphasis on the way people interpret and make sense of their experiences to understand other people. He added that it is exploratory and seeks to give meaning to how and why a social phenomenon or program operates in a particular context. Qualitative research tries to help us understand the social world we live in, and why things are the way they are (Polkinghorne, 2005, as cited in Mohajan, 2018). A case study is one of the types of qualitative research. The Case Study approach was utilized to facilitate the exploration of a phenomenon within its context using a variety of data sources to enhance data credibility (Patton, 1990; Yin, 2003, as cited in Baxter & Jack, 2008). The Case Study is an empirical inquiry that investigates a phenomenon within its real-life context (Yin, 2014). Also, a case study is an exploration of an individual, group, or phenomenon (Sturman, 1997, as cited in Mohajan, 2018). This method is appropriate to the study conducted because it allows the researcher to explore individuals, organizations, communities, or programs (Yin, 2003) and supports the deconstruction and subsequent construction of various phenomena (Baxter & Jack, 2008, p. 544). The case study started in sociology but was eventually found to be useful in practice-oriented organizations like management, public administration,

psychology, history, medicine, and education (Mohajan, 2018). This approach is appropriate to the study conducted because the behavior, feelings, and opinions of the participants cannot be manipulated, and this also answers the how and why questions. Since the focus of the study is the application of community of practice in the teaching practice of K to 12 teachers, the study concentrates on the key stakeholders with influence on academic-related activities which includes the principals, the academic/subject/level coordinators, and teachers. Over a period of four months, the researcher conducts online interviews, focus group discussions, and phone interviews to have a useful and in-depth approach to the exploration of the community of practice among the key stakeholders of the four schools. Due to the covid-19 pandemic which limits face-to-face encounters, data collection was done through the use of online platforms and phone calls. The approval of the conduct of the study was sought by sending email letters to the school heads (Appendix A). Respondents of the study are the school heads and the teachers. Semi-structured interviews through the use of online platforms (Appendix G) and telephones were conducted among the participants of the study. Focus-group discussion was also conducted online to generate multiple sources of data. The school heads were initially called to know the profile of the schools and mainly the application of the concept of CoP in general. The second phase was with the teachers to explore the utilization of the concept of CoP in teaching practices.

These were the procedures taken by the researcher to be able to generate the needed data relative to the study of the community of practice.

Selection Criteria and Participants

Considering the phenomenon of the study, the research was conducted in four ($n = 4$) private schools in Marikina City and in the provinces of Rizal and Batangas considering the government's implementation of the quarantine period in certain areas or localities at the time of the Covid-19 pandemic. The school subjects are Mother of Divine Providence School, Greenland Academy, Jehoshua Academy of Marikina Inc., and Sto. Rosario Academy of Alupay Rosario Batangas, Inc. which are all basic education private schools (K to 12). Given this situation, the safety of the researcher and the participants has been taken into account considering that both the researcher and the participants are aware of the local government protocols in their respective areas. More importantly, these are private schools offering basic education programs (K to 12) and have established a school community for more than 10 school years already. These schools were able to meet the criteria of (a) basic education/K to 12 schools, (b) Department of Education recognized, (c) has been operating for 10 years and above, and (d) private school (sectarian or nonsectarian), (e) from NCR or CALABARZON regions needed for this study, hence, they were purposely selected.

Table 1*Summary of Schools' Profile*

Schools	Denomination	Year Established	Number of K to 12/ Basic Education Teachers
A	Private/Non-Sectarian	1981	20
B	Private/Sectarian	1987	35
C	Private/Non-Sectarian	1994	22
D	Private/Sectarian	1967	30

The school profile determines whether these school cases met the following criteria needed in the study:

1. private school (sectarian/non-sectarian) from the regions of NCR and CALABARZON
2. has been established for more than 10 years
3. has teachers and school head/s who are currently involved in the school's teaching practices
4. is a K to 12 or Basic Education DepEd recognized school

The subject of analysis will be the community of teachers in these private basic education schools including the principals and coordinators of the schools. The involvement

of these people in the academic activities of the school made them qualified participants of this study because they are all involved in the implementation, monitoring, and evaluation of the school's teaching practices. These schools are selected because they have been operating for more than 10 years now. These schools have already been DepEd recognized. Hence, purposeful sampling was used in this research. This kind of sampling is non-probability and is applicable in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002, as cited in Horwitz et al., 2016). This sampling takes into account identifying individuals or groups of individuals that are knowledgeable about or experienced in the phenomenon being studied (Cresswell & Plano Clark, 2011, as cited in Horwitz et al., 2016). It is also important to take into account the willingness and availability to participate and communicate experiences and opinions in an articulate and reflective manner (Bernard, 2002; Spradley, 1979, as cited in Horwitz et al., 2016). Hence, this kind of sampling was applied in this study. Since the focus of the study is the exploration of the concept of CoP in basic education private schools, these schools, Mother of Divine Providence School, Greenland Academy, Jehoshua Academy of Marikina Inc., and Sto. Rosario Academy of Alupay Rosario Batangas, Inc. which are all basic education private schools (K to 12), and their community of teachers and their school heads are chosen purposively as participants of the study for they willingly participated and met the criteria of the study (Appendix E). In this study, the number of participants depends on the size of the school. The participants of this research study are all basic education teachers or K to 12 teachers who are currently teaching and belong to private schools. They, and the school that they belong to, will be the subjects of the study. Regardless of the subject and the level that they handle, as long as they regularly enter the classrooms to teach, they are selected as

participants of the study. Hence, discrimination is avoided in the conduct of the study. In the Consent Forms (Appendix C) issued to these participants, it was stated that they can decline at any time if they feel uncomfortable through the course of the data collection.

The duration of the study includes ongoing communications with the key stakeholders. Four principals ($n = 4$) were sent an email to seek approval for the conduct of the study (Appendix B). For the safety and protection of both the researcher and the participants of the research locale, communications and follow-ups were done via phone calls and electronic mail to avoid possible physical contact of Covid-19 virus, and in compliance with the government protocol and school protocols on limited numbers of people allowed to go out of the house. The research employs the Case Study approach (Yin, 2014) utilizing qualitative data collection to get a broader understanding of the experiences of the participants in a community of practice. Qualitative data were gathered from these participants to explore how the community of practice is being utilized in their schools in improving teaching practices. Hence, only key stakeholders responsible for the academic program of the school were selected from the school community.

Disclosure of Potential Conflict of Interest

The researcher would like to disclose the fact that she is the current school head of Jehoshua Academy of Marikina, Inc. (Appendix B), one of the sites of the study during the conduct of this research. Therefore, approval for the conduct of the study for this school was sought from the School President. Hence, the researcher did not participate in any decision-making processes regarding the approval of the conduct of the study or in any other

way that could invalidate the results of this study. Also, the researcher would like to state that Jehoshua Academy of Marikina, Inc. did not fund the conduct of this study, so, there is no financial benefit involved both on the part of the school and the researcher. Hence, the objectivity of the study is not compromised. The involvement of the researcher in the conduct of the study was solely to address its objective. This disclosure of potential conflict of interest protects the safety of the participants, especially the teachers of Jehoshua Academy of Marikina, Inc. Their participation in this study did not in any way affect their performance in school.

Data Collection

Research is a thorough and careful study conducted to form new knowledge. Therefore, every research must reveal transparency and truthfulness. Deviation from the truth can be avoided by evading sources of biases, though bias can occur intentionally or unintentionally (Gardenier & Resnik, 2002). Although every research has its limitations, it is paramount that every researcher must do all possibilities to avoid or reduce biases. The participants in relation to the phenomenon of the study will be private school teachers and school heads in basic education. Since studying the entire population of these groups of individuals will be impossible considering time and money, only a representative sample of the phenomenon will be studied (Gardenier & Resnik, 2002). Hence, four (n=4) private schools in Marikina City and Cainta, Rizal, and Batangas offering basic education, their school heads, and their teachers were the target population of the study. Regardless of gender, ethnicity, or cultural affiliation, the basic education teachers, both part-time and full-time, of these four private schools were included as participants in the study.

Since the study is qualitative in nature, the research questions to be answered are descriptive (Appendix F). The semi-structured interview is one of the procedures for gathering qualitative data. It is guided by open-ended questions designed around a theme or topic (Glesne, 2011; Merriam, 2009, as cited in Peel, 2020). Semi-structured interview (Newcomer et al., 2015) protocols for teachers are applied to solicit in-depth descriptions of their concept of community of practice and its application in the improvement of teaching practices. The semi-structured interview guide, which is a combination of open-ended and closed-ended questions, is framed to answer the research questions and to explore the community of practice in the school community of the respondents. This also allows the researcher to focus on the phenomena given the four communities to be studied. Since face-to-face interaction is not yet allowed due to the Covid-19 pandemic, the interview was administered via online platforms (Appendix I), and the answering of the open-ended questionnaire was done using Google Forms. The school heads were asked based on the research questions about their concept of community of practice and why its concept is utilized in their school's teaching practices. Also, they were asked to describe the focus of their CoP and the rationale behind it. Assessment of the focus of their CoP and their hopes for the future was also taken.

Added to the semi-structured interview is the semi-structured questionnaire with open and closed-ended questions which was sent via email to each of the participants. The questionnaire has two parts; Part I, the profile of the respondent (Appendix E), and Part II, structured based on the research questions. In addition to the online and phone interviews, a

focus-group discussion was also done in each school to get further information in the areas of the study. During the months of January to April 2021 when the Covid-19 pandemic is still at its heightened restrictions, the researcher also requested to be invited to observe in their faculty meeting to see how sharing and interaction among teachers happen. However, since the conduct of the study happened towards the end of the school year, each school was busy with the year-end rites preparations. Hence, no online observation happened.

After all data has been collected, they have to be organized and transcribed (Moore & Llompart, 2017). The semi-structured survey questionnaires are the data to be organized and to be familiarized with. Manual transcription, both rough and fine, was done on the recorded online interviews in order to analyze it in depth and to be able to return, share and represent it to the participants and their community where the research is conducted. An option to receive or not a copy of individual response was done via sending of a private electronic mail following the ethical practices of securing the protection of the participants in research. Considering that the community of teachers is the focus of the study, the community results for each school were privately shared with each school head via electronic mail. The community sharing of the results of the study was done during the faculty meeting by the school head for the purpose of dissemination to the school community. For the purpose of the community presentation, the summary of the results of the study was concise and understandable by both the academic and non-academic members of the school community. Sharing the results of the study reflects reflexivity with respect to practice in research.

Data Analysis

After knowing what data to be collected and the procedures of collecting them to be able to answer the research questions, the data collected were analyzed to be able to make sense of it or find meaning so that the knowledge formulated is valid. There is no one way method for analyzing texts in qualitative research. These texts are the ideas, beliefs, and opinions of the participants of the study. The process of qualitative analysis is generally manual, which requires the researcher's thorough study and reflection of the generated data more than once to look into the phenomena that could derive answers to the research questions. The school heads' and teachers' interviews, and the semi-structured questionnaires are all qualitative data, which were transcribed, coded, and themed (Appendix H).

Thematic Analysis

Thematic analysis is a system of analyzing qualitative data over collected data to identify, analyze, and report recurring patterns (Braun & Clark, 2006, in Kiger & Varpio, 2020). It describes data and also involves the interpretation of identified codes and themes (Kiger & Varpio, 2020). Thematic analysis is applicable to use when trying to know and comprehend ideas, experiences, and attitudes over generated data (Braun & Clark, 2012, as cited in Kiger & Varpio, 2020). Kiger and Varpio (2020) enumerated six (6) steps of thematic analysis.

Step 1: Familiarizing with the data

Becoming familiar with the set of data through repeated and active reading is the first step in thematic analysis (Braun & Clark, 2006, as cited in Kiger & Varpio, 2020). This is the initial process taken by the researcher over the collected narratives of the participants in the open-ended questionnaire and transcribed online interviews. According to Kiger and Varpio

(2020), it might be tempting to begin coding and looking for themes over the generated data, but familiarization with the raw data is fundamental to all the steps to be taken in data analysis.

Step 2: Generating initial codes

This next step in thematic analysis allows the researcher to begin taking notes on items relevant to the study or to see connections from one data to another and this is the phase where codes are generated (Kiger & Varpio, 2020). The first round of manual coding was done by the researcher in this phase. Kiger and Varpio (2020) defined code as ‘the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon’ (p. 5).

Step 3: Searching for themes

The codes were reflected upon to see possible themes of larger significance (Braun & Clark, 2006, in Kiger & Varpio, 2020). According to Varpio et al. (2017, as cited in Kiger & Varpio, 2020), themes don’t easily come out of the collected data, they are formulated by the researcher after in-depth analysis, and putting together similar codes, so inductive analysis was used where themes are extracted from the codes. In this process, the identified themes will be closely related to the generated data (Braun & Clark, 2006, as cited in Kiger & Varpio, 2020)

Step 4: Reviewing themes

This is where themes are re-sorted by comparing with one another to see which can be modified, added, or removed to reflect the likeness of the original data (Attride-Stirling, 2001; Braun & Clark, 2006, as cited in Kiger & Varpio, 2020). A thematic map can be

created to see the connections and interrelatedness of themes where codes can be revised to reflect the themes' role in the entire process of analysis (King, 2004; Braun & Clark, 2006, as cited in Kiger & Varpio, 2020).

Step 5: Defining and naming themes

In this step, a logical narrative of how themes are created from the coded data is to come up with an insightful understanding of how themes relate with one another or to see emergent sub-themes and to provide a narrative of each theme (Braun & Clark, 2012, as cited in Kiger & Varpio, 2020).

Step 6: Producing the report

This is the last step in thematic analysis where the findings are described but should exceed defining the themes and codes (King, 2004, as cited in Kiger & Varpio, 2020). This final report should reflect the interconnectedness of the selected themes and how they are interpreted which can also reflect the discussion of the findings (Braun & Clark, 2006, as cited in Kiger & Varpio, 2020).

These approaches allowed for rich, in-depth, multidimensional inquiry that thoroughly addressed each research question (Huchting et al., 2017). Participants consist of two (2) groups from four (4) different schools. The first is the group of school heads (n=4) which are surveyed using the research questions. The next group is the group of teachers (n=29) who are surveyed using the sub-research questions. The number of teacher participants varies for each school. Since a case study was utilized in this study, a focus group discussion was also done to get further information on how the concept of community of practice is applied in the improvement of their teaching practices. Given these two groups of participants for each school, the response of the school head validates the response of the

teachers and vice versa. Pseudo names were used for all the participants in order to protect their identity, thus, SH 1 - SH 4 and T1 - T10 were used for participants who were teachers and school heads.

Role of the Researcher

The role of the researcher in this study was to obtain the thoughts and feelings of the school heads and teacher participants following the standards of safety and protection regarding the use of the community of practice as a school-based teacher professional development in improving teaching practices. The researcher collected needed data from the study conducted to be able to derive answers to the research questions. Since data collected came from human participants, consent letters are given stating the objective of the study, the benefits that they can get from participating in the study, and the possible minimal risks which will only be reasonable for the attainment of knowledge in the community of practice. These were applied to ensure the safety and protection of the participants.

The current situation is unprecedented since the covid-19 pandemic is everywhere. This situation is difficult for both the researcher and the respondents since face-to-face interaction is very limited following the government guidelines on health protocols of everybody. To reduce anxiety and provide a degree of protection for both the researcher and the respondents at this unprecedented time, the collection of data was done using electronic mail and online platforms. In this case, the possibility of physical transfer of the covid-19 virus was avoided. Also, the researcher was vigilant in anticipating problems like difficulty in conducting online interviews with participants who have poor internet connections and

offered support by pacing the interview so that topics appear gradually (Hubbard, et. al, 2001). The benefits that they will derive from participating in the study were also explained and indicated in the consent letter.

The additional safety mechanism done by the researcher to safeguard the participants and their data is the use of a pseudonym to protect the identity of the participants of the study. Data collected were managed properly by the researcher to ensure its veracity for the protection of the participants. For added protection of the participants, the electronically collected data were secured with a password that only the researcher can access. Reflective thinking was employed by the researcher over the generated data to make a synthesis of the study. These are the important roles of the researcher to safeguard the participants and their data. Following the ethical principles and guidelines in the conduct of this study protects both the researcher and the participants.

Methods of Validation

Validity in research is crucial because it will establish meaningful decisions. In this qualitative research, respondent validation was utilized by the researcher to explore the validity of the results. The results of the study were returned to the participants via electronic mail for individual validation, and through the presentation in group or community meetings for collective validation. Respondent validation or also known as participant validation is one of the methods of validation in qualitative research wherein the data or results are returned to the participants to check for accuracy with their experiences (SAGE, 2016).

Ethical Considerations

In the conduct of every research, there are certain ethical issues that need to be considered by the researcher to make the research valid. Creswell's (2012) chart was used as a guide.

In this qualitative research, the researcher sought approval from the Philippine Normal University prior to the conduct of the study for institutional approval. Then, local permission from the sites and participants was also gained. This was done through the letter addressed to the school heads of each site of research to seek authorization for the collection of data. Furthermore, a consent letter addressed to the respondents of the study was also taken by the researcher to ensure that the participants were informed of their voluntary participation in the study and they were aware that they can decline at any time through the course of the data collection. Both letters for the school heads and teachers contained what the study is all about, its general purpose, and the benefits that they can achieve individually and collectively. To establish trust among participants of this study, the researcher conveyed the extent of the anticipated disruption in gaining access to the data to be collected and ways in securing them. Transparency was exhibited during the discussion of the purpose of the study and how data will be utilized. Making a personal impression was avoided and the disclosure of sensitive information too.

To respect the privacy of the participants, pseudonyms are used, thus anonymity and confidentiality were observed. Data were analyzed using multiple perspectives. Data are reported based on the true outcome of the study and used in the language appropriate to the participants of the study. Proper referencing was also followed using the APA 7 format. The

researcher shared practical results with the school heads. With their approval, the researcher can share the results of the study with their school community during their general faculty meeting.

This study conducted by the researcher is not funded. Hence, the researcher uses all possible means to minimize the possible expenses to be incurred by the participants during the collection of the needed data. The semi-structured questionnaires were sent and returned via email to avoid expenses on paper and printing. If requested by the participant, monetary assistance in the form of a prepaid phone card which could be enough for the 10 - 15 minutes that the participant can use to connect to the internet to make the research interview possible was offered by the researcher. On the researcher's online interview, the expense was more on the part of the researcher, since the researcher should have a stable internet connection to have enough time for the interview with the objective of gathering further information on the community of practice in improving teaching practices. No incentive was provided by the researcher to the participants since nobody requested monetary assistance.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents the results of the study which aims to develop a framework for the Community of Practice for private schools through the scrutiny of (1) their conceptual understanding of CoP; (2) their teaching practices reflective of the CoP concept; (3) the proposed CoP framework based on the results of the study.

Research Question 1. How do schools understand the concept of Community of Practice?

The first theme in this study is the schools' concept of community of practice. School heads' and teachers' concepts of CoP are *collaboration with colleagues, sharing of best practices, a group of teachers with a goal, an activity for the improvement of the teaching practice, and capacity-building program for teachers.*

Table 2

Concept of Community of Practice

Theme	Sub-themes
Concept of Community of Practice	Collaboration with colleagues Sharing of best practices Group with a common goal Improvement of the teaching practice Capacity-building program

Collaboration with colleagues

Participants of the study shared that CoP is about collaboration with colleagues with a purpose. Since they all belong to a school community, CoP is an activity where they collaborate with their co-teachers or colleagues. The purpose of their collaboration could be about the improvement of their teaching practice, a problem that they need to address collectively, and having a goal to achieve. As shared by some participants:

By sharing of ideas and solutions to problems. Aiming to provide quality education to our students. Giving advice to other colleagues. Make a happy and peaceful working environment.

Case 1, T4

It is the collaborative effort of everyone to improve the quality of education.

Case 2, SH

The collaborative nature of CoP and its effectiveness in addressing a problem collectively or in developing practice through constant interaction makes it a strong candidate for CoP to be used as the strategy by the communities of Resource Teachers: Learning and Behavior (RTLb) in New Zealand give assistance to schools and teachers with year 1-10 experience who have students with diverse educational needs (Soljan & Holley-Boen, 2017). As a result of the study, teachers' collaboration gave them the chance to learn, recreate, and improve their practices in school. As shared by another participant:

Community of Practice are group of people, in our case that is teachers, who collaborate on each other help each other, reflect on each other on how they can improve themselves in terms of teaching and learning process in this new normal.

Case 3, SH

What I understand in the concept of community of practice in our school is that teachers regularly interact to build connections and help each other for our professional development and for the betterment of the school. Community of practice is also an opportunity for us to share our new ideas in teaching and assessing our students.

Case 3, T2

Since CoP is collaborative in nature where members interact, share, and learn from one another, it is a good avenue where novice teachers can learn from the experiences of the lead teachers. This does not only support professional learning but also encourages the practice of distributed leadership, where the lead teachers guide the novice teachers towards a smooth transition to the school community and culture.

Sharing of best practices

The findings of the study showed that participants understand CoP as an activity of sharing best practices. This concept of CoP on sharing best practices is supported by the statement of Darling-Hammond et al. (2020) that the management of knowledge is increasing at a fast pace. Therefore, if teachers share their practices with their colleagues, management of the changing teaching practices will be easier since the teaching practices vary from one teacher to another. Schools vary in composition and purpose and the means by which teachers facilitate learning to improve their practice. Thus, participants shared:

Community of practice happens when the members of an institution or an organization share the same concern for something significant in their field or share the concern for problems being encountered, and harmoniously work on them by exchanging knowledge and learnings to achieve the specific goals and objectives.

Case 3, T3

As a teacher, Community of Practice is very helpful in our profession both in the field and with our colleagues. It is an activity or idea where a group of people are sharing different ideas, challenges, and problems for the common good and set goals.

Case 3, T4

Practice is one of the main components of CoP. Participants were able to share that their concept of CoP in school is about sharing their best practices for the improvement of everybody. Among the community of teachers, the improvement of the teaching practice is a major responsibility that must not be neglected. Since the teaching practice reflects the teacher's gamut of learning, it must be reflected upon and shared. One participant shared:

Applying the concept of CoP is very beneficial for the school especially for the teachers in their teaching practices. It gives us the avenue to improve the things that we need to improve, especially the 21st Century Skills, as the others share their knowledge and expertise to everyone that needs more improvement in teaching.

Case 3, T4

Teachers' learning can be individually or collectively. If the community of teachers in schools are organized within the framework of CoP where they will be responsible for their own improvement. With this, teachers know that they have a role to play in their community of learning, which differ depending on their participation and function.

Through communities of practice, the teacher's knowledge in the field of teaching expands and he or she keeps pace with changes especially with the use of modern teaching technologies.

Case 3, T9

Another teacher shared:

Following the community of practice helps the teacher to improve in their professional growth as educator by acquiring different knowledge that the teacher cannot achieve by his or himself alone. The things you don't know might be the expertise of your colleagues.

Case 3, T7

Group/Community with a common goal

Another participants' concept of CoP is that it is a group or an organization or a community with a common goal to achieve. Some participants elaborated that like in their school, the common goal is the achievement of their school's vision, mission, and goals. As shared by some participants:

As a Catholic school - We share a common goal "Character is our commitment". We have the shared goals that we envisioned our students to become.

Case 2, SH

There are practices which we do as a group to attain our mission vision goals.

Case 2, T5

To attain the goal.

Case 4, SH

No school community is composed of a single person. In a CoP, teachers, who are the members must be mutually engaged in pursuing their common goal. Since CoP involves

groups of people who have a common goal to improve how they do things by interacting regularly, participation of members is a very important aspect to be able to sustain their community. Collegiality and networking among members must be mutual to be able to improve practice (du Plessis & Muzaffar, 2010). Some participants shared:

The school promotes CoP to build trust with one another. To train their teachers not to compete with their colleagues but to compete with the standards. For the teachers to reach the same goals at the same time.

Case 3, SH

For me, community of practice in our school is having one set of goal to achieve.

Case 3, T1

CoP is about group of people, so here in our case that is teachers, who collaborate on each other, help each other, reflect on each other on how they can improve themselves in terms of teaching and learning. Especially this new normal, our sharing of teaching practices really helped us adjust to distance learning.

Case 3, SH

Members in a community or group like schools participate and perform their functions if the goal to achieve is communicated effectively. It is important that time is allotted where members can communicate and make a dialogue of how the common goal can be achieved and how it will be beneficial to them as members. According to Printy (2008, as cited in Soljan & Holley-Boen, 2017), since CoP is social in nature, there are members who may act and perform as leaders to keep the focus of the members at the common goal and to make learning happen, because learning is an important part of a person's belonging

involving his intellect and heart (Wenger et al., 2002, as cited in Soljan & Holley-Boen, 2017).

Improvement of the teaching practice

Practice is an important component of CoP, hence, it is a finding of the study that improvement of the teaching practice is another conceptual understanding of CoP. The teaching practices in schools can improve through the teachers' sharing of experiences, formulation of tools and methods in teaching and learning, and in communicating through the use of language (Soljan & Holley-Boen, 2017). Some participants shared:

Even before the pandemic, teachers are able to share their thoughts and ideas to each other to improve each other's performance in teaching. Also, with the community of practice, teachers can collaborate to find easier and efficient ways to do work.

Case 3, T6

CoP helps us to collaborate with each other. Like asking for strategies and asking help to other teachers, something like that. If there will be continuous collaboration with one another, everybody could improve not only their teaching practices but the skills that they have also. Technically, like for example, if there will be collaboration with one another, we could really ask the support of one another. Like before when I have my training, I really use to ask Ma'am and the other people around the technical group, because from time to time, I would, what happened to my microphone, what happened to my gadget, things like that. It's not a nuisance to me, but with the proper collaboration and with their help of other teachers also, as time goes by, I actually learned and I tried it, and by this time I already appreciate it and I say, ganun lang naman pala yang mga yan. Hindi naman pala sila ganun kahirap. Everybody can go well with the flow.

[CoP helps us to collaborate with each other. Like asking for strategies and asking help to other teachers, something like that. If there will be continuous collaboration with one another, everybody could improve not only their teaching practices but the

skills that they have also. Technically, like for example, if there will be collaboration with one another, we could really ask the support of one another. Like before when I have my training, I really use to ask Ma'am and the other people around the technical group, because from time to time, I would, what happened to my microphone, what happened to my gadget, things like that. It's not a nuisance to me, but with the proper collaboration and with their help of other teachers also, as time goes by, I actually learned and I tried it, and by this time I already appreciate it and I say, it's just like that and it is actually not difficult. Everybody can go well with the flow]

Case 3, T1

Communicating the need to improve the teaching practice among teachers encourages collective effort. It is important that school heads create a venue where teachers identify common goals like the improvement of their teaching practice. Changes like the increasing knowledge locally and globally and the current pandemic could be presented among teachers to develop mutual relationships that will empower them to facilitate their own learning for the improvement of the teaching practice which also results in their own development.

Capacity-building program for teachers

Another conceptual understanding of CoP shared by the participants is that it is a capacity-building program or support for teachers. Since CoP is about a group of people who share a purpose to improve themselves by interacting regularly, it capacitates its members to improve. The concept of CoP in capacity-building is very much needed by new-to-the teachers who need to know the culture of the school to manifest quality teaching regardless of their status. The concept of CoP in schools concerns the process by which newcomers become part of the community (Lave & Wenger, 1991, as cited in Gherardi, 2009). As such,

they must be supported to be able to transition successfully in the new learning community.

As some participants shared:

This will ensure quality teaching, improve self-esteem, camaraderie and enhance their capacity for learning.

Case 3, SH

I believe the CoP is very helpful. One for the new teachers like me, because I get to know the practices in the school, the practices of the teachers, if there are any clarifications or things that I need to learn. I can learn from my co-teachers. And then for the teachers who are already in the school, they can improve, then can learn better, they can gain more insights that can help them in their teachings. And I think the topics that we have in our CoP are very relevant to the needs of the teachers. I think it would be effective and helpful to the teachers .

Case 3, T1

Teachers as the main provider of learning in schools need to continuously learn as well. School Heads as the schools' main educational or instructional leader need to lead efforts looking into their community of teachers to look into how they can be propelled to lead and support their own personal and professional growth through the improvement of the teaching practice which also improves the school community. As one participant shared:

Following the community of practice helps the teacher to improve in their professional growth as educator by acquiring different knowledge that the teacher cannot achieve by his or himself alone. The things you don't know might be the expertise of your colleagues.

Case 3, T8

Teachers, new and old, novice and expert, continuously collaborate with one another for support and even for advancement. As one participant shared:

CoP encourages sharing of knowledge and building better practices which redound to improved teaching and hopefully, improved student learning. Also, it creates a support system among teachers which invariably provides encouragement to do better.

Case 1, SH

Research Question 2. What are the schools' teaching practices reflective of Community of Practice?

The second theme generated is teaching practices which include the sub-themes of academic meetings, in-service training (INSET), school-based webinars and training, teaching pedagogies, and teacher professional development (TPD). Teaching practices is a major theme generated because it is about the everyday activities of teachers in school, hence improvement is important especially in the dynamic school environment. The concept of Community of Practice is community-based where learning is an integral and inseparable aspect of social practice (Lave & Wenger, 1991, as cited in Gherardi, 2009).

Table 3

Teaching Practices Reflective of CoP

Theme	Sub-themes
Teaching Practices Reflective of CoP	Academic meetings In-service training (INSET) School webinars and training Teaching pedagogies Teachers' Professional Development (TPD)

Academic meetings

Regular academic meetings in schools include the general faculty meeting, subject area meeting, learning action cell meeting, and other academic-related meetings in school. Based on the findings of the study, these regular academic meetings in schools are a teaching practice that reflect the concept of CoP because these are scheduled regularly where teachers are gathered for the purpose of improvement, addressing a concern collectively, or any collaborative undertaking. As shared by some participants:

...faculty meetings, academic monthly activities, outreach programs.

Case 2, T5

...faculty meetings, academic meetings.

Case 3, T8

...monthly meetings.

Case 4, T2

Similarly, CoP is a collaborative activity of members, novice and expert, for the attainment of a common purpose or goal which must be done on a regular basis (Wenger & Wenger-Trayner, 2015). Teachers, like members in CoP, are composed of novice and expert teachers who both participate and interact during academic meetings. During this period of participation, interaction, and collaboration during academic meetings is where learning of members happens because they are working together as to whether it involves planning, analyzing, or experimenting a teaching practice (du Plessis & Muzaffar, 2010). One participant shared:

The school conducts regular meetings specifically designated for sharing new teaching or professional practices. Aside from professional matters, topics relating to overall lifestyle improvement are also tackled in our CoP. Once, we had financial literacy for teachers which allows us to see other financial opportunities despite being already in the professional field. We also had a meaningful talk about working with our school community as a team. This habit of information sharing is also being practiced even outside these formal meetings. Teachers who are more adept at technology, for example, would assist the others. Introducing online educational websites or programs for teaching are also being shared among teachers. Peer evaluation among teachers are also openly practiced for school documents.

Case 3, T10

Regular academic meetings as shared by some participants is considered to be one of the teaching practices because it is done on a regular basis where teachers are gathered with a goal or objective to meet or a problem they need to address which is always a good opportunity in schools where CoP can be cultivated by the school heads as the schools' main instructional leader because to provide for intentional improvement or learning.

The concept of CoP is applied during regular academic meetings where the focus is improving teaching practices and solving problems.

Case 3, SH

In-service training (INSET)

Through the concept of CoP, the shared goal of improving teaching practices through in-service training which helps promote growth of all teachers is being conducted among schools at the start of the school year. Aside from this, this is also the time in school where the new teachers get to meet the old members of the school and start to interact then

eventually collaborate with them through the INSET activities. Some of the participants of this study shared:

At the start of the school year we have INSET wherein the common goal is familiarized.

Case 2, T1

INSET, webinars, workshops for professional development.

Case 3, T2

INSET and seminars inside and outside the school.

Case 3, SH

In-Service Training (INSET) is also another teaching practice where the concept of CoP is applied through the collaboration of the old and new teachers of the school. INSET is a good opportunity for the school to build its community of teachers. The old or expert teachers assist the new teachers by introducing the school and sharing their experiences. This sharing of practices is a good learning opportunity where learning is a reciprocal relation between old and new teachers because as the new teachers navigate toward formal teaching experience, their teaching experience develops (Fox, 2006, as cited in Gherardi, 2009; Lave, 1991; Lave & Wenger, 2002 as cited in du Plessis & Muzaffar, 2010). It is also an important finding of the study that this sharing activity during INSET is a concept of CoP that helps new teachers build confidence. Some participants shared:

The faculty trainings and seminars help us a lot in terms of teaching online especially because some of us are not yet familiar with using the computers and our E.S.

Case 1, T1

The INSET conducted by schools at the beginning of the school year does not only provide training for teachers but is also a venue where institutional goals and objectives can be communicated to the teachers to encourage their participation and to make them realize the roles that they need to perform to build good relationships. As shared by some participants:

In the start of the School Year 2020-2021, we have training program wherein the common goal is to be familiarize in using different online tools for the new normal.

Case 2, T1

We have different approach towards participating into something. Nevertheless, I can say that most of us willingly embrace it that kind of concept of CoP.

Case 4, T2

School-based webinars and training

School-based webinars and training is one of the teaching practices that reflects the concept based on the results of the study. Teachers and school heads shared that it is the teaching practice that helped them transition to the new normal when the Covid-19 pandemic happened which affected the physical operations of the schools worldwide. The Covid-19 pandemic brought changes to the educational system. When school operations needed to be conducted online, teachers' professional development was likewise conducted in the same

manner (Ancho & Arrieta, 2021). Professional and technical skills needed in the conduct of distance learning in both online and offline were tapped among members of the faculty in schools who act as facilitators in school-based webinars. Some participants shared:

The faculty trainings and seminars help us a lot in terms of teaching online especially because some of us are not yet familiar in using the computers for our learning management system.

Case 1, T1

It has a big impact in dealing with the new normal and situation that we are currently facing. Our school provided different trainings and programs for that particular matter.

Case 2, T1

School-based webinars and training are teaching practices in schools that reflect the collaborative nature of CoP. Teachers in school who possess the needed professional and technical skills in delivering classes in the new normal are empowered to teach and train their colleagues through a series of webinars. With the objective to capacitate all teachers with current teaching practices needed in the new normal, it reflects the concept of CoP and practices distributive leadership as well. Some participants shared:

At first it was difficult for me especially during my first year of teaching because I did not know how to get along with my colleagues. But then, I was able to do so and I enjoy myself here. Then, pandemic happens. Interacting online is difficult especially if you are having internet problems.

Case 1, T2

Of course it does help us to improve our teaching practices as it gives new perspective and ideas on how to cope up the ever-changing trends of learning like what we are

experiencing right now in this time of pandemic. Teaching is a life long process and it will not be ideal to close your mind with the idea that there's nothing you can do to enhance within yourself anymore. Even from our students we might learn something, how much more with your co-educators.

Case 4, T2

The lack of professional and technical skills in conducting classes, managing students' learning, and monitoring students' progress online are all dependent on stable internet connections and updated online gadgets. Delivering classes online is more than facing the computer camera. It entails long periods of preparation, management of students' records, and pedagogy. These professional and technical skills are both lacking in most teachers, whether new or expert. With this, the concept of CoP as a capacity-building activity was combined with technology as a form of Technology Professional Development which was utilized in the study entitled "Online Communities of Practice in the Service of Teachers' Technology Professional Development: The Case of Webheads in Action", which uses activities to increase teachers' performance and technology integration through the development of their technical skills in the use of video, software, computers, and others (Bostancioglu, 2018). Hence, all teachers undergo webinar training in the beginning of the school year 2020-2021 which are facilitated by those who are proficient on this matter. One respondent shared:

Not too much of the behavior of the students anymore, but it was more of the technical side that I was having a challenge especially last year, like what you said that this pandemic caught us all by surprise so, I am not that much of a techie person. So with the use of the seminars that we have like trainings, which was actually led the Ed Tech coordinator here, on my part, it was a bit difficult because I really have to learn things about related to computer. For example, unfamiliar terms like the LMS and how to use it and the resources that we have in school that would be augmented for us to teach more since we're having already the online learning. Unlike before, it

was just a face-to-face thing so it was not quite difficult. You only have your manila paper and your other materials. But now it's a little bit complicated. But of course with the help of the other people around, our coordinator and other society who are supportive also, we're able to adapt slowly only, but not too much.

Case 2, T1

School-based webinars as a teaching practice that reflects the concept of CoP helped the school community transition to distance learning in the new normal. A challenge faced by all schools at the start of the Covid pandemic. Participants shared that it is a teaching practice that involves the concept of CoP since their common goal is to sustain learning despite the challenging situation.

Teaching pedagogies

According to the result of this study, teaching pedagogy is one of teaching practices in schools that reflect the concept of CoP. Teaching practice includes the daily activities of the teacher inside and outside the classroom (Department of Education, 2017). This includes teaching pedagogies that must reflect 21st-century learning skills and the inculcation of the school's VMG. The management of increasing knowledge and continued transformation in education bring improvement to teaching pedagogies. As one participant shared:

Through communities of practice, the teacher's knowledge in the field of teaching expands and he or she keeps pace with changes, especially with the use of modern teaching technologies.

Case 3, T9

Another participant shared:

Since this is the first time that we encounter the term community of practice, but

based on understanding, it is very important especially in our school set up to have the community of practice. The communication between all the faculty and personnels involved in the school have been maintain. The communication and the teaching of their students, we can share what we can give to other teachers so that they can improve their teaching skills as well as delivering lessons to the students.

Case 4, SH

This is one reason why the CoP found its applicability in the education sector since its important factor is the improvement of human performance. Every time a teacher enters the classroom to teach a lesson, teaching pedagogy is applied. However, teaching pedagogy always changes, therefore, learning on this matter continues. The main origin and use of CoP is in learning theory (Wenger-Trayner, 2015). This is where it found its contribution into the community of teachers. As another participant shared:

Community of practice is sharing your knowledge, experiences and ideas to your colleagues. Learning from each other by having interactions with one another.

Case 3, T1

When pandemic happens, the sudden change to online teaching pedagogies has been challenging to teachers at the start since not all of them possess the professional and technological skills in remote learning. This problem of the change to teaching pedagogy was addressed by the concept of CoP through and within the community of teachers in school. Change is something that is not simple or linear, but it is dynamic and occurs in unpredictable ways (Coppieters, 2015, as cited in Soljan & Holley-Boen, 2017) like the Covid-19 pandemic which brought a sudden shift to teaching pedagogies. As one participant shared:

It does help us improve our teaching practices as it gives new perspectives and ideas

on how to cope up the ever-changing trends of learning like what we are experiencing right now in this time of pandemic. Teaching is a life-long process and it will not be ideal to close your mind with that there's nothing you can do to enhance within yourself anymore. Even from our students we might learn something, how much more with your co-educators.

Case 4, T2

Since the focus of CoP is the improvement of teaching practice, a significant finding of this study also showed that it is a good capacity-building program for teachers in school for the continued improvement of the teaching pedagogies. By making teachers responsible for their own learning and advancement which the participants shared to be very helpful when they are challenged to adjust to distance learning when the Covid-19 pandemic happens, the need to equip all teachers with the technological and professional skills for online distance learning was addressed through the concept of CoP. Because of this, teacher-led activity of the school, new learning and tools for distance learning are developed. Since CoP treats teachers as active learners who analyze new knowledge and reconstruct teaching practices within their contextual boundaries where activities of learning and sharing happen, their shared learning and experiences result in the development of methods and tools (Mak & Pun, 2015; Wenger, 1999, as cited in Soljan & Holley-Boen, 2017). The focus of CoP's improvement of the teaching practice did not only assist teachers with the transition to distance learning, more importantly, it contributed a lot to sustain the operations of the school. As shared by some of the respondents of this study:

I believe the CoP is very helpful. One for the new teachers like me, because I get to know the practices in the school, the practices of the teachers, if there are any clarifications or things that I need to learn. I can learn from my co-teachers. And then for the teachers who are already in the school, they can improve, they can learn better, they can gain more insights that can help them in their teachings. And I think the

topics that we have in our CoP are very relevant to the needs of the teachers. I think it would be effective and helpful to the teachers.

Case 3, T1

With the vision and mission shared by ..., the community believe that we are one in giving excellent academic performance which are producing graduates who are globally competitive and spiritually enhanced.

Case 4, SH

The advancement of the teaching pedagogies is relative to the goal of every school to deliver quality education to all students. Improvement of the teaching pedagogies must always continue because it is relative to students' performance. According to Lave and Wenger (2015), CoP affects schools in three dimensions namely (a) internally, which structures experiences in school, (b) externally, which links students' experiences in school to the outside world, and (c) over the lifetime of the students, which equips them to continued learning even after schooling. These three perspectives of CoP focus on the improvement of the student performance which was also reflective of the concept of CoP based on the findings of this study. As some participants shared:

Aiming to provide quality education to our students by sharing of ideas and solutions to problems.

Case 1, T4

As a Catholic school, we share a common goal, "Character is our commitment". We have the shared goal that we envisioned our students to become. In their lessons, values are integrated.

Case 2, SH

Through the concept of CoP, the goal of every school to deliver quality education that will prepare students for the future can be realized. This can be achieved by collectively

working towards the realization of student performance which can only be achieved if teachers' teaching pedagogies meet their needs as learners.

Teachers' Professional Development (TPD)

Teachers' Professional Development in schools are intended to support teachers with their personal and professional development. Hence, it is also one of the teaching practices that reflects the concept of CoP as a result of the study. Teachers' Professional Development is an on-going process of enhancing the teaching profession to continue the delivery of quality teaching and learning (Republic Act 10912). Woodcock and Hardy (2017, as cited in Ancho & Arrieta, 2021), noted that teachers participate in several activities relative to TPD which can be formal and informal. This is somehow similar to the experiences of the participants of this study on this aspect of TPD as a teaching practice. As shared by some participants:

Our school apply the concept of community of practice in our professional growth by each other's knowledge about seminar/webinars that will help us to gain new knowledge. Giving each other's idea about a specific experience, teaching strategies and ways on how to handle each pupil.

Case 3, T7

Another participant shared:

The school community itself is very engaged in promoting healthy relationship among teachers so that they will be able to develop their professionalism and personal growth during their stay in school.

Case 1, T1

One of the positive outcomes of the concept of CoP aside from the teachers' professional development or advancement is the positive relationship teachers establish as they work together towards their personal and professional growth. Since the main feature of CoP is having a common goal or purpose where it must be achieved collectively by its members so they improve individually and collectively, this makes it fit to be the schools' TPD as it is also highlighted in one of the strands of Philippine Professional Standards for Teachers under Personal and Professional Development. Schools' learning institutions are social in nature, hence, building harmonious relationships among their teachers is essential which can be achieved through a structured CoP framework. As shared by some participants:

It helps us to develop friendship among our colleagues and it resulted to a conducive and friendly working environment, yes friendship.

Case 2, T3

Another participant shared:

The CoP in our school proves the quotation "No man is an island". There are really things that you cannot do alone especially in teaching. By asking/providing help with your colleagues, it builds positive relationship and at the same time you know that there are people that can help us be proficient in our profession.

Case 3, T2

The onset and high-risk situation of the Covid-19 pandemic which continues to affect the schools' teaching and learning, brings challenges to the entire education system but also gives the opportunity for the refinement of the teaching practice and student performance (Misra, 2018, as cited in Ancho & Arrieta, 2021). Since the implementation of TPD in schools lies on the leadership of the school heads and the policymakers who formulate TPD

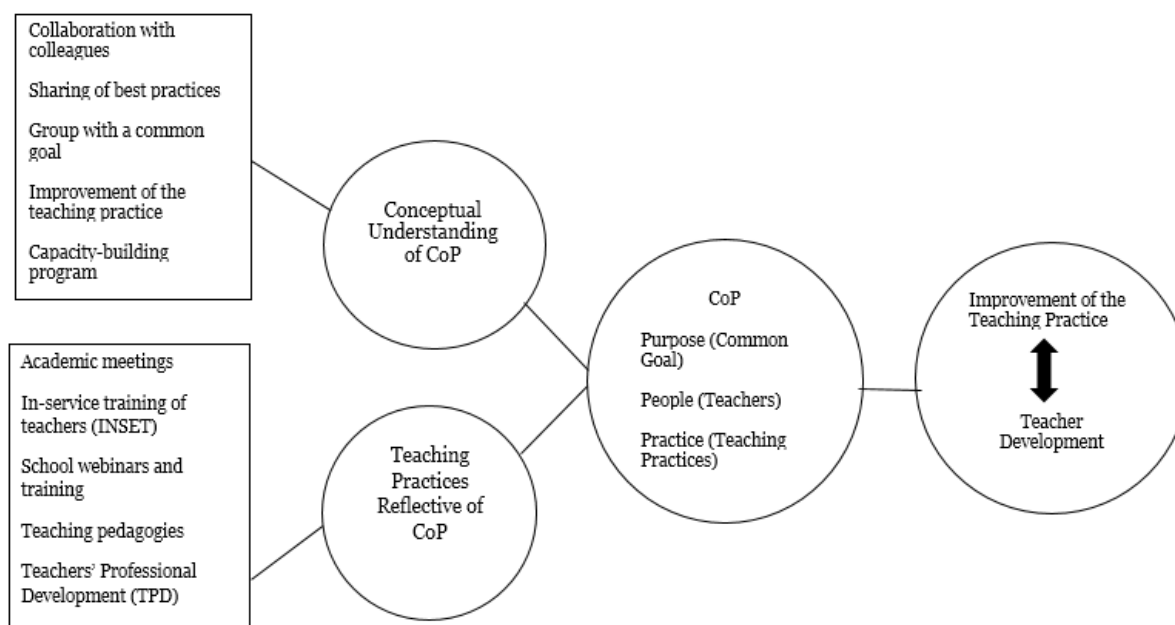
programs that will be relevant to the needs of the teachers (Ancho & Arrieta, 2021), a structured CoP framework where Common Goal (Purpose), Community (People/Teachers), and Practice (Teaching Practice) be the schools' program for TPD as this was commended towards instructional practices in school levels (Fisher et al., 2018, as cited in Ancho & Arrieta, 2021).

Research Question 3. As a result of the study, what Community of Practice framework can be developed?

The framework of Community of Practice explains the process of how an informal or unstructured CoP in schools can become formal or structured through a framework of CoP with the aim of improving teaching practices which also results in teacher development. This is based on the data collected from the four private schools in the regions of NCR and CALABARZON. The next three sections shall discuss the framework of CoP in detail in terms of (1) the conceptual understanding of CoP; (2) the teaching practices reflective of CoP; and (3) the proposed framework. The whole process is illustrated in Figure 3 on page 88.

Figure 3

Proposed Community of Practice framework for the continued improvement of the teaching practice



Note. This figure illustrates that the concept of CoP and the school's teaching practices can be combined together in making a structured CoP with the objective of improving the teaching practice. As the teaching practice improves, the community of teachers also develops. The structured CoP must have a Purpose (Shared/Common Goal), where People will be the community of teachers, and the focus or Practice will be Teaching Practice.

Conceptual Understanding of CoP

The concept of CoP in schools are classified into four: (1) collaboration with colleagues; (2) sharing of best practices; (3) group with a common goal; (4) improvement of the teaching practice; and (5) capacity-building program. Each of these will be discussed in the succeeding programs.

Collaboration with colleagues

One of the most familiar concepts of CoP is collaboration with colleagues. Teachers in schools collaborate with one another formally and informally every single day that they are in school because of their social nature which makes them active members of their environment to make learning happen (Bandura, 1986, as cited in Zhou & Brown, 2017). Collaboration with colleagues as a concept of CoP manifests learning because according to Lave and Wenger (2015) the origin and main purpose of CoP have been used in learning theory which makes it appropriate in schools. Collaboration with colleagues or co-teachers in schools is an interaction with one another where the exchange of ideas, practices, tools, methods, etc. is manifested. As shared by one participant:

Collaboration between lead practitioners and teachers is a powerful professional development activity that can help teachers improve their subject knowledge.

Case 1, T5

Sharing of best practices

Sharing of best practices as a concept of CoP is manifested in schools because it gives the opportunity for sharing, an important practice that must be cultivated in schools. If the culture of sharing best practices in teaching is evident among expert or lead teachers of the schools, it builds positive relationships among teachers because sharing of best practices involves caring for the beginning teachers. When best practices are shared by experts or lead teachers, it is an act of professionalism for the benefit of the beginning teachers which they should appreciate. Also, schools are challenged by the management of increasing knowledge in educational practices (Darling-Hammond et al., 2020), therefore this concept of CoP in

sharing best practices will somehow help the community of teachers becomes updated with the demands of the teaching profession. As shared by one participant:

Community of practice happens when the members of an institution or an organization share the same concern for something significant in their field or share the concern for problems being encountered, and harmoniously work on them by exchanging knowledge and learnings to achieve the specific goals and objectives.

Case 3, T3

Group with a common goal

Teachers in school are considered to be belonging to a group or organization or community where a common goal is established based on its nature and needs. Hence, a group or organization, or community with a common goal is considered to be one of the concepts of CoP in schools. Schools as communities or groups play an important role in the process of making meaning (Vygotsky, 1978, as cited in Zhou & Brown, 2017) which gives emphasis on the connection between social environment and cognitive development. The school community as a group has a function to play in making its community appropriate to the needs of its members or teachers. In the same way, members or teachers of the school have a role to play to benefit and contribute to the attainment of the goal of the community.

As shared by one participant:

Well based from my observation and as part of small number of teachers of our humble institution, I can say that most of the school activities and programs we undeniably practicing the concept of CoP here. Even though we have set of division of labor to do which basically based on what we can impart and do, it is noticeable that on the process of working each might open to extend their help beyond what is expected from them.

Case 4, T2

Improvement of the teaching practice

Improvement of the teaching practice is one of the main components of the framework of CoP because this is what Practice is all about in schools. The teaching practice defined by the Philippine Professional Standards for Teachers is the manifestation of the teachers' learning inside and outside of the classrooms. According to Mak and Pun (2015, as cited in Soljan & Holley-Boen, 2017), Community of Practice identifies teachers as dynamic learners who analyze new knowledge and improve teaching practices within their contextual boundaries. As a concept of CoP, improvement of the teaching practice must be relevant to the needs of the profession and the learners. When the Covid-19 pandemic happened, schools suddenly shifted to distance learning, particularly online distance learning in private schools. Schools' teaching practices are improved to meet the needs of online distance learning. As an immediate action to this concern, teachers are empowered by being responsible for their own learning and improvement through teacher-led training and webinars. Through supported learning from one and among teachers, transitioning to distance learning was achieved. As shared by one participant:

The CoP in our school proves the quotation "No man is an island". There are really things that you cannot do alone especially in teaching. By asking/providing help with your colleagues, it builds positive relationship and at the same time you know that there are people that can help us be proficient in our profession.

Case 3, T2

Capacity-building program

Capacity-building program as a concept of CoP gives support to teacher development. To effect change through learning is the objective of capacity-building programs in schools. Hence, it is considered to be a concept of CoP. Applicable to all teachers in schools, but more

importantly to the new and beginning teachers, the capacity-building program in CoP is performed by both lead practitioners and novices with the goal to effect change or learning because learning is an integral and inseparable aspect of social practice (Lave & Wenger, 1991, as cited in Gherardi, 2009). The lead practitioners or teachers allow the new or beginning teachers to observe, experience, and interpret the business of teaching. This program of capacity-building does not only affect change or learning, but it also establishes positive relationships between and among teachers involved. As one participant shared

When educators work together, we can form important professional and personal relationships. Teachers often draw support from each other and can delegate tasks that allow each other to feel effective.

Case 1, T3

Teaching Practices Reflective of CoP

The teaching practices reflective of CoP are categorized into: (1) academic meetings; (2) In-service training; (3) school webinars and training; (4) teaching pedagogies; and (5) Teachers' Professional Development.

Academic meetings

Regular academic meetings are considered a teaching practice that reflects the concept of CoP by private schools because it is formally done on a regular basis. Also, academic meetings, as the name implies, are intended for academic purposes, hence it is attended by all teachers in the school. Since academic meetings are done on a regular basis, it is a good opportunity for the schools to communicate to all teachers a common goal or purpose which can be how the improvement of the teaching practice can be done with continuity in their schools highlighting the changing or dynamic environment that the

teaching profession has. Since CoP is about a group of people in an organization who interact regularly for the improvement of their practice (Wenger & Wenger-Trayner, 2015), academic meetings are a teaching practice where the concept of CoP is reflected. As shared by one participant:

The concept of CoP is applied during regular academic meetings where the focus is improving teaching practices and solving problems.

Case 3, SH

In-service training (INSET)

In-service training is a teaching practice that reflects the concept of CoP because one of its objectives is to familiarize new teachers with the culture of the school to help them adapt to its system. Another objective of in-service training is to train or equip teachers with the needed professional knowledge and skills. The in-service training or INSET is normally scheduled prior to the opening of classes where the school's goals and objectives are communicated to all teachers to set the direction of the school and to encourage teachers' participation as well. This teaching practice reflects the concept of CoP because it was noted by Scanlan (2013, as cited in Hutching et al., 2017) that CoPs are communities of people who are in pursuit of a common goal and interact with one another to pursue this purpose. The in-service training at the beginning of the school year is the first opportunity in schools where the new teachers meet and interact with the old teachers of the school which is established as the start of learning. As shared by one participant:

In the start of the School Year 2020-2021, we have training program wherein the common goal is to be familiarize in using different online tools for the new normal.

Case 2, T1

School webinars and training

School webinars and training are a teaching practice that reflects the concept of CoP because it was utilized by the schools to capacitate their teachers via online platforms since everybody is still in the middle of the pandemic. The concept of CoP is reflected in this teaching practice because when the Covid-19 pandemic happened, professional activities in schools were done through webinars or online platforms where teachers in schools were trained in a remote setting (Ancho & Arrieta, 2021). With this, improvement of the teaching practice and teacher development can be done in an online and blended manner (Philipsen et al., 2019, as cited in Ancho & Arrieta, 2021). This reflects the concept of CoP as a teaching practice because through online platforms like webinars, teachers' training continued in schools even during the period of the pandemic. As shared by one participant:

The faculty trainings and seminars help us a lot in terms of teaching online especially because some of us are not yet familiar in using the computers for our online learning management system.

Case 1, T1

Teaching pedagogies

Teaching pedagogy is a teaching practice that reflects the concept of CoP because it is the activities of the teacher inside the classroom with regard to lesson implementation. This teaching practice is related to the improvement of students' performance in delivering quality teaching and learning. Teaching pedagogies must respond to the needs of the learners. Hence, it must be responsive and aligned with the goals of the schools. Teachers in schools with the same subject area work together to meet the demands of their curriculum which is manifested in the teaching pedagogies. This collegial activity of teachers with the same specialization

fosters good relationships, equips one another with the needed professional and technical skills, and contributes to the attainment of the school's VMG because collegiality and networking improve practice (Little, 1982, as cited in du Plessis & Muzaffar, 2010). As shared by one participant:

Collaboration between lead practitioners and teachers is a powerful professional development activity that can help teachers improve their subject knowledge.

Case 1, T5

Teachers' Professional Development

Teachers' Professional Development is a teaching practice that reflects the concept of CoP because its objective is for teacher development. With this, professional development programs at the school, national, and global levels are aimed at equipping teachers with the necessary knowledge and skills in 21st-century learning (Department of Education, 2013). Kress (2000) noted that professional development programs should be redefined for sustainability. On this matter, the concept of CoP, if redefined, can be the schools' teachers' professional development. As shared by one participant:

We have started with CoP last school year. However, it was not really structured in the sense that we don't have regular CoP meetings. However, the concept and the term is widely used in teacher development programs like school-based training and seminars or webinars, in achieving the school's goals, and in the improvement of teaching strategies, assessments, and other curricular documents.

Case 3, SH

The Framework of Community of Practice

The framework of the Community of Practice consists of three main components: (1) Common Goal/Purpose; (2) Community/People; and (3) Practice (Teaching Practice) which will be discussed individually.

Common Goal/Purpose

For the Community of Practice to happen, it needs content and purpose (Soljan & Holley-Boen, 2017). Common Goal or Practice is the component of CoP about the shared vision or the need of the community which requires to be communicated to the members for its realization and importance (Cullen & Hanson, 2009; Edwards, 2012; Richmond & Manokore, 2011; Robertson, 2007; Trotman, 2009, as cited in Soljan & Holley-Boen, 2017). The CoP is not just a group of people, it has an identity that is reflected in the Common Goal or Purpose which members must commit to participate individually and collectively to sustain the community (Wenger & Wenger-Trayner, 2015). Since the study is on the improvement of the teaching practice, this could be the Common Goal or Purpose of the CoP because it also results in teacher development.

Community/People/Members

Community or People are the members of a CoP who function for the attainment of the Common Goal or Purpose (Wenger & Wenger-Trayner, 2015). People need to interact to share ideas and support one another which eventually results in committing to the CoP (Mak & Pun, 2015; McLaughlin & Talber, 2006, as cited in Soljan & Holley-Boen, 2017). This was also noted by Wenger (1998, as cited in Huchting et al., 2017) that a shared goal can be effectively achieved when the members regularly collaborate to support each other. In a

school community, if the Common Goal is improving the teaching practice, the members are teachers who must commit to sustaining their community.

Practice

In a school community, the Practice or focus is the teaching practice which was clearly defined by the domains and strands of the Philippine Professional Standards for Teachers. Since the teaching practice is the manifestation of the teachers' learning activities inside and outside the classrooms, therefore, it must be responsive to the needs of the learners and their teaching profession (Professional Regulations Commission, 2016).

Given the wide range of demands and challenges in meeting the requisites of the PPST as the standard for the schools' teaching practices, the role of the school heads in the establishment of the CoP framework in school is very important as they are the main instructional leaders of schools. Considering the findings of the study on what and how CoP can contribute to teacher development through the improvement of the teaching practice, leadership can be distributed among teachers in school following the presented framework of CoP. One participant shared:

Community of Practice greatly helps improve our teaching practices. Rather than just limiting ourselves to our background knowledge, we get to brainstorm new ideas and be introduced with a wide range of concepts and learnings from those who are sharing the same experiences. Also, with proper delegation, right instruction, and sufficient supervision, teaching practices will surely be successful.

Case 3, T3

Chapter 4

Summary, Conclusion, and Recommendations

This chapter provides a summary of the study and its findings. It also includes the conclusion which was drawn from the findings and the resulting recommendations.

Summary of the Study

The study aimed at developing a framework for a Community of Practice for the improvement of teaching practices. This was done specifically through the following: (1) the conceptual understanding of the CoP; (2) the teaching practices reflective of the CoP; and (3) the proposed framework of the CoP for the private schools.

The Case study is the approach applied in this qualitative research to generate an in-depth and multi-faceted understanding of the concept of CoP in schools and the teaching practices that reflect it. The community of teachers with the addition of the school heads from four (n=4) private schools in the regions of NCR and CALABARZON are the participants of the study since they are directly involved in the implementation and improvement of the teaching practices. To attain detailed and descriptive information on this study, open-ended questions and focus group discussions are held to gather qualitative data to support the conduct of the study. Emergent themes of the concept of CoP and the teaching practices that reflect it were generated from the data analysis in developing a proposed framework for a CoP.

Summary of Results

The analysis of data generated the following findings about the concept of CoP in private schools, the teaching practices that reflect it, and the framework of the CoP.

Concept of CoP

The results of the study presented that the concept of community of practice was used as a vehicle for the improvement of the teaching practice in all of the private schools studied and not the community of practice per se. These schools were not recognized as formally implementing CoP. Still, their conceptual understanding of CoP as a collaborative activity among teachers, the sharing of best practices, the group with a common goal, the improvement of the teaching practice, and the capacity-building program contributed several invariable positive outcomes to their school community, particularly in the improvement of the teaching practice and teacher development.

Teaching Practices Reflective of CoP

The conduct of this exploratory research showed that the concept of CoP is evident in the teaching practices of teachers which is their everyday activities inside and outside of their classrooms which is the manifestation of their overall learning (Department of Education, 2017). Teaching practices reflective of CoP based on the findings of the study are academic meetings, in-service training, school webinars and training, teaching pedagogies, and Teachers' Professional Development. These teaching practices reflective of CoP are practiced in schools for the improvement of the teaching practice which also relates to teacher development.

The Framework of the Community of Practice

Given the above findings of the study, a structured CoP in schools where the Common Goal or Purpose, Community or People, and Practice or Teaching Practice is suggested to be the framework of CoP to be established in schools for the continued improvement of the teaching practice because it integrates the conceptual understanding of CoP and the teaching practices that reflect it into the framework for the improvement of the teaching practice and teacher development.

Limitations of the Study

Regular communication and interaction with the group members are vital in order to develop positive relationships. Mechanisms of how teachers are encouraged to actively interact during collaborative meetings to be able to sustain their participation is a limitation of the study and something to be considered in establishing the CoP in schools. Though the findings of this study revealed that teachers are able to recognize the positive outcomes of the concept of CoP in relation to the improvement of their teaching practices, it did not detail the kind of collaborative meetings done by teachers. Also, since the attainment of the vision, mission, and objectives of the school is one of the positive outcomes of CoP, the study did not cover in detail the extent of the attainment of the school's vision, mission, and objectives since none of the participant schools practices a functional CoP. Given this condition, if teachers are able to realize the benefits of a functional CoP, its effectiveness and objectives will be achieved.

The many changes in the basic educational setting brought about by the national and global frameworks like the K to 12 Reform, ASEAN integration, globalization, the changing character of the 21st-century learners, and the sudden shift to distance learning due to the Covid-19 pandemic, calls for the continued improvement of the teaching practice. All teachers must continue with their professional development. Therefore, schools play a very important role in helping teachers with their professional development. Another finding of this study is that the concept of CoP helps teachers in their personal and professional development. However, it did not detail the personal and professional aspects of the participants developed with the help of the concept of CoP. A finding of this study also revealed that schedules still pose a challenge in the conduct of teacher-related activities that promote the concept of CoP. Knowing and setting the appropriate schedule will result in better teacher attendance during CoP-related activities. Also, knowing how best CoP-related activities in school can be cultivated to encourage continued and improved participation of teachers despite their individual differences is another challenge that needed to be addressed in the establishment of CoP. It was also noted in this study that the transition of collaborative meetings from face-to-face, to limited face-to-face, to online varies in the degree of participation and effectiveness is an area that is yet to be determined.

There are other limitations associated with this study. Since it is exploratory in nature, the study did not look into the stages of the concept of CoP in each school. Whether the concept of the CoP applied is still in the early stage or in the developing stage already. This is an important factor that could have been considered for it will help determine the level of achievement of the shared goal, the stage of relationship formed among members of the

community, and the improvement of teaching practices. With these emerging indications, it is important that the schools' teacher development program be reconstructed toward aiming for continuous improvement of the teaching practice zeroing in on teacher quality through the CoP framework.

Conclusion

The following conclusions were drawn from the findings of this study:

First, the concept of CoP is mainly utilized by private schools because of its applicability and usefulness but the concept highlighted collaboration with colleagues because of their social nature; the sharing of best practices which promotes camaraderie and helps establish good relationships; the group with a common goal because they all belong to the same school community which they have a role to play to be able to sustain it; the improvement of the teaching practice which is their everyday activities inside and outside the classrooms, and the capacity-building program which equips teachers with the necessary professional knowledge and skills.

Second, there are several teaching practices in schools that reflect the concept of CoP because it is the manifestation of the teachers' learning in their day-to-day activities in school. The highlighted teaching practices are academic meetings because it is done on a regular basis with a purpose; the in-service training which prepares the new teachers for the culture of the school and at the same time the opportunity to communicate to all school members the goals of the school; school webinars and training which was the alternative teacher development activity in the period of the pandemic; the teaching pedagogies which focused the improvement on remote or distance learning; and the Teachers' Professional

Development which must continue to meet the challenges of the changing educational system.

Third, a framework of the CoP must have a Common Goal/Purpose for it to function, a Community/People who commit to sharing ideas and practices to help other members improve and to meet the shared goal or common goal, and Practice or teaching practice which is the manifestation of the activities of the identity of the community and its members.

Recommendations

In light of the findings and conclusion of the study, the following recommendations are presented:

For the basic education sector

The creation of school policies that will support the establishment of the structured CoP in basic education schools following the framework presented as a result of the study because it can pave the way to meeting the Philippine Professional Standards for Teachers (PPST) which is the new framework for teacher quality in the country. In the framework of the CoP, each Domain of the PPST can be the Common Goal of basic education schools. In doing so, every Domain and the strands under it will be realized.

For the basic education school leaders

Through their leadership and management, the development of a structured CoP in schools following a Common Goal/Purpose, Community/People, and Practice (Teaching Practice) be the framework for its Teacher Development Program (TPD) because of its applicability in their community of teachers in improving their teaching practice and their advancement that will be responsive to the needs of the changing educational system. School

leaders play a vital role in making sure that schools support quality teaching and learning because the knowledge and skills in basic education schools will continue to increase.

For Teacher-Education Institutions

Enhancing the curriculum (Practice Teaching) by giving emphasis on capacity-building activities that will foster a culture of collaboration because there is a lot to learn with regard to the teaching practice defined by the PPST. Since no single teacher can learn and manifest all of it, future teachers must realize early that they need to function as a team with their cooperating teachers for them to realize early that they are part of a community and that they have important roles to play to sustain the community they belong to.

For the Community of Teachers

Following the CoP framework, schools can begin by looking into the concepts of CoP that are already happening in schools, particularly relating to the improvement of teaching practices. If schools could offer their teachers a shared professional learning experience and personalized learning opportunities that are school-based for the improvement of their teaching practices like the CoP, then teachers in school will be learning together and at the same time learning on their own (Rodman, 2018). The community of teachers in schools is already a good source of knowledge and practice. However, empowering teachers through the CoP will help the school enhance teacher quality which has now become the most important factor in building a sustainable nation (Department of Education, 2017).

For future researchers

The following topics are recommended:

Comparison of the structured and unstructured Community of Practice in the Private Schools. This study will help determine how the Community of Practice can be cultivated following its objectives.

Utilizing Online Community of Practice as Teacher Professional Development (TPD) in the new normal. Since we are still in the middle of the pandemic, exploring Online CoP will give important information on another aspect of TPD that can be implemented in schools.

For academic-related organizations

Following the framework of the CoP, schools' and organizations' consortiums can also look into the components and framework of CoP for the improvement of their community and for the possible creation of new knowledge, tools, and practice where they can share their best practices for sustainability.

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APPENDICES

Appendix A

Request Letter to School Head to Conduct Study

1 March 2021

Sr. Flor Lumibao
Principal
Mother of Divine Providence School
Marikina City

Dear Sr. Flor Lumibao,

Greetings in the name of wisdom!

I am a graduate student of Philippine Normal University in Taft Avenue, Manila. I am currently undertaking my master's thesis entitled *A FRAMEWORK FOR A COMMUNITY OF PRACTICE AMONG PRIVATE SCHOOLS*.

This study will explore how the community of practice or the school's professional learning community is used by some of the private schools for the improvement of the teaching practices. It hopes to serve as a basis for consideration for teachers' professional development programs in supporting teachers to achieve the current professional standards for quality assurance. This study also aims to contribute in helping teachers, new to experts, make a contribution in the schools' community of learning by supporting and learning from one another and equipping themselves with the demands of the dynamic field of education.

I am writing to request permission to conduct a research study at your institution. I hope that the school administration will allow me to ask the teachers and the school head/principal from levels K to 12 to complete the 2-page questionnaire for my study which will be in Google Forms to protect the researcher and the participants from the possible physical transfer of the covid-19 virus during this period of pandemic.

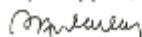
The identity and information gathered from your institution will be strictly kept confidential and will be used for research purposes only.

Your approval to conduct this study will be greatly appreciated. You may contact me at my email address melanieoyolaaydalla@gmail.com or via sms at 09454925676.

May this request merit your positive response.

Thank you very much and stay healthy and safe.

Respectfully yours,



Melanie L. Aydalla
Researcher

Appendix B

Signed Approval of the School Head



MOTHER OF DIVINE PROVIDENCE SCHOOL
Marikina Heights, Marikina City
SY: 2020 – 2021

MEMORANDUM

Date: May 28, 2021

To: All MDPS Faculty

From: *Sr. Ma. Flor J. Lomibao ASP*
Sr. Ma. Flor J. Lomibao, ASP
(Principal)

Re: Survey: Title: **Promoting Community of Practice Among Basic Education Teachers in the Private Schools**

This is to inform you to answer the 2 – page survey questionnaire which will be sent to your MDPS e-mail.

Thank you very much for your cooperation.

Approved by:

Sr. Ruby D. Diva ASP
Sr. Ruby D. Diva, ASP
(Directress)

<https://mail.google.com/mail/u/0/?tab=rm&ogbi#search/in%3Asent+mdps/QgrcJHsTmbdgbrNLLXsKftbbDwsjLMnDZRI?projector=1>

1/1

Appendix C
Informed Consent Form

Research Title: A Framework for Community of Practice among Private Schools

Participant's Name: (Optional)

School:

Identification of the Researcher

I am Melanie L. Aydalla, a graduate student at Philippine Normal University with a Master of Education major in Educational Management.

Objective of the Study

The study aims to promote a community of practice among basic education teachers in private schools for the improvement of teaching practices. It also hopes to serve as a basis for consideration for teachers' professional programs in supporting teachers to achieve the current professional standards for teachers for quality assurance.

This study also aims to contribute to helping teachers, new, average, and expert, make a contribution to the schools' community of learning by supporting and learning from one another and equip themselves with the demands and trends of the K to 12 curriculum.

Selection Criteria and Participants

Since the phenomenon being studied is about the community of practice in private basic education (K to 12), your school was purposely selected as one of the sites of research since it is appropriate to the research locale of this study. Considering the objective of the study on improving teaching practices through the community of practice, only key stakeholders involved in the academic activities particularly principals, coordinators, and teachers of the school are selected as participants of the study. Hence, all basic education teachers, regardless of level, gender, ethnicity, and cultural affiliations are respondents to this study.

Benefits of the Study

Having a school community with quality teachers is the main benefit of this study. Hence, it is beneficial to the school and to the teachers. Regardless of career stage, novice, average, and expert, teachers have teaching practices to share for the improvement of the academic personnel of the school community. Through the concept of community of practice which means, "a group of people who share a concern to improve the things they do or their passion to deepen their knowledge and expertise through interaction", (Lave & Wenger, 2002), the collaborative effort of the teachers in the community will help ensure quality teaching and learning for the school and its teachers.

Level and Type of Participant Involvement

As a participant in this study, you will be asked to complete an online survey which you will receive via email and in Google Forms. This will be done to protect you from the possible physical transfer of covid-19 virus during this pandemic period. Also, you may be asked to participate in a follow-up interview, focus group discussion, and observation. The survey is expected to take about 10-15 minutes.

Notation of Potential Risks for the Participants

The Review and Ethics Committee of the Philippine Normal University has determined that participation in this study poses minimal risk to participants. Your participation **will not affect your performance rating** as a teacher.

Questions, concerns, or complaints about this survey or benefits, or risks associated with participating in this study can be answered by the researcher through email address, melanieloyolaaydalla@gmail.com, or via my personal number, 0945-492-5676.

Guarantee of Confidentiality

One of the safety mechanisms of this study is the use of pseudonyms to protect the identity of the participants because all information obtained in this study is strictly confidential. The data to be collected will be managed properly by the researcher to ensure its veracity for the protection of the participants. Physical documents will be kept in a locked filing cabinet, and the electronically collected data will be secured with a password that only the researcher can access. Reflective thinking will be employed by the researcher over the generated data to make a synthesis of the study.

Incentives or Compensation

This study to be conducted by the researcher is not funded. Hence, the researcher will do all possible means to minimize the possible expenses to be incurred by the participants during the collection of the needed data. The semi-structured questionnaires will be sent and returned via email to avoid expenses on paper and printing. If in case the participant/s does not have a stable internet connection at the time of the conduct of the interview, the researcher may provide, if to be requested by the participant, monetary assistance in the form of a prepaid phone card which could be enough for 10 - 15 minutes which the participant can use to connect to the internet to make the research interview possible. Hence, minimal incentive can be provided by the researcher if in case the participant will be lacking the resources for internet connectivity.

Voluntary Participation

Participation in the research is on a voluntary basis. You have the right to refuse to participate or to withdraw at any time. If you withdraw, it will not affect you in any way. If you choose

to withdraw, you may request that any of your data that has been collected be destroyed unless it is in a de-identifiable state.

Voluntary Consent by Participant

By signing this consent form, you are agreeing that you have read and fully understand the contents of this document and are willing to take part in this study.

Signature

Date

Appendix D
Signed Informed Consent Form

1/4/22, 2:22 PM

St. Flor's Signature - MARIA FLOR LOMIBAO.jpg

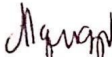
Dr. ma flr q. Lomibao, ASP

https://drive.google.com/drive/folders/1p_qbStuCoWSPent_5u2wvE5A3wA2wKODvte2Jf008jwUjH0g50Q8wY7E2_g5s8t8MYs

1/1

Voluntary Consent by Participant

By signing this consent form, you are agreeing that you have read and fully understand the contents of this document and are willing to take part in this study.



Ma. Irish M. Quiazon
Signature

May 28, 2021
Date

Appendix E School Profile

Community of Practice Survey Form for School Heads

Year Established *

1987

Name of School Head *

Sr. Ruby D. Diva, ASP

School's Organizational Membership (list as many as possible) *

PAASCU, CEAP, PEAC, DACSA, MARIPISAA, MARIPRISA, MARIPRIPA, FAPSA

Number of Faculty *

☐ 5 - 10

☐ 11 - 20

☐ 21 - 30

☒ 31 - 40

☐ Other:

Type of School *

☒ Private - Sectarian

☐ Private - Non - Sectarian

This content is neither created nor endorsed by Google.

https://docs.google.com/forms/d/13YWIBD7ONyPZWTPkCy_Tx8yQhsbi_yrkNN1li5-fgpw/edit#response=ACYDBNifl24qzek_Rr-QIR91AOmAuvUcd3t... 4/5

Appendix F

Sample Questionnaire

5/27/22, 12:26 PM

Community of Practice Open-Ended Questionnaire for School Heads

Community of Practice Open-Ended Questionnaire for School Heads

Dear School Head,

Thank you for allowing me to conduct research in your school. As a participant of this study, this questionnaire will explore the concept of Community of Practice among K to 12/basic education teachers in the private schools for the improvement of the teaching practice.

One of the safety mechanisms of this study is the use of pseudonyms to protect the identity of the participants because all information obtained in this study is strictly confidential. Data to be collected will be managed properly by the researcher to ensure its veracity for the protection of the participants. Physical documents will be kept in a locked filing cabinet, and the electronically collected data will be secured with a password that only the researcher can access. Reflective thinking will be employed by the researcher over the generated data to make a synthesis of the study.

This questionnaire consists of three (3) parts: Informed Consent, School Profile, and the Open-Ended Questions.

Stay healthy and safe.

Sincerely,

Melanie L. Aydalla
Researcher

* Required

1. Email *

https://docs.google.com/forms/d/1zu3Uky2XQashuGXcdhSJ0Djr4MxMmTAP_2E1nfdtc/edit

1/6

3. Name and Address of School

4. Year Established

5. Region

Mark only one oval.

- ☐ NCR
- ☐ CALABARZON

6. Number of Faculty

Mark only one oval.

- ☐ 1 - 10
- ☐ 11 - 20
- ☐ 21 - 30
- ☐ 31 - 40
- ☐ 41 - 50

7. DepEd recognized K to 12/Basic Education school

Mark only one oval.

- ☐ Yes
- ☐ No

8. Type of school (denomination)*Mark only one oval.*

- ☐ Private - sectarian
☐ Private - non-sectarian

Open-Ended Questions**9. How does your school understand the concept of CoP?**

10. What are the teaching practices in your school reflective of CoP?

11. How will you describe the participation of teachers in your CoP-related activities?

Community of Practice Open-Ended Questionnaire for Teachers

Dear Teacher,

Thank you for participating in this study. As a participant of this study, this questionnaire will explore the concept of Community of Practice among K to 12/basic education teachers in the private schools for the improvement of the teaching practice.

One of the safety mechanisms of this study is the use of pseudonyms to protect the identity of the participants because all information obtained in this study is strictly confidential. Data to be collected will be managed properly by the researcher to ensure its veracity for the protection of the participants. Physical documents will be kept in a locked filing cabinet, and the electronically collected data will be secured with a password that only the researcher can access. Reflective thinking will be employed by the researcher over the generated data to make a synthesis of the study.

This questionnaire consists of three (3) parts: Informed Consent, Professional Profile, and the Open-Ended Questions.

Stay healthy and safe.

Melanie L. Aydalla
Researcher

* Required

1. Email *

3. Name and Address of School

4. Basic education/K to 12 teacher

Mark only one oval.☐ Yes☐ No

5. Employment status

Mark only one oval.☐ New teacher☐ Probationary (Year 1-3)☐ Tenured (Year 4 and above)

Open-Ended Questions

6. How do you understand the concept of CoP?

Appendix G

Sample Participant's Answer in Open-Ended Questionnaire via Google Forms

Community of Practice Open-Ended Questionnaire for Teachers

Collected be destroyed unless it is in a de-identifiable state.

Voluntary Consent by Participant
By signing this consent form, you are agreeing that you have read and fully understand the contents of this document and are willing to take part in this study.

Voluntary Consent

☒ I agree to participate in this study

Professional Profile

Name and Address of School
[Redacted]

Basic education/K to 12 teacher

☒ Yes
☐ No

Employment status

☒ New teacher
☐ Probationary (Year 1-3)
☐ Tenured (Year 4 and above)

Open-Ended Questions

https://docs.google.com/forms/d/1Ya2PBO6ps0Yxm6qcHZaaEhSPc7KRuyJTLV1HZhlsigA/edit#response=ACYDBNhYKryBO_mEiB2Nb1-X4a3tO8Ju... 3/5

How do you understand the concept of CoP?

Community of Practice is an environment where professionals in the same field – in our case, the education/teaching – can discuss concerns, problems, relevant information and apply it for the benefit of the institution. Also, it is more than just a formal meeting or discussion. I think it is the very culture of trust and respect among teaching professionals who are established in their field of expertise, who can community with harmony to achieve a goal for the school community.

What are the teaching practices in your school reflective of CoP?

The school conducts regular meetings specifically designated for sharing new teaching or professional practices. Aside from professional matters, topics relating to overall lifestyle improvement are also tackled in our CoP. Once, we had financial literacy for teachers which allows us to see other financial opportunities despite being already in the professional field. We also had a meaningful talk about working with our school community as a team. This habit of information sharing is also being practiced even outside these formal meetings. Teachers who are more adept at technology, for example, would assist the others. Introducing online educational websites or programs for teaching are also being shared among teachers. Peer evaluation among teachers are also openly practiced for school documents.

Appendix H

Sample of Coding

1st Coding - Teachers - July 10, 2021 (evening), July 31, Aug 14, 28, Sept 10, Sept. 12

1. How do you understand the concept of CoP in your school? **Sharing of ideas and experiences with colleagues to improve teaching practices; Sharing of ideas, best practices, and solutions to problems to achieve a common goal**

School A

- T1 - for the improvement of teaching practices ✓
- T2 - sharing of ideas and concerns in teaching to make the school better
- T3 - sharing of best practices in teaching
- T4 - sharing of ideas and solutions to problems in teaching
Venue in making a happy and peaceful working environment
- T5 - sharing a common concern
Fulfilling both individual and group goals
- ✓ T6 - ~~answer~~ collaboration with colleagues
- * T7 - mutual relationship to achieve a common goal

School B - **Group of people who share a common purpose to address the problem as a whole;**

- T1 - having one set of goal to achieve
- ✓ T2 - was explain and introduce to the teachers in the orientation
- T3 - through the vision, mission, goals, department goals, and monthly and annual meetings
- T4 - group of people who share common purpose and ideas to address the problem as a whole
- T5 - practices which we do as a group to attain vision, mission, goals
- T6 - it is a way of being organized and to be familiar to the rules and regulations of the school
- T7 - practices done collaboratively geared towards the school's VMG

School C - **Teachers/members share ideas, knowledge, experiences with one another to attain a common goal or to address a problem**

- T1 - teachers share the learned topics or common goal with other faculty members to lift each other which focus on sharing best practices and creating new knowledge
- T2 - teachers regularly interact to build connections and help each other for professional development and for the betterment of the school
 - an opportunity to share new ideas in teaching and assessing students
- T3 - members share the same concern for something significant in their field
 - share the same concern for problems being encountered
 - harmoniously work on the problems by exchanging knowledge and learnings to achieve specific goals and objectives
- T4 - an activity where a group of people share different ideas, challenges, problems for the common good and set goals.
- T5 - a group of people sharing one common goal to make the institution better
- T6 - a kind of culture within the institution
 - Teachers work together and share ideas
- T7 - sharing of ideas, knowledge and experiences to colleagues

- learning from each other thru interactions with one another
- T8 - collective effort sharing same interest and ideas
- people learn to do and do it better as they interact to reach a common goal

School D *Collaboration with colleagues sharing a common interest or concern*

- T1 - caring for each other
- T2 - collaboration with colleagues
- T3 - It is the group of people who share a common concern.
- / T4 - I only have a slight understanding of it.
- T5 - We are able to practice the value of cooperation as we aim for the success of this school year.
- T6 - Community of Practice has significant role as it create huge impact on teachers feeling of sense of belongingness as part of unified group. It helped teachers a lot on certain areas to improve their skills and abilities while enjoying the shared common interest within the field.

2. In what teacher-related functions/activities/programs does your school apply the concept of CoP? During INSET and mid-year INSET; in achieving the Vision and Mission of the school; during school-based seminars which focus on improving teaching skills and student performance

School A

- T1 - summer INSET and Mid-year INSET
- T2 - online and modular class settings
- T3 - school-based webinar series
- T4 - seminars that help teachers improve teaching skills
- T5 - in the improvement of student performance
- T6 - in teaching pedagogies and in classroom management
- T7 - in achieving the vision and mission of the school

School B - INSET where the goal of the school is familiarized/communicated; during academic meetings

- T1 - start of the SY, in a training program wherein the common goal is familiarized
- T2 - in the outreach activities
- T3 - in the academic and non-academic activities
- T4 - academic meeting, performance task integration
- T5 - faculty meetings, academic monthly activities, outreach programs
- T6 - webinars, online activities
- T7 - all school programs

School C - INSET, during CoP meetings, during academic meetings

- T1 - INSET, free time, during forum for CoP
- T2 - INSET, webinars, workshops for professional development
- T3 - classroom management, specifically in adapting to modernized teaching methods and social norms
- T4 - classroom management, behavioral management, professional management, activities for the maintenance of school standards and promotion

First Coding - School Heads - July 10, 2021, July 31, 2021, August 14, 25, Sept 10

1. How does your school understand the concept of CoP? **COLLABORATION/MUTUAL RELATIONSHIP**

A - mutual relationship with a common goal

B - collaborative effort of everyone to improve the quality of education
- the synergy to work for the benefit of the school
- the shared dream to make things happen

C - group of teachers who collaborate to help each other
- group of teachers who reflect on how to improve in terms of teaching and learning

D - giving quality education to students guided by the school's vision, mission, and philosophy

2. Based on the frameworks of CoP, what are the school's teaching practices that would fall under CoP? **INCULCATION OF THE SCHOOL'S VISION & MISSION IN LESSONS**

A - teaching practices aligned to the vision and mission

B - Common goal - "Character is our commitment"

- 4Cs - commitment, conscience, competence, compassion
- in-depth service by participating in the adopted community and community pantry
- values are integrated in teachers' lessons

C - Good communication during regular meeting, positive feedback during observations and casual visits, protocol in disseminating information

D - Community service and engagement

Appendix I

Excerpt from the Interview

Female school head from Marikina City. The interview was conducted on October 28, 2021 at 2:30 in the afternoon and lasted for 18 minutes.

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Interviewer: How will you describe the collaborative or sharing activity during your session? Are there any challenges you encountered?

Interviewee:

Hi! Yes it's true that we have a lot of problems, may mga bagay na hindi natin na-cocontrol like the internet connection, yung brownout, minsan our device is not cooperative, we don't have new gadgets naman kasi. We're all using the things that we already have. But with the Community of Practice, with the cooperation of the teachers, 98% of the teachers are very cooperative. Although, yun nga katulad ng sa students, like the struggles that we teachers have like the students, we do have the same struggles or challenges when it comes to training teachers. Minsan yung teachers na tine-train namin are also having internet problems , tapos magkakaran sila ng problems sa gadget. It's the same thing. There really is a difference when it comes to communicating in person and communicating online, and that's something that we have to overcome especially with the training sessions that we have. Where, para syang yung meme na nakikita ko sa internet na sa sobrang concern mo sa grammar mo sa email, nakalimutan mo yung attachment. Kasi it's true even with the virtual assemblies, virtual gatherings. It's really different, because, wala dun yung, wala dun yung lahat ng forms of communication of the people involved. Like for this one, you can only see one-fourth of my body. Wala na yung body language, stuff like that. Hindi natin napapansin na sobrang importante pala sa atin noon. And when it comes to the emails, wala namang intonation yung email natin. Even if we don't want to sound imposing or intimidating, it does sound that way, because the person reading that, had that mentality already. Iyun yung mga ganun. It's not prone to miscommunication, but there is that bridge that you need to cross, not just with your teachers, but also with your students. Kasi if you are not personally connected, or you haven't had one-on-one conversation with each of these people, the tendency is, they would have a different tone to you. Yung ganun.

(Hi! Yes it's true that we have a lot of problems. There are things that we cannot control like the internet connection, brownout, sometimes our device is not cooperative because we don't have new gadgets. We're all using the things that we already have. But with the Community of Practice, with the cooperation of the teachers, 98% of the teachers are very cooperative. Although, similar to the struggles that we experience with the students, we

do have the same challenges or struggles when it comes to training teachers. Sometimes, the teachers that we are training are also having internet problems, then they will also have problems with their gadgets. It's the same thing. There really is a difference when it comes to communicating in person and communicating online and that's something that we have to overcome especially with the training sessions that we have. It's like the meme that I saw on the internet. Because of so much concern with the grammar of your email, you forgot the attachment. It's also true with virtual assemblies, virtual gatherings. It's really different because the forms of communication are not evident with the people involved. Like for this one, you can only see one-fourth ($\frac{1}{4}$) of my body. You can no longer see the body language. Stuff like that. We can't notice that, but those are important to us. And when it comes to the emails, it has no intonation. Even if we don't want to sound imposing or intimidating, it does sound that way. Because the person reading that, had that mentality already. Things like those. It's not prone to communication, but there is a bridge that you need to cross, not just with your teachers, but also with your students. Because if you are not personally connected, or you haven't had one-on-one conversation with each of these people, the tendency is, they would have a different tone to you. Something like that.) (School B, SH).

Researcher's Curriculum Vitae

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Profession: Licensed Professional Teacher (August 1998)

Educational Background

Graduate: Philippine Normal University (2022)

Course: Master of Arts in Education in Educational Management

Undergraduate: Polytechnic University of the Philippines (1998)

Course: Bachelor in Business-Teacher Education major in Distributive Arts

Work Experience

Jehoshua Academy of Marikina, Inc.	School Principal	2018 - Present
Angono Private High School	School Principal	2017 - 2018
San Lorenzo Ruiz de Manila School	School Principal	2013 - 2016
Lorenzo Ruiz de Manila School	Asst. Principal	2012 - 2013
	Prefect of Discipline	2009 - 2012
	High School Teacher	1999 - 2009
ERDA Technical-Vocational Secondary School	High School Teacher	1998 - 1999