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**Collaborative Expertise Experiences in Values Education During
the Pilot Implementation of MATATAG Curriculum**

A THESIS

Presented to The College of Teacher Development
Philippine Normal University
Manila

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN VALUES EDUCATION

Aljohn P. Pedro

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Chapter 1

The Problem and Literature Review

This chapter presents a review of the relevant literature on collaborative expertise in education, including the potential benefits, challenges, and factors that influence its implementation. The literature review highlights the importance of understanding the lived experiences of teachers who participate in collaborative expertise initiatives. The problem statement and research question are then introduced, laying the groundwork for the study.

Background of the Study

The field of education is complex, multifaceted, dynamic and ever-evolving, where the needs and expectations of students are constantly shifting. This has brought about a significant shift in the way to approach learning and teaching. One of the key aspects of this transformation is the increased emphasis on teacher collaboration (Carroll et al., 2021)

Collaboration and expertise among the teachers and even from various stakeholders to effectively deliver educational programs and promote student success have been a prerequisite for this generation. The 21st century trends and innovation in education demand a shift from a single source of knowledge and fragmented system to a more collaborative approach. Teachers have been required to work not only within their own subject

areas but also across disciplines, leveraging their collective knowledge and expertise to develop innovative teaching strategies.

Collaboration has become a defining characteristic of modern education, as it reflects the growing need for individuals to work together to address complex issues (Laal & Ghodsi, 2012). This practice of teacher collaboration has emerged as a crucial strategy in cultivating a comprehensive and effective learning environment that caters to the diverse requirements of the 21st-century learner. This collaborative approach extends beyond just the students; it is also crucial for teachers to engage in meaningful dialogues and share best practices with their colleagues. One of the salient features in 21st-century education is the Collaborative Expertise (CE), which is crucial in addressing the diverse needs and challenges of learners and teachers (Florian & Spratt, 2013). Collaborative expertise enables collective efforts to develop effective policies and guidelines, implement innovative educational frameworks, and address gaps and challenges in response to the changing educational landscape. By working together, these individuals can share their knowledge and resources to create innovative teaching methods, develop inclusive educational policies, and establish a supportive learning environment for all students (Villavicencio et al., 2021).

Collaborative expertise has a long history, with roots in ancient times. However, modern practices of collaborative and cooperative learning emerged separately in the 1960s and became well-known in the 1970s and 1980s. Collaboration has long been regarded as a promising practice in education, with the potential to enhance both student learning and teaching effectiveness. Carroll et al. (2021) found that the study found that

teachers who regularly engage in collaborative activities are more likely to recognize improvements in their teaching effectiveness and student outcomes.

The existing literature on collaboration in teaching and learning provides valuable insights into the potential benefits and challenges associated with this approach. Studies have indicated that when teachers work together, sharing their diverse perspectives, knowledge, and instructional strategies, it can lead to positive outcomes for student learning. Furthermore, teacher collaboration has been linked to reduced feelings of isolation, the development of supportive relationships, and greater understanding of content and pedagogy (Weddle et al., 2020a).

While previous research has highlighted the products of collaborative efforts, there has been little examination of the nature of these collaborations and their effectiveness. A need to explore the benefits, challenges, and best practices of teacher collaboration in educational settings. The argument of the need to understand not only the extent of teacher collaboration but also the quality and impact of such collaborative practices on student learning and school improvement (Ronfeldt et al., 2015). Furthermore, research suggests that teacher collaboration is widely promoted as a means for improvement. In countries with high-performing education systems, such as Finland, teachers are found to collaborate extensively with excellent results (Vangrieken et al., 2015a). In the Philippines, the Department of Education (DepEd) recognizes the importance of collaborative expertise in addressing the challenges faced by the education sector (Department of Education Schools Division of Baybay, 2024). Teachers shall engage in collaborative expertise sessions through learning Action Cells (LAC) and other professional development

activities to share effective practices and prepare materials together. However, the lack of collaboration among teachers is one of the most significant challenges facing the education system today. Despite the recognized benefits of collaborative practices, such as improved student outcomes and professional development (Tichenor & Tichenor, 2019), many teachers continue to work in isolation, unable to coordinate their efforts effectively with colleagues.

One of the primary reasons for the lack of collaboration among teachers is the deeply ingrained culture of professional isolation that pervades the teaching profession (Tichenor & Tichenor, 2019). Teaching has traditionally been viewed as an individual activity, with teachers working behind closed doors, independent of their peers. Teaching has traditionally been viewed as an individual activity, with teachers working behind closed doors, independent of their peers. This "eggcrate" model of schooling has been slow to change, with many teachers still reluctant to open up their classrooms and engage in meaningful collaboration with their colleagues. As the study noted, "School Teaching has endured largely as an assemblage of entrepreneurial individuals whose autonomy is grounded in norms of privacy and noninterference and is sustained by the very organization of teaching work" (S. M. Johnson et al., 2018). The nature of teaching as an individualistic profession characterized by autonomy and privacy among educators. This perspective suggests that teachers often operate within a framework that prioritizes personal teaching styles and methods, which can lead to isolation rather than collaboration. Another significant barrier to collaboration is the lack of time and resources available to

teachers. With demanding schedules, heavy workloads, and limited opportunities for professional development, many teachers simply do not have the time or energy to engage in collaborative activities. This paper examined the key factors that contribute to this lack of collaboration and discussed potential strategies for overcoming these barriers.

While previous studies have provided important initial descriptions of the nature of teacher collaboration, there is a need for more in-depth understanding of the specific factors that facilitate or hinder collaborative practices among teachers (Ronfeldt et al., 2015). This includes exploring teachers' own perspectives on the benefits and barriers to collaboration (Tichenor & Tichenor, 2019). Understanding the complex dynamics of teacher collaboration is crucial for developing effective policies and strategies to promote collaborative work in schools and improve student learning outcomes.

There is a call for more in-depth studies that explore the lived experiences of faculty members engaged in collaborative teaching and its impact on teacher training. The debate surrounding the effectiveness of collaborative expertise in education and a need to better understand the lived experiences of teachers who participate in such initiatives. There are needs, challenges, and benefits that teachers encounter when engaging in collaborative expertise, and these experiences can provide valuable insights for improving the implementation and effectiveness of this approach. Given the new curriculum overhaul that has been introduced, it is important to examine how teachers are navigating these changes through collaborative efforts. The mandate to implement the collaboration among teachers is a crucial factor that warrants further investigation as it can have a significant impact on the success and sustainability of collaborative expertise in education.

The MATATAG Curriculum, a recently introduced educational framework, has garnered significant attention and discussion, particularly around the firsthand experiences of the teachers responsible for its implementation. In this ever-evolving landscape of education, the need for continuous professional development among teachers has never been more critical. There is a necessity for the Learning Action Cell (LAC) initiative as a structured approach to foster collaborative expertise among educators. Through these sessions, teachers engage in collective problem-solving and shared learning experiences, ultimately aiming to improve their instructional practices and enhance student outcomes. As a result, one of the salient features of this curriculum is a strong emphasis on the concept of Collaborative Expertise (CE). This approach acknowledges the importance of collaborative learning practices in fostering meaningful and engaging educational experiences for students (Cadavieco et al., 2012).

CE is implemented through the Learning Action Cell (LAC), which seeks to foster collaborative practices among teachers, with the ultimate goal of improving student outcomes and providing an opportunity to explore collaboration dynamics in a unique setting. With the emphasis on CE, LAC Sessions provide a new experience and perspective to the field of education, especially to the teachers.

At its core, the CE incorporated in LAC serves as a platform for teachers to come together regularly—which in the context of pilot implementation, all three high schools gathered as one—typically once a week every after the shortened period on the last day of the week which was Friday—to discuss common challenges they face in their class-

rooms, assess the impact or realization from the previous lesson and suggest or brainstorm on how to improve the given lesson exemplar for the next lesson. During the pilot implementation of the MATATAG Curriculum, there was an allotted schedule for the CE. Each session is facilitated by a Values Education department head or education program supervisor who guides the discussions and ensures that the objectives are met. This structured facilitation is crucial, as it helps create an environment conducive to open dialogue and mutual support.

However, the implementation of collaborative practices in the classroom can be a complex and elusive endeavor. The authors of "The Elusive Search for Teacher Collaboration" have examined the nuances of collaboration, highlighting that it can take on different forms and lead to vastly different outcomes (Glazier et al., 2017). The lack of systematic examination and understanding of the challenges inherent in this approach poses a significant obstacle to its widespread adoption and implementation. A need to delve deeper into the complexities and potential barriers surrounding teacher collaborative expertise is paramount to unlocking its transformative power, it is necessary to unpack the nuances of this crucial educational strategy (Tichenor & Tichenor, 2019). To examine the problem, it is essential first to understand the current landscape of teacher collaboration, the perceived benefits, and the barriers hindering its effective implementation. This underscores the need for a deeper understanding of how collaboration is enacted and experienced within specific educational contexts.

This study aimed to examine the lived experiences of teachers who participated in collaborative expertise in education, specifically in Values Education. By understanding

the perspectives and experiences of teachers, this study can contribute to the growing body of literature on collaborative expertise and provide practical insights for policymakers, school administrators, and teacher education programs to support better and facilitate such cooperative efforts. Gaining insight into teachers' perspectives on collaboration and its efficacy in delivering Values Education could be crucial to enhancing these practices.

According to the Research Institute for Teacher Quality (Research Institute for Teacher Quality, 2024), the development of Collaborative Expertise Sessions (CES) under the MATATAG Curriculum aims to enhance teacher collaboration but still lacks empirical studies on their effectiveness in Values Education. Hattie's model emphasizes the need for collective efforts among teachers, yet the specific dynamics and impacts of such collaboration in Values Education remain underexplored. The study on Collaborative Expertise Experiences in Values Education during the Pilot Implementation of the MATATAG Curriculum is important because it has the potential to improve Values Education overall and address important gaps in the Philippine educational system.

A major reform aimed at raising the standard of basic education in the Philippines is the MATATAG Curriculum. This comprehensive educational framework, implemented in Philippine public schools, specifically aims to integrate peace and Values Education with reading enhancement, utilizing culturally relevant teaching practices (Aquino, 2024). The curriculum has undergone significant revisions, including a reduction in the number of competencies and an intensification of Good Manners and Right Conduct and Values Education, aligning with legal mandates (Olipas, 2024). Values Education is an

integral component of the MATATAG Curriculum, which seeks to instill holistic development, character, and essential life skills alongside academic excellence (O. K. Kilag et al., 2023a).

Moreover, the study holds importance due to its objective of examining how collaborative expertise can assist in overcoming difficulties identified in past educational models, such as curriculum overload and assessment discrepancies. By gaining knowledge about these mechanisms, we can develop more efficient implementation strategies that align with the evolving trends in global education (Department of Education, 2024). The results may help guide teacher professional development programs by highlighting collaborative practices that improve Values Education teaching strategies. This aligns with the MATATAG Curriculum's focus on equipping teachers with the tools to enhance student learning outcomes (Aquino, 2024). Through an analysis of collaborative expertise within the framework of Values Education, this research can potentially improve educational practices and increase student engagement in the long run. This echoed the overarching objectives of producing capable, employable people who can handle challenging social issues (Lagbao, 2024).

Literature Review

The Philippine education system has undergone significant transformations in recent years, with the implementation of the Enhanced Basic Education Program, also known as the K to 12 curriculum (Pa-alisbo, 2018). This curriculum shift was driven by

the government's vision to align the country's educational standards with global best practices and to enhance the quality of basic education (Trance & Trance, 2019; Pa-alisbo, 2018; Garcia & Claour, 2021). The changes include the mandatory kindergarten year and the expansion of the basic education program from 10 to 12 years. This expansion has been hailed as a crucial step in providing students with a more holistic and rigorous educational experience, equipping them with the necessary skills and knowledge to succeed in the 21st century (Trance & Trance, 2019).

Despite the relevant changes in DepEd's curriculum, it remains steadfast in its dedication to mentoring and developing Filipinos with a strong sense of patriotism who actively contribute to their country's development. Various studies have highlighted the positive impact of Values Education within the Philippine context (Elçi & Uzunboylu, 2020a). Values Education has been a long-standing component of school curricula, associated with a variety of terms such as moral education, religious education, civic education, character education, citizenship education or homeland education. Educators have recognized the importance of equipping students with knowledge, beliefs, ethics, and behaviors that will influence their lives and shape them into good citizens. The values that children internalize serve as guiding principles that shape their motivations, feelings, and overall development (Alimjanova, 2020). Teaching values as a political act can challenge, enforce, or reconstruct societal norms and values, with the potential to drive social change. Integrating a value-centered approach throughout the curriculum, rather than siloing it in a single subject, can foster individuals who think critically and take collective action for the benefit of society and the planet. The enacted law of Republic Act No.

11476, titled "An Act Institutionalizing Good Manners and Right Conduct and Values Education in the K To 12 Curriculum recognized its importance. Kader and David (2024) argued that Values Education is essential for children's development and should be integrated into all aspects of preschool education. At the core of this curriculum lies the emphasis on Values Education, a crucial component in shaping the holistic development of students (Kader & David, 2024). A need to prioritize the improvement of Values Education practices and assessment in order for a holistic approach in building values and attitudes of the learners. Through Values Education (VE), a primary subject that plays a vital role in shaping the moral and ethical development of students in the Philippines. As an integral part of the curriculum that consistently stresses the inclusion of Values Education across all grade levels, it is a primary agent that aims to instill core values, promote social responsibility, and enhance students' socio-emotional learning. Values Education (VE) was formerly known as Edukasyon sa Pagpapakatao (EsP) and Edukasyon sa Pagpapahalaga in the Philippines was clearly mandated by the Philippine Constitution Educational Policy Statement in Article 14, Section 3 which states to (2) inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency. Dr. Lourdes R. Quisumbing, the DECS secretary, in the year 1988, made Values Education as an educational thrust in all

the levels of Philippine Education. Values are treated as integral to the five learning areas: English, Filipino, Mathematics, Science, and Makabayan. According to RA 11476, Values Education will encompass “universal human, ethical, and moral values committed to building a free, democratic, and peaceful society.

The MATATAG Curriculum

The curriculum in the Philippines has been a significant area of focus and debate in recent years. To ensure that education remains relevant, produces the desired outcomes, and aligns with the constantly changing demands of businesses and the labor market, we must update the curriculum. The MATATAG Curriculum, also known as "Bansang Makabata, Batang Makabansa," was introduced in January 2023, under the leadership of Vice President and Education Secretary Sara Z. Duterte (Legislative Research Service, Senate of the Philippines, 2023). This effort prioritizes students' mastery of literacy and numeracy, especially for those in kindergarten through Grade 3, to address educational problems. The curriculum's goal is to emphasize the development of fundamental abilities, including literacy, numeracy, and socioemotional skills, while reducing the number of competencies.

The curriculum is intended to serve as the foundational curriculum for all students, supported by a variety of inclusion initiatives, including the Alternative Learning System, Madrasah Education Program, Special Needs Education, and the Indigenous Peoples Education Program. This ensures that every student, regardless of their skills or experience, receives high-quality instruction tailored to their unique needs. In keeping with the Good Manners and Right Conduct and Values Education Act, the MATATAG

Curriculum also places a strong emphasis on the development of values and character. It incorporates peace competencies, emphasizing the development of learners' conflict-resolution skills and encouraging nonviolent activities. This is especially crucial where peace and security are major concerns that affect students and their communities.

The Philippines has a long history of curriculum changes, having undergone five curricular shifts (Malinao & Miano, 2025). The MATATAG curriculum differs from the previous curriculum in various aspects, reflecting the evolving educational landscape in the country. The K-12 is seen as overcrowded with learning competencies, with the implementation of the MATATAG curriculum aiming to address the shortcomings of the previous system (Department of Education, 2024). The MATATAG curriculum also aims to provide a more holistic and comprehensive education to the students, focusing on developing their academic, social, and personal skills.

Furthermore, one key difference between the previous and new curricula is the emphasis on industry-oriented education. The MATATAG curriculum places greater emphasis on preparing students for the workforce, focusing on practical skills and competencies aligned with industry needs. This is in contrast to the previous curriculum, which was perceived as being more academically oriented and less responsive to the needs of the industry (Almerino et al., 2020). According to the Legislative Research Service of the Senate of the Philippines (2023), the MATATAG Curriculum aims to deconstruct learning competencies and focus on essential skills to enhance deeper learning among students. The MATATAG curriculum decongest learning competencies and focus on key

concepts for students to achieve deeper learning and mastery of skills. Building fundamental skills in writing and reading has been a crucial aspect of the MATATAG curriculum, as it aims to produce responsive and productive citizens who are equipped with the necessary literacy skills to contribute to the country's development (Cogal et al., 2019) and accelerate the development of values in students by age-appropriately arranging learning competencies and following a correct progression sequence.

The curriculum is intended to be introduced gradually, beginning in the 2024–2025 school year with Kindergarten, Grades 1, 4, and 7, and fully implemented in K-10 by 2028. It will serve as the foundational curriculum for all students served by different inclusion programs. In 2023, 35 schools across seven regions of the Philippines participated in a pilot program implementing the MATATAG Curriculum, also known as the revised K–10 curriculum. The purpose of the pilot program was to assess how well the 35 pilot schools used the learning action cells and created learning resource packages in the first year of the MATATAG curriculum. Five schools—Santiago Syjuco Memorial School, Santiago Syjuco Memorial Integrated Secondary School, Tinajeros National High School, Muzon Elementary School, and Dampalit Integrated School—were involved in the trial phase, which was centered in Malabon City (Nicol, 2023).

Values Education in MATATAG Curriculum. At the core of this curriculum lies the emphasis on Values Education (VE), a crucial component in shaping students' holistic development (Kader & David, 2024). The integration of Values Education into the MATATAG curriculum is a strategic approach to cultivate well-rounded individuals who embody the Philippines' core values. This shift towards a values-driven education system

represents a significant departure from the traditional focus on academic achievement alone, recognizing the importance of instilling ethical principles and social responsibility in students. Further, integrating a value-centered approach throughout the curriculum, as opposed to siloing it in a specific subject, can help foster individuals who think critically and take collective action for the benefit of society and the planet.

GMRC and VE are mandated by Republic Act No. 11476, which emphasizes the importance of teaching social values, proper behavior, and ethical principles. This act ensures that these subjects are integral to the education system, aiming to shape responsible and morally upright citizens. In addition, Values Education in the MATATAG Curriculum covers a range of themes designed to cultivate students' social awareness, civic responsibility, and ethical principles.

The Department of Education (DepEd) introduced the MATATAG Curriculum, which places more emphasis on Values Education and integrates Values Education (VE) and good manners and right conduct (GMRC) as core subjects. This curriculum is designed to help students in Grades 1 through 10 develop their character and instill important values. The four core Filipino values outlined in the national motto - Makadiyos (Godly), Makatao (Humanistic), Makakalikasan (Ecological), and Makabansa (God-fearing, Pro-people, Pro-environment, and Patriotic) - serve as the foundation for the Values Education component of the MATATAG curriculum (Department of Education, 2024). The increase in the time allotment for the subject aimed to ensure that these values are not merely superficially discussed but deeply internalized by students (Elçi & Uzunboyulu, 2020b).

Values Education is a crucial component of holistic education, as it shapes students' attitudes, behaviors, and well-being. The whole-school approach to Values Education has emerged as an effective strategy for fostering students' comprehensive development. One of the features of the MATATAG curriculum is the whole-school approach, which seeks to address the dynamic situation of education by ensuring that all public and private academic institutions provide equal opportunities for learners to thrive in a child-friendly, safe, and supportive learning environment. Rather than confining Values Education to a single subject or program, this approach emphasizes integrating values across the entire school ecosystem.

The whole-school approach to Values Education recognizes the importance of engaging all stakeholders, including students, teachers, administrators, and the community, in the ongoing process of instilling and reinforcing values. This participatory approach ensures that values are not merely imparted but actively practiced and reflected upon within the school culture.

The Learning Action Cell in the MATATAG Curriculum. The Learning Action Cell (LAC) is a school-based continuing professional development strategy implemented by the Department of Education (DepEd) in the Philippines to improve teaching and learning (Department of Education, 2016). It also aims to facilitate continuous professional development and learning among educators. It serves as a platform for collaboration and sharing of best practices, allowing educators to enhance their teaching skills and effectively address the challenges in the education system. Through regular meetings and workshops, the Action Learning Cell provides opportunities for educators to engage

in reflective practice, problem-solving, and collective learning. By leveraging the expertise and experiences of educators from different schools and divisions, the Action Learning Cell promotes a culture of collaboration and innovation in education (Villavicencio et al., 2021). By harnessing the power of action learning, the Department of Education is taking a proactive approach towards addressing systemic inequities in schools (Fidalgo-Blanco et al., 2019). It recognizes the need for bold and adaptive educational leaders who can effectively address problems of practice.

DepEd Memorandum number 054, series of 2023, entitled: Pilot Implementation of the MATATAG Curriculum, states that technical assistance shall be provided, including the conduct of regular collaborative expertise sessions through Learning Action Cells (LACs), to further support teachers. This aims to reduce variability in educational outcomes and enhance student learning through specific strategies and tasks.

Collaborative Expertise

As the educational landscape evolves, the need for effective teacher collaboration has become increasingly critical. Traditionally, teaching has been viewed as an individual activity, with teachers working independently behind closed doors. However, modern educational practices emphasize the importance of collaborative practices that can significantly impact student learning (Tichenor & Tichenor, 2019). This research paper aimed to synthesize the existing literature and address gaps in teachers' collaboration practices.

Peter Sage, a renowned educator and visionary, has dedicated his career to pioneering innovative learning community initiatives that have profoundly transformed the educational landscape. Sage's work aligns closely with John Hattie's findings, a renowned

researcher in education who identified collaborative expertise as a key factor in improving student outcomes. Sage's approach is rooted in the belief that learning is not confined to the traditional classroom setting, but rather, occurs within the context of vibrant, interconnected communities (Stein & Imel, 2002). Peter Sage's learning community initiatives in education align with the growing emphasis on teacher collaboration and its potential to enhance instructional practices and student achievement. Sage's work, which focuses on implementing collaborative learning communities, can be viewed through the lens of John Hattie's research on the impact of collaborative expertise in education (Massa et al., 2021). He recognizes that teachers are crucial drivers of educational change, particularly in the integration of digital technology. Collaboration and situated cognition are central to Sage's vision, as he advocates developing professional learning communities where teachers can engage in collective learning, empowerment, and self-efficacy.

The benefits and obstacles that elementary teachers see in standard collaborative practices were investigated in Tichenor and Tichenor's (2019) study. The results suggest that while teachers do not regularly engage in many collaborative activities, they believe that collaboration is valuable and an effective use of their time. Barriers such as time constraints, funding limitations, and administrative support were identified as significant hindrances to effective collaboration.

Another study investigated the key elements of effective teacher-student collaboration in higher education and found that students expect expertise, support, creativity, and critical feedback from their instructors during academic research collaborations (Abbas et al., 2020). The findings indicate that teachers must possess strong interpersonal and

communication skills, be open to sharing knowledge and resources, and create an environment that encourages mutual trust and respect.

Kilag and Sasan (2023) highlight the benefits of collaboration among teachers from various disciplines to promote a holistic understanding of values and their practical application. Further, the educators emphasized the importance of integrating Values Education across different subject areas to help students recognize and practice values in real-life situations.

Collaboration is a crucial component of any school. While individuals in administrative positions work toward achieving the goals of the entire system, teachers must constantly collaborate with one another to achieve the goals and objectives of their subject area. Thus, collaboration can be defined as a goal-oriented, mutually beneficial process that involves sharing accountability for the process's results to address issues, highlight strengths, resolve conflicts, and educate all parties involved (J. C. Richards & Schmidt, 2013). Collaborative expertise enables teachers to negotiate shared understandings of core values, thereby enhancing student learning outcomes. Explicitly teaching Values Education and promoting mutual respect as a social norm can shift students from antisocial behavior toward the development of mutual respect.

Hattie (2015) highlights that the most significant variance within a school is the effectiveness of its teachers, and he advocates for moving the focus from "fixing the teacher" to leveraging collaborative expertise among teachers to enhance student learning. Collaborative expertise involves bringing teachers together in collaborative practice to elevate the impact of all teachers on student learning to a high level. Hattie stresses

that collaboration should focus on evidence of impact, common understandings of impact, ways to measure impact, and sharing the impact across student groups. Time and structures for collaboration are essential, but the focus should be on the quality of collaboration and its impact on student learning outcomes.

Villavicencio et al. (2021) examined the role of teacher collaboration in a school that produces positive academic outcomes for immigrant English Learners. By comparing this school to another in the same district that has not achieved the same level of success, Villavicencio demonstrates how deep and sustained collaboration can lead to positive academic outcomes, while the lack of collaboration results in fragmentation and isolation for English Learners. While the study touches upon collaborative curriculum planning among teachers, a deeper exploration of the dynamics of teacher collaboration, including challenges, best practices, and the impact on student learning outcomes, could provide valuable insights into the role of collaborative expertise in supporting immigrant students.

Existing research sheds light on how the very nature of teachers' collaborative work - its structure and intended focus - can have a profound impact on the learning and professional growth that occurs. Teachers' understandings and practices of collaborating with colleagues can take different forms within their school contexts (Glazier et al., 2017). Some collaborative activities may be more formal and structured, while others are more informal and organic. For instance, research has found that when collaborative activities are intentionally structured and focused, they can create more opportunities for teachers to engage in substantive discussions about their teaching practices, explore a broader range of school-related issues, and ultimately facilitate more meaningful teacher

learning. However, the literature also cautions that not all forms of collaboration are equally beneficial - some may be more "contrived" in nature, leading to limited impact on teacher and student learning (Hargreaves, 2019).

Teacher isolation remains a persistent challenge in many school contexts, where educators with unique knowledge of students operate in silos, resulting in a fragmented educational experience for children (Smala et al., 2025). To improve the preparation and support of new teachers, it is crucial to understand the professional development processes, the challenges they face, and the specific needs of teacher educators themselves. The need to examine teachers' lived experience of collaborative expertise has become increasingly evident in the field of education. The structures and focus of teachers' collaborative activities can significantly impact their learning and growth. Importantly, the expertise of teacher educators, who cultivate the skills and knowledge of aspiring teachers, warrants deeper examination (Wardoyo et al., 2017).

Some critics have argued that the field of teacher education has not given enough attention to the expertise of teacher educators and the complexities involved in teaching about teaching (Loughran, 2014). Teachers are not given sufficient opportunities to cultivate their expertise as teacher educators or to collaborate with peers in the field.

Loughran also added that the beliefs, methods, and impacts of teaching through reflective practice can be cultivated in collaborative expertise sessions. While teacher education programs invest significant resources in coursework, they pay little attention to developing the skills and knowledge of teacher educators themselves. Furthermore, teachers often lack the time and support needed to learn from one another, limiting opportunities for

professional growth and the development of innovative practices. The power of collaboration and continuous learning for teacher educators remains untapped mainly, representing a significant missed opportunity to strengthen the education system. Research on teacher educators' professional learning is a growing field of interest. Still, it remains fragmented, with no clear consensus on the essential knowledge and skills required for their work (Ping et al., 2018). This points to the importance of studying the lived experiences of teacher educators, including the tensions and dilemmas they face as they navigate the shift from "expert" teacher to "novice" teacher educator.

In addition, one of the frequently cited obstacles is the issue of collaborative expertise and the problem of time constraints (Mulholland & O'Connor, 2016). Teachers often report feeling overwhelmed by the demands of their daily responsibilities, leaving little opportunity for meaningful collaboration with their peers. This lack of dedicated time can lead to ad hoc or superficial planning sessions, rather than the in-depth, substantive discussions necessary for true collaboration. Additionally, teachers may struggle to coordinate their schedules because they are often pulled in multiple directions by administrative and instructional duties.

Another concern is which approach is most effective for collaborating or influencing one another to improve the CE. The assessment or evaluation of Kurt Lewin's Change Theory provides a structured approach to managing organizational change through its three distinct stages: Unfreezing, Changing, and Refreezing. By following this model, organizations can effectively navigate the complexities of change while addressing employee concerns and fostering a culture of continuous improvement. This theory remains

widely applicable across fields such as business, education, and healthcare, underscoring its relevance in today's dynamic environments, especially in CE sessions.

Collaborative expertise is not always straightforward, as various factors can make collaboration difficult, such as teachers' beliefs about themselves and others, professional isolation, and weak collaboration skills. Teachers may lack the specific skills and strategies required to engage in effective collaboration, such as active listening, consensus-building, and conflict resolution (Mulholland & O'Connor, 2016). Inadequate collaborative skills and an inability to navigate the collaborative process effectively can undermine teachers' capacity to engage in meaningful, productive partnerships. Without proper support and guidance, teachers can feel ill-equipped to navigate the complexities of collaborative work (Mulholland & O'Connor, 2016). The need for a more comprehensive understanding of the specific skills and strategies teachers require to collaborate effectively.

The literature on the impact of teacher collaboration on student achievement presents a mixed picture (Mora-Ruano et al., 2019). Research indicates that teacher collaboration can help disseminate effective teaching methods, improve student achievement, and support the retention of skilled educators in schools facing significant challenges. Nevertheless, other studies have reported mixed or inconclusive results, highlighting variability in the impact of teacher collaboration across different contextual factors (Vangrieken et al., 2015b). While some researchers have found evidence that teacher collaboration can lead to the spread of effective teaching practices, improved student outcomes, and the retention of accomplished teachers in high-needs schools, others have reported less conclusive or even contradictory findings. Mora examined the German PISA 2012

sample and found that teacher collaboration was not directly associated with improved student achievement. The authors suggested that definitional inconsistencies in the conceptualization of teacher collaboration might partly account for these divergent results, and that further investigation is necessary to fully elucidate the connections (Mora-Ruano et al., 2019). Ultimately, the extant literature underscores the importance of addressing the gaps in teachers' collaborative competencies to enable more meaningful and productive partnerships that can positively impact student learning outcomes.

Moreover, some critics argue that Hattie's approach fails to fully address the complexities and nuances of collaboration in educational settings (Van Leeuwen & Janssen, 2019). One such critique comes from a study that found that while students generally had a positive attitude towards collaborative writing, teachers were less optimistic about its effectiveness. Hattie's meta-analysis on visible learning found a positive impact of collaborative teaching on student outcomes, but Nguyen's study found that teachers did not perceive this effect as strong (Mora-Ruano et al., 2019). This critique suggests that Hattie's focus on collaborative expertise may not fully align with educators' perceptions and experiences regarding the effectiveness of collaboration in writing. However, traditional teaching methods may sometimes fall short of fully engaging students and fostering deep understanding and mastery of VE concepts. While Hattie's groundbreaking work has brought much-needed attention to the power of collaborative teaching, the research community must now seize the opportunity to address the persistent barriers that have con-

strained its widespread adoption. One key barrier is the lack of in-house pedagogical experts within academic departments to provide valuable feedback on teaching practices (Gormally et al., 2012).

Additional research is necessary because there are few studies that emphasize teachers' lived experiences during the transition to the MATATAG Curriculum, indicating a gap in the literature on these challenges and adaptations (Bazar, 2025). Furthermore, there is a lack of literature exploring the various challenges faced by teachers and administrators in effectively implementing these curriculum changes, specifically in Values Education, such as aligning instructional methods with the desired values outcomes, ensuring adequate resources and professional development for educators, and addressing the diverse backgrounds and needs of students across the nation. Values Education continues to be a critical component of the Philippine education system, and the MATATAG reforms represent an important step forward in strengthening its place in the curriculum, if given the opportunity to shed further light through research.

The examination of collaborative expertise in Values Education is a crucial undertaking with significant implications for the effective implementation of the program in new educational settings. According to the study by Khathi et al. (2022), several educators were found to lack both conceptual understanding and instructional expertise in Values Education. Another study conducted by Katilmis (2017) concluded that insufficient efforts have been made to promote Values Education in schools. Given the new curriculum requirements and the growing emphasis on fostering collaboration, teamwork, and communication skills within the 21st-century learning landscape, the role of collaborative

practices has become increasingly central to the educational process. A dearth in literature on Values Education, however, signifies the need for a deeper exploration of how collaborative expertise can be leveraged to enhance the VE curriculum. Additionally, to improve Values Education across all subjects through collaborative expertise, it is necessary to review current educational policies, as the use of collaborative methods in this domain remains underexplored.

This research paper seeks to address this gap by investigating the ways in which collaborative expertise can be harnessed to strengthen Values Education initiatives. By examining the potential benefits, challenges, and best practices of collaborative approaches in Values Education, this paper aims to provide insights that inform and enhance the development and implementation of Values Education. Also, the practical implementation of collaborative teaching practices has faced several challenges that warrant deeper examination, especially in the context of Values Education.

The education system is undergoing a significant transition as it grapples with rapid technological advancements and evolving student needs. The Philippine curriculum transition has been a pressing concern, as the government seeks to improve the quality of education and enable the nation to participate in the global economy. One of the critical aspects of this transition is the Values Education curriculum.

The curriculum debate highlights the importance of instilling values such as social justice, inclusivity, and active citizenship in students (Tedesco et al., 2014). Many changes have been implemented, such as the additional time allocated for Values Educa-

tion, changes in curriculum content, and empowering learning action cells by incorporating the collaborative expertise of John Hatti's visible learning meta-analyses of instructional strategies. (Absari et al., 2020) The shift from teacher isolation of pedagogies to collaborative expertise and networking has been crucial in the curriculum transition (Tedesco et al., 2014). These changes or improvements significantly impact Values Education, yet the overall transition and development of the curriculum continue to be a significant challenge. The navigation of what to improve and the problems to be solved remains a critical concern, especially in the new collaborative expertise practices in Values Education.

Furthermore, the curriculum transition also involves the development of 21st-century skills, such as soft skills, which are crucial for students to thrive in the ever-changing job market. Soft skills, such as communication, critical thinking, and problem-solving, are becoming increasingly valued by employers, and the curriculum needs to adapt to these changing demands. The study emphasizes that employers increasingly value these soft skills, and therefore, curricula need to adapt to incorporate them to better prepare students for future employment demands. This aligns education with the evolving needs of the workforce and global economy (Toro, 2019).

Therefore, as research indicates a pressing need for structured professional development programs (Reston & Cañizares, 2018), this study seeks to shed light on the intricacies of curriculum transition of Values Education, to examine how Filipino teachers implement the new curricular policies at the classroom level and the influence collaborative expertise, and the potential benefits it can bring to schools and their communities.

The teachers knew what the most important part of the classroom is. In a study of Bongco and David (2020), they concluded that the notion of teachers' comprehension and application of curriculum policies play a significant role in the implementation of curriculum success.

Theoretical Framework

Collaborative learning among teachers has been widely recognized as a critical component of effective teaching and improved student outcomes. Hence, this paper underpins the collaborative learning theory (CLT) due to its potential to enhance learning outcomes and foster collaborative expertise among students and educators (Massa et al., 2021). CLT provides a comprehensive framework for understanding the social dimensions of learning while emphasizing the significance of educators' collaboration through the lens of collaborative expertise. Collaborative learning recognizes that individuals can contribute unique perspectives and knowledge, which can be leveraged to construct new understandings. The core principle of collaborative learning is that learning is a social process and that knowledge is co-constructed through interactions and discussions with peers. This theory highlights the importance of social interaction, active engagement, shared responsibility, and diverse perspectives in fostering effective learning environments. According to the neo-Vygotskian collaborative learning method, the value of socio-communicative experience lies not only in the opportunity to access a variety of viewpoints but also in the advantages of social coordination, such as mutual aid and scaffolding (Roselli, 2016).

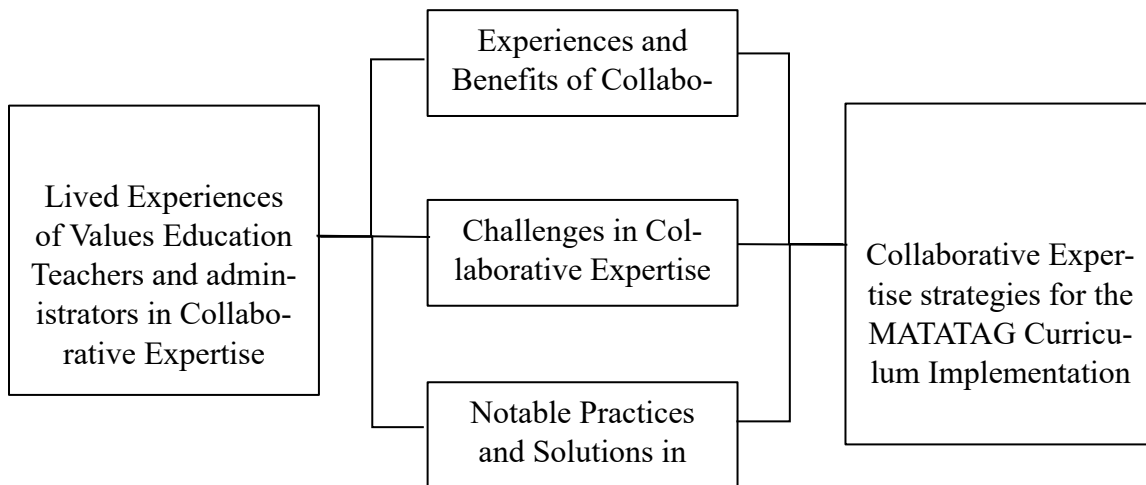
Furthermore, advocates of such joint work argue that it is essential for the development of professional learning communities, where positive interpersonal relationships, collective learning, empowerment, and self-efficacy are central to school life. CLT encourages educators to create environments where collaboration is prioritized among students and teachers alike, fostering a more dynamic and interconnected learning ecosystem (Ezeanyanike, 2013). Establishing professional learning communities (PLCs) can facilitate ongoing dialogue and shared experiences among educators.

Additionally, training programs can be developed to equip teachers with collaborative strategies that enhance their instructional practices (Massa et al., 2021). By emphasizing peer collaboration and shared responsibility, educators can cultivate a culture that values teamwork and collective problem-solving. Furthermore, assessment practices should be adapted to evaluate both individual contributions and group dynamics in collaborative settings. This holistic approach ensures that students develop not only academic skills but also essential soft skills such as communication and teamwork.

As educational practices continue to evolve in response to changing societal needs and technological advancements, the Collaborative Learning Theory, as the theoretical framework of this study, will remain essential for enhancing teaching methodologies and improving student outcomes across diverse educational contexts. By prioritizing collaboration at all levels—among educators, administrators, and other stakeholders alike—schools can create richer learning experiences that prepare students for success in an increasingly interconnected world.

Conceptual Framework

As shown in Figure 1, the framework emphasizes teachers' lived experiences of collaborative expertise during the pilot implementation of the MATATAG curriculum in Malabon City. The distinct experiences, benefits, challenges, best practices, strategies, and suggestions in conducting collaborative expertise were explored. The four questions guided the researcher in this study to capture a broader picture of teachers' lived experiences in collaborative expertise sessions.

Figure 1*Conceptual Framework of the Study*

The transition to the MATATAG curriculum presents a unique opportunity to explore the collaborative expertise of Grade 7 Values Education teachers and administrators. The conceptual framework of this research paper seeks to explore the nuances of collaborative expertise and investigate experiences, challenges, notable practices, and potential strategies to enhance collaboration during the collaborative expertise process.

This conceptual framework served as a vital tool in understanding the dynamics of collaborative expertise among Grade 7 Values Education teachers and administrators during the transition to the MATATAG curriculum. This diagram visually captures the relationships among the factors that influence collaborative practices, offering a structured approach to analyzing the complexities of this educational reform.

At the heart of the diagram lies the concept of Collaborative Expertise. This central theme represents the overarching goal of enhancing collaboration among educators throughout the curriculum transition. Collaborative expertise is essential for fostering a supportive educational environment, enabling teachers and administrators to share knowledge, strategies, and resources effectively.

The diagram is divided into several key components, each representing critical variables that contribute to collaborative expertise:

Experiences and Benefits: This section highlights how teachers and administrators perceive their collaborative experiences during the transition. It emphasizes the advantages gained from working together, such as improved teaching practices, professional growth, and a sense of community among educators. Further, this component encapsulates the meanings attributed to such education experiences.

Challenges Encountered: Identifying specific obstacles is crucial for understanding the barriers to effective collaboration. This component addresses issues such as inadequate training, lack of institutional support, and logistical challenges that educators face during the curriculum transition.

Notable Practices and Solutions: In response to identified challenges, this section showcases effective strategies developed by educators. These innovative practices illustrate how teachers adapt and find solutions to overcome obstacles, thereby enhancing their collaborative efforts. The last box is the Collaborative Expertise Strategies. This area proposes actionable strategies aimed at improving collaboration based on insights

gained from experiences and challenges faced during the transition. It focuses on developing comprehensive training programs, resource allocation, and establishing feedback mechanisms to support ongoing collaboration.

The diagram employs lines to indicate relationships between these variables. For instance, a connecting line of "Challenges Encountered" and "Notable Practices and Solutions" signifies that challenges directly influence the development of innovative practices among educators. This relationship underscores the dynamic nature of collaboration; as educators confront obstacles, they are prompted to devise creative solutions that ultimately enhance their collaborative expertise.

The visual representation not only clarifies complex ideas but also facilitates communication among stakeholders engaged in this significant educational reform, ultimately aiming for a more supportive and enriching environment for both teachers, administrators and other stakeholders.

Research Problems

The research problem that was explored in this paper focuses on understanding the lived experiences of Grade 7 Values Education teachers and department head teachers engaged in collaborative expertise during the initial implementation of MATATAG Curriculum in the School Division of Malabon City. The study specifically sought answers for the following questions:

1. What are the experiences and benefits of Grade 7 Values Education teachers and administrators in collaborative expertise during the MATATAG

curriculum pilot implementation and how do they give meaning to these experiences?

2. What are the challenges encountered in collaborative expertise during the MATATAG curriculum pilot implementation?
3. What notable practices and solutions were made to address the challenges in collaborative expertise during the MATATAG curriculum pilot implementation?
4. What Collaborative Expertise strategies can be developed for the MATATAG Curriculum implementation for Values Education?

Scope and Limitations

The study examined the lived experiences of grade 7 Values Education teachers and administrators in developing collaborative expertise in Junior High School (JHS) pilot schools in Malabon City. These schools were selected as the pilot schools only for the MATATAG K to 10 curriculum implementation to represent the National Capital Region (NCR). The participants for this study were six (6) teachers and one (1) department head, one (1) school head and one (1) education program supervisor who were selected using a purposive sampling. The findings were examined through the lens of a phenomenological approach and data gathered were limited through the use of in-depth interviews. The study focused on the experiences of the initial implementation of MATATAG curriculum school year 2023-2024.

It revealed the current position of Values Education in a qualitative dimension, rather than a quantitative assessment. The study was delimited to the context of Values Education in the new curriculum, not a comprehensive review of the entire curriculum. The scope excludes a detailed examination of the philosophical and theoretical foundations of Values Education, focusing more on its practical implementation.

It is important to note that this research focused on the collaborative expertise of educators and administrators in Values Education only during the MATATAG curriculum transition; the decision of exclusion of students from collaboration shapes both the scope and limitations of the collaborative process itself and in the study. This decision was based on several factors, including a focus on professional development among educators, standards set, and the complexities involved in analyzing student perspectives within this specific context.

Definition of Terms

The following terms were used throughout the study. The terms are thus enumerated and defined operationally.

Administrators. School administrators play a range of roles in educational institutions, but their primary responsibilities are staff support, operations management, and creating a positive learning environment. In this study, administrators refer to different personnel involved in collaborative expertise, like the department heads, school heads, and supervisors.

Challenges. This term refers to difficult tasks, problems or complex circumstances that test a person's cognitive, emotional, and behavioral strategies that must navigate, overcome, or adapt to in order to achieve the goals, fulfill the objectives, or progress towards desired outcomes.

Collaborative Expertise (CE). This term pertains to the shared knowledge, skills, and experiences developed through collaborative work among teachers to improve their teaching practices and enhance student learning outcomes. A key feature of the MATATAG curriculum is its emphasis on collaborative expertise. The implementation of CE through Learning Action Cell (LAC) Sessions with a once-a-week ideal schedule.

Inputs - refer to the suggestions or recommendations provided by participants aimed at addressing challenges and enhancing the strategy and processes of Continuing Education (CE). These inputs are the controllable variables that organizations can manage to influence the outcomes or outputs of CE processes, ultimately shaping their effectiveness and efficiency.

MATATAG Curriculum. The Philippine Department of Education adopted this curriculum, a revised K–10 curriculum, as part of the K–12 program. It aims to address challenges in education by reducing the number of competencies and emphasizing the development of fundamental abilities, such as reading, numeracy, and socio-emotional skills, in students.

Notable Practices. Notable practices are best practices that, while not formally measured or benchmarked against others, are recognized as valuable based on participants' opinions and experiences. These practices are noteworthy for their potential to contribute to the development of CE and address emerging challenges.

Values Education. In this study, the subject required in basic education in the Philippines focuses on personalism and DepEd core values. It includes developing the appropriate sensibilities, morals, culture, spirituality, and the ability to make proper value judgments and internalize them in one's life. It is also known as Moral or Civic education in other countries.

Chapter 3

Findings and Discussion

This section provides an analysis and interpretation of the qualitative data collected for this research. It highlights the key themes that emerged from the study's objectives and presents a framework based on the participants' responses. The key areas of focus include the experiences and benefits of collaborative expertise, the challenges encountered during the collaborative process, notable practices that facilitated effective collaboration, and participants' insights into how collaborative expertise was developed and how it will improve.

Experiences and Benefits in Collaborative Expertise

This theme encompasses the concrete, lived experiences of Values Education teachers and school leaders as they engaged in collaborative expertise during the pilot implementation of the MATATAG Curriculum. This theme strictly focuses on what teachers and leaders did together and the tangible positive outcomes that resulted from their joint efforts. The benefits identified show more positive results than negative ones come from teacher collaboration, creating a vibrant environment for professional growth and better student outcomes.

As presented in Table 2, there are four themes that emerged: (1) Delineation of Responsibilities among Participants, (2) Improvement of Learning Activities, (3) Standardization of Objectives, Lesson Development, and Assessment and (4) Provision of Continuing Professional Development, and Guidance.

Table 2

Generated Themes on the Experiences and Benefits Through Collaborative Expertise

Themes	Participants	Description of Theme	Sample Responses
CE helps to Delineate Responsibilities among Participants	Lileth, Rosa, Freddie, Elizabeth, Su, Izza, Jerick	One of CE benefits is the delineation of responsibilities because participants can assign and agree on tasks.	We have someone assigned to create the PowerPoint and worksheet, and they set out what needs to be done each week. Our workload is also reduced because we have a system, with tasks assigned to specific people. Our lives are made easier because by the time the next week arrives, we're ready, and our topic is set.
CE Improve Learning Activities	Rosa, Freddie, Elizabeth, Su, Izza, Jerick	CE improved the quality of lessons because of better decisions on effective strategies through brainstorming and sharing of experiences	We also evaluate the content to see if everything was taught, how effective it was, and how the children reacted. We improve the activities so that the children enjoy them, making it feel like they're just playing. The real benefits are the strategies, because teachers discuss what works well and what should be removed.

Themes	Participants	Description of Theme	Sample Responses
CE Standardized Lesson Development and Assessment	Lileth, Rosa, Elizabeth, Su, Izza	CE allows total alignment of learning standards, teaching, and assessment	We implement the lesson exemplar simultaneously. We conduct activities together, so if we have a summative assessment, they do too, which eliminates any comparison.
CE Provide a Continuing Professional Development and Guidance	Lileth, Rosa, Freddie, Su, Izza, Gracia	CE improves the overall professional needs or the teachers especially in teaching	As a new teacher, without collaboration, I wouldn't know what to do. But because of collaboration, I am guided and confident for the upcoming week...

Theme 1: Delineation of Responsibilities among Participants

Several studies have highlighted the benefits of teacher collaboration. Collaborative learning allows teachers to share ideas, suggestions, and strategies, increasing the knowledge and understanding among the group (Massa et al., 2021). Engagement in formal collaboration has been linked to changes in classroom practices, leading to potentially transformative impacts on learning environments (Weddle et al., 2020a).

Teachers often work in isolation, planning lessons and developing instructional materials independently. However, research suggests that collaboration among teachers can have significant benefits for both teachers, students and even to school administration. Collaboration is particularly important when it comes to the development of instruc-

tional materials. When teachers collaborate to create materials like PowerPoint presentations and lesson plans, they can leverage their collective expertise and diverse perspectives to produce higher-quality resources (Weddle et al., 2020a).

When teachers work together to create materials like PowerPoint presentations and lesson plans, they can draw on each other's strengths and experiences to create more effective and engaging resources. For example, a teacher with strong technical skills can help another teacher incorporate multimedia elements into a presentation, while a teacher with deep content knowledge can provide valuable input on the accuracy and depth of the material. By the decrease of teacher isolation, many advantages will be gained, and one of them is the division of labor, which lessens the stress level of teachers in thinking and preparing the lesson.

Freddie enthusiastically shared: *“Nakakatulong ito sa mga teachers dahil nagkapalitan ng kuro-kuro o opinyon. Nasa-sala na. Gumaan ang trabaho, ang galing-galing ng CE dahil hindi naging selfish ang mga teachers dahil bahaginan ng trabaho, ideya at opinyon. Yung best practices ng mga schools, yung paggawa ng power point ay nababahagi dahil sa CE. Dahil din sa CE, handa ka na dahil nakapag-usap na kayo, dati linggo ay gagawa ka ng lesson plan pero dahil sa CE, handa na ang lahat ng biyernes matapos ang CE. May mga naka assign na gagawa ng powerpoint at magpe-present...”* [This helps teachers because they exchange ideas or opinions. It's already in place. The workload has become lighter, and the CE is truly effective because teachers are no longer selfish; they share

work, ideas, and opinions. The best practices of schools, such as creating PowerPoint presentations, are shared due to CE. Additionally, because of CE, you are already prepared since you have discussed everything beforehand. Previously, you would spend a week creating lesson plans, but with CE, everything is ready by Friday after the CE session. Some teachers are assigned to create PowerPoint presentations and present them.]

Indeed, one of the key factors contributing to teacher stress is the lack of confidence in the effectiveness of the strategy due to a lack of experience and familiarity. The importance of teacher collaboration in reducing stress has been widely recognized in the literature. For instance, a study conducted in Botswana found that the school policies contradicting the working environment, excessive workloads, and students' indiscipline were the three most significant causes of stress among teachers. Through collaborative expertise, teachers can effectively plan and implement their work based on priorities, which can help mitigate the negative impact of these stressors (Baliyan et al., 2018). Research has further shown that frequent cooperative activities and goal-oriented cooperation with colleagues can lead to more giving and receiving of support at the workplace, which serves as a valuable resource for teachers and positively influences their performance (Wolgast & Fischer, 2017).

As mentioned by Lileth: *“Ang pinaka top 1 siguro ay nale-less na ang mga gawain naming kaysa magpaulit-ulit pa kami. Hindi ito dagdag trabaho kundi nagpapadali pa ng trabaho. Hindi mo na iniisip ang lesson mo araw-araw dahil naka-handa na sa buong linggo.”* [Perhaps the most significant benefit is that our tasks have

become less redundant, allowing us to avoid repetition. This is not additional work but rather simplifies our tasks. You no longer need to think about your lesson every day because it is already prepared for the entire week.]

Collaboration among teachers has been shown to yield a wide range of benefits, including reduced redundancy in instructional practices, the generation of more innovative solutions, and ultimately, improved student outcomes. As one study notes, "Collaboration has been defined as having common goals, trust, and greater decision-making power at the school and classroom levels" (Chen & Rong, 2023). By working together, teachers can leverage their collective expertise to address shared challenges, rather than relying on individual, siloed approaches.

Teacher collaboration is not additional work; rather, it is a more efficient and effective way to improve teaching and learning. By reducing redundancy and promoting the division of labor or tasks, teacher collaboration can ease the stress on individual teachers and improve overall job satisfaction (Levine & Marcus, 2010).

Moreover, the same sentiments were shared by Rosa, "*May naka-assign na gagawa ng powerpoint, ng worksheet, sine-set na talaga nila ang gagawin per week. Nallessen din ang trabaho dahil may toka kami, may naka-assign na gagawa*" [There are assigned individuals who will create the PowerPoint presentations and worksheets, and their tasks are already set for each week. Our workload has also been reduced because we have a schedule and assigned tasks.]

The delineation of responsibilities observed in this study strongly aligns with Collaborative Learning Theory, which posits that effective group learning is achieved when

members actively co-construct knowledge and assign roles based on individual strengths (Laal & Ghodsi, 2012). Through collaborative sessions such as LACs, Values Education teachers negotiated their roles, distributed tasks, and established shared accountability. This process of role clarification not only fostered a sense of ownership and interdependence but also mirrored the distributed cognition central to collaborative learning. As a result, the group functioned more efficiently, with each member's expertise contributing to the collective goal of successful curriculum implementation. These findings reinforce the theoretical claim that clear delineation of responsibilities is foundational to effective collaborative learning and professional growth.

Theme 2: Improvement of Learning Activities.

Teacher collaboration is a crucial aspect of school improvement and can significantly impact the quality and effectiveness of classroom instruction. Collaborative efforts among teachers can help them identify the strengths and weaknesses of their lessons, leading to more informed and impactful teaching practices (Massa et al., 2021). The appropriateness and applicability of certain teaching strategies can be effectively evaluated through the exchange of ideas, feedback, and support between colleagues. The simplification of complex teaching challenges and the refinement of pedagogical approaches can result from the pooling of knowledge and expertise that characterizes teacher collaboration (Weddle et al., 2020b).

Teacher collaboration improves the quality of teaching because adequate preparation, the exchange of practices, and mutual support are crucial for optimal student learning. Therefore, the support and preparedness of higher authorities is essential for creating

an environment conducive to effective teacher collaboration. Through this, the potential for educational improvement can be maximized and enhance content knowledge and pedagogical approaches. Additionally, the collaborative exchange of ideas and strategies can lead to the development of more innovative instructional practices. As Goddard et al. (2015) observed, "Collaboration among teachers is theorized to promote the sharing of effective practices and the collective problem-solving necessary for instructional improvement."

The following statements by Rosa further represents Theme 2:

Generally, maganda. Nagiging maganda ang mga lesson. Compare noong grade 8 ako, nangangapa ako, anong lesson plan ang gagamitin ko. Ngayon dahil sa CE, may lesson plan na, may power point na, ang lesson napag-uusapan kaya mas gumaganda sya. Alam na naming ang gagawin at ituturo, mas intensive ang support at pag-assist kumpara sa dati na hahayaan ka lang. Kanya-kanya ang gawa, ang lesson plan, ang strategy, hindi tulad ng CE ngayon, pati ang approach pare-pareho na ang atake. In fact, ang Grade 9 at 10 na hindi pa MATA-TAG Curriculum ay nag CE na dahil nga sa magandang epekto nya. [Generally, it's good. The lessons have become better. Compared to when I was in Grade 8, I was unsure and struggling with what lesson plan to use. Now, because of Collaborative Expertise (CE), there is already a lesson plan, and a PowerPoint prepared. The lessons are discussed thoroughly, so they have improved. We already know what to do and teach. The support and assistance are more intensive compared to before when you were just left on your own. Everyone used to do their own thing,

the lesson plans, the strategies—but with CE now, even the approach and methods are aligned. In fact, Grades 9 and 10, which are not yet under the MATATAG Curriculum, have already adopted CE because of its positive impact.]

States, districts, and schools could regularly conduct needs assessments using data from staff surveys to identify areas of professional learning most needed and desired by educators.

Administrators and school heads can effectively monitor and maintain high-quality learning standards through robust teacher collaboration. By working together, teachers can share insights, strategies, and best practices, creating a more consistent and effective educational experience for all students. This collaborative approach fosters a sense of shared responsibility and collective efficacy, empowering educators to contribute to the overall improvement of teaching and learning (Massa et al., 2021). Further, the monitoring process becomes easier, or less essential than before, to enforce teachers to provide quality education because of the confidence that, even without monitoring, the same strategy and content that were enhanced or improved by all teachers through collaborative expertise will be upheld. Administrators or principals are confident that most teachers, if not all, performed standardized learnings and teaching methods within their specific subjects.

As Elizabeth emphasized: *“Ang isa pang benefits ng CE ay less ang trabaho sa monitoring kasi alam kong maraming nakatingin. Hindi lang sya direct sa akin, kahit di ko na puntahan alam ko may quality dahil alam ko may standardized, may assurance dahil nag CE. Kapag nag CE, nava-validate din, nakapagturo ba*

ito o hindi.” [Another benefit of CE is reduced workload in monitoring because I am aware that many are observing. It is not just directly related to me; even if I do not personally visit, I know there is quality because I am aware that there are standardized processes and assurance due to the CE (Certification of Excellence). When CE is implemented, it also validates whether this has been effectively taught or not.]

However, the transparency and support when teachers collaborate, as they can provide feedback, help, and collectively address any deviations from established standards maintain an open atmosphere for improvement.

Theme 3: Standardization of Objectives, Lesson Development, and Assessment

In the intricate landscape of contemporary education, the concept of standardized learning has emerged as a pivotal framework for ensuring equitable and consistent academic outcomes across diverse student populations. Teacher collaboration, in this context, assumes a critical role in fostering a shared understanding of learning standards, developing aligned instructional practices, and ultimately, enhancing student achievement (Massa et al., 2021). Standardization in learning does not imply a rigid, one-size-fits-all approach but rather a commitment to establishing clear, measurable learning goals that all students are expected to attain, while accommodating individual learning styles and paces. In achieving the goals of standardized learning, educators' collaborative efforts are indispensable across several key aspects (Massa et al., 2021).

Teacher collaboration facilitates a deeper understanding of learning standards and their implications for classroom instruction. Through collaborative discussions and joint

planning sessions, teachers can collectively analyze learning standards, unpack their underlying concepts, and identify the specific skills and knowledge that students need to acquire (Massa et al., 2021). This shared understanding ensures that all teachers are working towards the same goals and that their instructional practices are aligned with the intended learning outcomes.

School administrators and principals can leverage collaborative environments to ensure standard operating procedures are being followed, resulting in similar learning outcomes (Massa et al., 2021). Standardization, a concept often touted as a panacea for educational disparities, has become a prevalent approach in the modern education system. It helps create a uniform educational experience through standardized curricula, assessments, and teaching methods, aiming to provide equal opportunities for all students. However, the notion that standardization leads to improved learning outcomes and greater equity is a topic of ongoing debate.

Proponents of standardization argue that it ensures consistent quality, allows for easy comparison of student performance across schools and districts, and facilitates the allocation of resources and interventions where they are most needed. In addition, the unity created by Standardization helps move simultaneously, reducing barriers to unequal learning opportunities. Moreover, the direction and confidence of teachers are strengthened by a Standardized curriculum, which helps them to focus on the most important aspects of learning and avoid deviating from the main goals.

Furthermore, most of the time, standard setting caters the majority of the students hence the tuning of the learning experiences addresses the common students. Further, one

of the primary arguments in favor of standardization is that it avoids direct comparison between students from different sections, thereby limiting the possibility of envy and unhealthy competition. This perspective is supported by research indicating that social comparison in the classroom can lead to negative affective responses and lower academic self-concept among students. Upward comparisons, particularly when students compare themselves to higher-performing peers, have been shown to elicit these undesirable outcomes. Correspondingly, the effect on teachers and administrators is that they do not need to manage the potentially disruptive consequences of such comparisons. One participant, Rosa shared that, *“pati ang approach pare-pareho na ang atake”* [Even the approach now follows the same method.] Mrs. Elixabeth added onto that, *“Iisa na lang ang ginagawa kaya kung tanungin mo sa Juana dela Cruz kung ano ang ginagawa nya ay pareho lang sa iba.”* [Now, everyone is doing the same thing, so if you ask Juana Dela Cruz what she is doing, it’s the same as what everyone else is doing.]

The realization of standardized learning objectives necessitates a multifaceted approach that transcends traditional pedagogical methods and embraces collaborative strategies among educators. As research has shown, reality is often more complex. Standardized assessments and curricula may fail to account for students' diverse needs and learning styles, leading to a one-size-fits-all approach that can exacerbate existing inequalities.

As Steiner-Khamsi (2016) notes, "standards-based education reform" has become synonymous with "effective learning," despite a lack of evidence to support this claim. Overall, standard setting caters the majority of the students most of the time yet teachers should address the needs of different students to achieve equity.

The finding that collaborative expertise enhances standardizes teaching strategies aligns with Carroll et al.'s (2021) assertion that structured collaboration improves teaching effectiveness through shared responsibilities and collective knowledge. This supports the theoretical premise that collaboration fosters professional growth by leveraging collective expertise.

Theme 4: Provision of Continuing Professional Development and Guidance

In today's educational landscape, the need for comprehensive support and guidance for teachers has become increasingly evident. Teachers often find themselves grappling with a myriad of demands, from implementing new curriculum to staying abreast of the latest pedagogical trends, all while attempting to address the diverse needs of their students.

In the recent study on collaborative professional learning, the authors emphasize the importance of "sharing ideas, suggestions, and strategies on how to teach, in an articulated and joint work, to achieve the desired results more effectively" (Massa et al., 2021). This collaborative approach not only fosters the exchange of best practices but also enables teachers to leverage their peers' unique strengths and perspectives, leading to more innovative and effective teaching strategies.

Similarly, the concept of co-teaching, as discussed in the literature, highlights the critical need for special educators to not only understand their own skills and knowledge but also develop the necessary collaboration skills to work effectively with general edu-

cation teachers. This collaborative approach ensures that students with diverse needs receive targeted support and interventions, ultimately leading to improved academic and social outcomes.

The technical assistance or guidance of the more experienced and higher authority in collaborative expertise for other educators are crucial. This can be achieved through mentoring programs, peer observations, or collaborative lesson-planning sessions, where teachers can learn from each other's strengths and experiences and identify areas for professional development. This theme also mirrored what Hiedi shared, “*Hindi lang dapat si teacher ang gumagawa ng powerpoint, dapat mag provide ng technical support mula sa itaas, ‘yung mga experts mismo ang gagawa.*” [It shouldn't just be the teacher who creates the PowerPoint; there should be technical support provided from above, with the experts themselves doing the work.]

The COVID-19 pandemic has undoubtedly had a profound and far-reaching impact on the education system, disrupting traditional teaching methods and forcing educators to adapt to new modes of instruction. As the world gradually recovers from the pandemic, it is crucial to address the needs and challenges faced by teachers, particularly those new to the profession, and to foster a culture of collaboration and support within the education community.

One of the key changes that the pandemic has highlighted is the need for more effective teacher collaboration. The need for teacher collaboration after the pandemic, and for new teachers, is a pressing issue that must be addressed. Teacher collaboration stands out as a crucial element of effective educational practices, yet pre-service teachers often

lack sufficient exposure to collaborative approaches during their higher education (Voytecki & Anderson, 2021).

Intensive collaboration among teachers can provide valuable support and resources, especially for those new to the profession who may be struggling to navigate the complexities of remote or hybrid learning (Zhao & Watterston, 2021). The guidance of a more experienced teacher is often very helpful for new teachers. Public school teachers frequently collaborate with colleagues at their grade level or in their content area, special educators, and paraprofessionals to implement curriculum and address individual student needs (Voytecki & Anderson, 2021).

Participants indicated that many new teachers felt inadequately prepared to navigate the complexities of collaborative teaching practices just like what Elizabeth shared her perspective, *“Ang mga bagong teachers lalo na ang graduate noong pandemic, kailangan talaga tutukan ang culture nila at attitude towards CE. Kailangan nandyan ka para maencourage sila.”* [New teachers, especially those who graduated during the pandemic, really need to have their culture and attitude towards Collaborative Expertise (CE) closely nurtured. It’s important to be there to encourage and support them.]

It is essential to share ideas, suggestions, and strategies on how to teach in an articulated and joint work to achieve the desired results more effectively (Massa et al., 2021). Intensive training programs that focus on collaborative methodologies, Values Education’s principles, and adaptive teaching strategies are essential for fostering confidence among educators. The study advocates for ongoing professional development opportunities that not only introduce new concepts but also provide sustained support

through mentorship and peer collaboration. Moreover, feedback from experienced educators highlighted the need for differentiated training approaches that cater to varying levels of experience among teachers.

Collaborative work allows increasing the knowledge built through interaction among the different elements, taking full advantage of each actor's potential (Massa et al., 2021). Additionally, the quality of personal relationships and support from colleagues can serve as psychological resources, enhancing teachers' job satisfaction and reducing work-related stress. In this context, the role of master teachers and their collaborative expertise has emerged as a vital resource for professional development and growth. The collaboration may be prolonged due to the many inputs, but it's significant. Sometimes, the teachers even get involved in the division office's events and programs because they are kept updated, especially with the supervisor present.

Teacher Su showed support for collaborative expertise by saying:

“Actually, fan ako ng collab dahil ang laki talaga ng naitulong nito ngayong transition period. Ang mga activities ba ay match dun sa learning materials, yan ang benefits ng collab na hindi tulad na watak watak kami. Ang maganda sa collab ay nagkakaroon ng sharing. Ano ba ang na-experience mo from the past lesson. Natututo kami sa bawat isa. Nagkakaroon ang bawat isa sa amin sa mga differences ng mga students namin kaya nagiiba-iba ang mga approach namin sa pagtuturo. makasaysayan ang collab namin dahil mas lalo kaming nabuo as a team dahil sa collab. Ang Maganda dito ay kapag may nahihirapan na, manghingi

lang ng tulong sa GC naming ay magtutulongan kami. Ako sa tagal ko ng nag-tuturo pero dahil sa transition ay nagbago talaga kaya yung professional growth ay very evident.” [Actually, I’m a fan of collaboration because it has really helped a lot during this transition period. The activities are matched with the learning materials—that’s one of the benefits of collaboration, unlike before when we were all scattered and working separately. What’s great about collaboration is the sharing. We ask each other, “What did you experience from the past lesson?” We learn from one another. Each of us understands the differences among our students, so our teaching approaches vary. Our collaboration is historic because it has really brought us together as a team. What’s wonderful is that when someone is struggling, they just ask for help in our group chat, and we support each other. Even though I’ve been teaching for a long time, this transition has really changed things, so professional growth is very evident.]

From the standpoint of the department heads, principal, and supervisor, the grass-roots perspective is also crucial in understanding the challenges and opportunities for improving education, which is one of the fruits of CE. The country has made significant strides in expanding access to education, particularly through the implementation of the MATATAG Curriculum reform and empowering learning action cell (LAC) through Collaborative Expertise. The best benefit of this endeavor was to have the people on the ground, who have a better understanding of the unique challenges and opportunities in the schools, directly involved in the reform process according to Oracion et al. (2020).

The following statements made by Jerick further support Theme #4:

“Nile-let talaga tayong i-express ang nararamdaman natin sa collab. Hindi kami nakatali kung ano lang ang gustong marinig. Ito ang madalas na problema sa DepEd, ang gusto lang marinig ay ang maganda, pero dito sa collab namin, specially, credit to sa supervisor ng Values, hinahayaan kaming magsalita, kung ano ang nararamdaman naming. Dahil dito, nagagawan ng aksyon, napararating samga daapt iparating. Tulad ng sa oras, nilimit na sa 1 and a half hour, hindi na tulad ng dati na umaabot ng tatlong oras.” [We really express what we feel in our collaboration. We are not limited to what others want to hear. This is often the problem in DepEd, where they only want to hear the good things. But in our collaboration, especially thanks to the supervisor of Values, we are allowed to speak our minds, to express what we truly feel. Because of this, actions are taken, and messages are conveyed to those who need to hear them. For example, the time has been limited to one and a half hours, unlike before when it would take three hours.]

The Department of Education in the Philippines has been exerting great effort to provide support for the success of the reform. Listening to the firsthand experience of the teachers, learners, and community members has been critical in addressing the pressing issues of lack of resources, inadequate facilities, and the need for quality teacher training (Oracion et al., 2020). To grow the empathy and later on becomes a call out that the steps should be geared towards truly understanding the ground level experience and how it translates to improving the education system in the Philippines. To hear the voice of the

grassroots, a recent study examining the governance of education reforms in the Philippines found that while the policies have focused on mobilizing additional resources and decentralizing management, they have overlooked many critical governance arrangements necessary to ensure the success of these reforms (Saguin & Ramesh, 2020). This highlights the need to not only inject more resources, but also to strengthen the systems and structures that enable effective implementation and continuous improvement which one way to attain is by learning and listening from the grassroots through collaborative expertise.

Collaborative learning theory is directly reflected in the experiences and benefits teachers report from collaborative expertise, as shown in the findings. By promoting clear role delineation, which ensures each participant's responsibilities are defined and collective expertise is maximized. It enhances learning activities as teachers share and refine ideas through social interaction, leading to more innovative and effective instruction. The theory also supports standardization of objectives, lesson development, and assessment by fostering shared understanding and consistent practices among teachers. Finally, it underpins ongoing professional development and guidance, as continuous collaboration provides opportunities for mutual feedback, support, and growth within a structured, goal-oriented environment.

Meanings Attributed to the Experiences with Collaborative Expertise

This theme explores the personal and collective significance participants ascribed to their collaborative experiences. It explores how teachers and leaders made sense of

working together, reflecting on how collaboration shaped their professional identity, sense of purpose, and motivation. The meanings attributed go beyond the surface of what happened, capturing the deeper, often emotional, interpretations of why collaboration mattered and how it transformed their views on teaching and learning. This theme is distinct from experiences and benefits, as it centers on the subjective, reflective dimension of collaboration.

In collaborative expertise, participants, especially the teachers were able to construct meaning shaped toward a positive outlook. Considering the benefits experienced by the teachers in utilizing collaborative expertise during the pilot implementation of the curriculum, Table 3 shows how the data gathered were synthesized into themes reflecting the meanings attributed to such educational experiences.

Table 3

Generated Themes on How the Participants Gave Meaning to Their Experiences With Collaborative Expertise

Themes	Participants	Description of Theme	Sample Responses
Interdependence	Su, Freddie, Lileth, Rosa, Elizabeth, Izza	The teachers seek help when needed and provide support to others through CE. They appreciate being able	We are no longer scattered. What's great about collaboration is that it leads to sharing. What was your experience from the past lesson? We learn from each other. Our collaboration is historic because it has helped us become a more cohesive team. The best part is that when

Themes	Participants	Description of Theme	Sample Responses
		to help and ask for help.	someone is struggling, they just need to ask for help in our group, and we will support each other.
Streamlines	Lileth, Rosa, Freddie, Elizabeth, Su, Izza, Jerick	The teachers Reduces workload by delegating tasks and removing repetitive assignments	When CE is mentioned, my first impression is that it will make the job easier. Perhaps the top one is that our tasks are reduced, so we don't have to repeat them over and over.
Empowerment	Rosa, Su Freddie, Elizabeth, Izza, Jerick, Lileth	The teachers felt empowered by CE.	I've been teaching for a long time, but due to the transition, everything changed. As a result, my professional growth is very evident.

Theme 1: Interdependence

This theme is a critical factor in the success of collaborative teaching. It enables teachers to share ideas, suggestions, and strategies on how to teach, in an articulated and joint work, to achieve the desired results more effectively (Massa et al., 2021). Breaking isolation is a fundamental aspect of teacher collaboration, fostering a sense of community and shared purpose among educators. This collaborative environment allows teachers to tap into the collective knowledge and experience of their colleagues, creating a powerful support system that reduces feelings of professional isolation and promotes a more positive and fulfilling teaching experience.

The connection and 'tulungan' (support) between one another are truly invaluable in education. Teachers will always choose to help each other, provided there is fair and substantial negotiation. The depth of meaning derived from their collaborative expertise experiences reflects their genuine sentiments and emotional connection to these activities. It proves that Filipino teachers are neither lazy nor ones to shirk responsibilities. When collaboration is fostered in an environment of mutual respect and equal value, teachers demonstrate a strong sense of unity, a desire for progress, innovation, and efficiency in their work.

Participants' initial impression, especially teachers', was that collaborative expertise would entail additional work and time dedicated to teaching or school-related tasks. However, findings from the themes generated revealed that teachers eventually accepted, embraced, and appreciated it due to its positive effects. Some even viewed collaboration as enjoyable because, aside from simplifying lesson planning, it fostered camaraderie and strengthened bonds among colleagues. As expressed by Heide:

“The best ang collab na feature ng MATATAG ...dun mismo sa collab nag-uusap usap ang mga teachers. Nagtutulungan ang mga teachers, isa lang ng direksyon. Walang comparison, walang mas the best, nagtutulungan ang teachers, it is working together what is best for classroom.”[The best feature of MATATAG is its collaboration—teachers can communicate directly within the collaboration itself. Teachers help one another, moving in a single direction. There’s no comparison, no one is considered the best; instead, teachers support each other. It’s about working together to determine what’s best for the classroom.]

Heide's observation highlights the core strength of collaborative expertise, where mutual support and collective focus guide teachers toward shared goals. In line with this, Izza emphasizes that this unified approach has fostered a more positive atmosphere, noting that teacher collaboration continues to strengthen as they work together more cohesively. She said:

Mas masaya sya kasi pare-pareho na kami ng ginagawa ... Mas napapatatag ang collaboration ng mga teachers. Mayroon ng straight path na one goal na lang. From the word collaboration, we are sharing the ideas. Ang meaning sa akin talaga ay nagkakaroon ng one goal ang collaborative expertise. "[It is happier now because we are all doing the same things. The collaboration among teachers is becoming stronger. There is now a straight path with just one goal. From the word 'collaboration,' we are sharing ideas. To me, it really means that collaborative expertise is focused on having one goal.]

Collaborative expertise serves as a platform to bring out and highlight the skills and talents of each teacher. In an interview with Karol Yee, the executive director of the Second Congressional Commission on Education (EDCOM II), discussing issues in the Philippine education system and potential solutions, he said that Filipino teachers are the secret of the success of Vietnam's education. If provided with sufficient support like in Vietnam, and a well-structured platform like collaborative expertise, the potential of every teacher can truly be maximized in our own country.

Theme 2: Streamlines

As the researcher delved into the subjective experiences of teachers, it brought the light of the essence of collaborative expertise, creating a huge impact not only in professional development but also in the practical benefits of teachers. If this study is summarized, the meaning attributed by the teachers and administrators in collaborative expertise highlights the transformative potential in building community and the reciprocal benefits of professional and personal development that ultimately led to reduced workload. The following sharing of Iza well resonates this theme, “*Hindi ito (collaborative expertise) dagdag trabaho kundi nagpapadali pa ng trabaho. Hindi mo na iniisip ang lesson mo araw-araw dahil nakahanda na sa buong linggo.*” [This (collaborative expertise) is not additional work but makes the work easier. You no longer must think about your lessons every day because they are already prepared for the whole week.]

Upon exploring each participant’s subjective experiences and interpretations, the demands on teachers in the modern educational landscape are multifaceted and ever-increasing, often resulting in overwhelming workloads and burnout. However, research suggests that strategic collaboration and a division of labor can help teachers effectively manage their responsibilities and reduce their individual workloads. When Participant Jerick was asked how she gave meaning on these experiences, she said:

Dati ang collab iniisip naming dapat uwian na at pahinga na, maghihintay pa tuloy kami ng oras para sa collab pero kalaunan ay niyakap na din naming sya kasi Nakita naming na nagbebenefit at napapadali talaga ang buhay naming dahil pagdating ng next week, ready na kami, okay na ang topic naming. [Before,

when we thought about collaboration, we just wanted to go home and rest. We even had to wait for the scheduled time for the collab. But eventually, we embraced it because we saw that it truly benefits us and makes our lives easier. By the time the next week comes, we are already prepared, and our topics are all set.]

The findings support the collaborative model, which distributes tasks and responsibilities, enabling teachers to leverage their strengths and expertise to create a more efficient and manageable workflow (Orzolek, 2018). By working together, teachers can divide the labor associated with lesson planning, content delivery, assessment, and other essential duties, ultimately reducing the individual workload and allowing for a more balanced and sustainable teaching practice. When teachers work as equal partners, they share responsibilities in planning, teaching, and assessment, covering curricula, instruction, evaluation, classroom management, and behavior.

Shared planning and joint resource development play a crucial role in saving time and minimizing duplication of effort among teachers. Collaborative expertise (CE) goes beyond simply dividing tasks to reduce individual workload; it represents a comprehensive strategy that leverages the diverse skills and knowledge of the teaching staff. This approach fosters a more productive and supportive educational environment.

By embracing CE, schools promote sustainable and effective teaching practices that enable educators to address the varied needs of their students while maintaining a healthy work-life balance. Additionally, collaborative teaching facilitates better deadline management and stress reduction, as teachers can distribute responsibilities more efficiently and support one another in meeting shared goals.

Theme 3: Empowerment

This investigation into teacher collaboration highlights the significance of co-constructing knowledge among educators as a fundamental process for meaning making; it argues that such interactions not only empower teachers to address diverse learner needs more effectively but also cultivate a supportive professional community that enriches the educational experience for both teachers and students.

The teaching profession, often perceived as an isolated endeavor, is increasingly recognizing the profound impact of collaborative practices on both teachers' professional growth and the overall educational environment (Massa et al., 2021). Professional development through collaborative strategies marks a shift from conventional methods, in which instructors engage in presentations designed to equip them with insights deemed necessary by facilitators on classroom practices. In the collaborative model, teachers pinpoint specific challenges within their own instructional settings and subsequently engage in cooperative efforts with peers to surmount these obstacles. This paradigm fosters professional development while concurrently cultivating robust teamwork skills among educators. Collaboration transcends mere cooperation; it embodies a synergistic process where teachers collectively contribute their diverse expertise, perspectives, and experiences to create a shared understanding and achieve common goals. This collective approach not only enriches the teaching experience but also fosters a more supportive and stimulating work environment.

Further, collective reflection and shared experiences among educators revealed that instructional materials are improved when developed collaboratively. The teacher

collaboration significantly influences the professional identities and improves instructional materials, as when one progresses, the other will also progress. Hence, learning materials and teaching plans are more effective when professionals work together. This literature could well be noted on how Rosa emphasized the benefits of CE:

“Generally maganda. Nagiging maganda ang mga lesson. Compare noong grade 8 ako, nangangapa ako, anong lesson plan ang gagamitin ko. Ngayon dahil sa CE may lesson plan na, may power point na, ang lesson napag-uusapan kaya mas gumaganda sya. Alam na naming ang gagawin at ituturo, mas intensive ang support at pag-assist kumpara sa dati na hahayaan ka lang. Kanya-kanya ang gawa, ang lesson plan, ang strategy, hindi tulad ng CE ngayon.” [Generally, it's good.

The lessons are becoming more effective. Compared to when I was in Grade 8, I used to be uncertain about which lesson plan to use. Now, thanks to the Continuing Education (CE) program, we have lesson plans and PowerPoint presentations. The lessons are more thoroughly discussed, making them more effective. We now know what to do and teach, and the support and assistance are more intensive compared to before when we were left on our own. Previously, each person worked individually on their lesson plans and strategies, unlike now with the CE program.]

In today's educational landscape, collaboration is not merely an option but a necessity for fostering innovation, promoting continuous improvement, and ultimately enhancing the quality of education for all students. Collaboration in education manifests in

various forms, encompassing co-teaching, shared planning, peer observation, and professional learning communities (Voytecki & Anderson, 2021).

For the participants, who represent a broader sample population and potentially reflect the views of others, their sense of meaning regarding collaborative expertise is profoundly significant and advantageous. Collaborative expertise serves as a dynamic platform that not only allocates responsibilities but also showcases and amplifies each teacher's unique skills and talents.

When assigning meaning to an experience, it is often better—or sometimes necessary—to choose acceptance and being positive of such changes like collaborative expertise. While it may initially feel burdensome due to extended hours, the decision ultimately lies with the individual. It is preferable to embrace and enjoy it because, first, there may be no alternative; second, it yields positive outcomes—so why not attribute meaning in a positive way as collectively viewed by the participants.

Furthermore, the meanings participants shared about this experience were interconnected. The positive perspective on this activity influenced others to fully embrace collaboration. Notably, despite being interviewed individually, their responses collectively produced a unified theme. Participants emphasized the importance of collaboration and expressed a desire to continue it.

An example is the following remarks by Teacher Su:

“Sana tuloy tuloy padin ang collab dahil Nakita ko na Maganda sya para sa mga teachers at kahit sa mga learners, kapag nakikita ng learners na may direction

ang teachers, mas Malaki impact sa mga students.” [I hope the collaboration continues because I've seen how beneficial it is for teachers and even for learners.

When students see that teachers have direction, it has a greater impact on them.]

Collaborative learning theory emphasizes the role of social interaction in constructing knowledge. When teachers collaborate, they engage in similar social interactions that can enhance their professional development and improve teaching practices. For instance, collaborative planning sessions allow teachers to share insights and strategies, leading to more cohesive and effective instructional methods. By integrating collaborative learning principles into teacher collaboration, educators can leverage these social interactions to create a more collaborative and supportive professional environment.

Moreover, Collaborative learning theory underscores the critical roles of shared responsibility and common goals in fostering collective achievement (Hasan et al., 2023). In collaborative learning settings, students are encouraged to take shared responsibility for their group's outcomes, promoting individual accountability within a collective effort. This approach aligns with the benefits of teacher collaboration, where shared goals and objectives can lead to more cohesive educational strategies and improved school outcomes. When teachers work together towards common objectives, they are more likely to develop innovative solutions and implement consistent teaching practices across different classrooms. This consistency enhances the overall educational experience for students, ensuring that they receive a well-rounded and cohesive education.

The collective intelligence and varied skill set of group members contribute to a richer learning experience than could be achieved individually (Laal & Ghodsi, 2012). In

collaborative learning environments, diverse perspectives foster critical thinking and creativity, as students learn from each other's experiences and viewpoints. Similarly, teacher collaboration benefits from diverse teaching experiences and approaches, which can lead to innovative instructional methods and better student outcomes. For example, teachers from different subject areas can share their expertise, developing interdisciplinary projects that engage students more effectively. This diversity in perspectives enriches the educational environment, contributing to more effective teaching practices and improved student engagement.

Finally, facilitation and support play a crucial role in both collaborative learning and teacher collaboration. In collaborative learning environments, instructors facilitate group dynamics rather than providing direct instruction, ensuring that students take an active role in their learning process. Similarly, administrative support and facilitation can enhance teacher collaboration by providing necessary resources and time for teachers to engage in meaningful interactions. Effective facilitation ensures that collaborative efforts are productive and aligned with educational objectives, fostering a culture of collaboration and mutual support among educators.

Collaborative learning theory is closely related to the study of experiences of teacher collaboration. And offers significant benefits for professional development and student outcomes. By fostering social interaction, shared responsibility, diverse perspectives, and facilitation, educators can create a collaborative culture that enhances teaching practices and improves educational achievements. As schools continue to evolve and face new challenges, embracing collaborative learning principles in teacher collaboration can

provide a powerful strategy for driving innovation and excellence in education. Ultimately, this approach can lead to more effective educational environments where both teachers and students thrive (Alrayah, 2018).

Challenges Encountered during the Collaborative Expertise

This theme identifies the specific obstacles and difficulties encountered by participants as they engaged in collaborative practices. Challenges included logistical issues such as limited time for meetings, delays in the provision of instructional materials, and conflicting schedules. This theme provides a candid account of the factors that hindered effective collaboration, distinguishing itself from other themes by focusing solely on the barriers rather than the positive aspects or solutions.

Table 4 shows generated Themes on the Challenges Encountered During Collaborative Expertise, specifically highlighting the three emerged themes: Time Allocation for Teacher Collaborative Expertise, Delays in the Availability of Learning Materials, and Lack of Venue.

Table 4

Generated Themes on the Challenges Encountered During the Collaborative Expertise

Themes	Participants	Description of Theme	Sample Responses
Time Allocation for	Lileth, Freddie, Su, Jerick	Participants desire to include the CE sessions	If it can be reinstated as embedded in the teachers' schedule, that would be better. If it can be returned to its previous state where it's included in

Themes	Participants	Description of Theme	Sample Responses
Teacher Collaborative Expertise		within six hours teaching load.	the teachers' time, that would be ideal.
CE was hindered due to delays in the availability of learning materials	Freddie, Izza, Gracia, Jerick	Due to the transition, the second to fourth quarter materials became a struggle in CE.	The biggest challenge is the delay in materials. They were supposed to ease the burden, so we wouldn't have to create lesson plans and worksheets, but due to the delay and the need for editing, it became double the work. In Week 7 of the Second Quarter, we encountered problems because nothing had arrived from DepEd Central, so I had to create my own. The delay in materials affected the CE, making it less frequent.
Lack of Venue	Lileth, Freddie,	A permanent venue suitable for CE	For me, implementing collaboration is okay, but sometimes we lack a proper venue. We often meet in the classroom, and when the students arrive, we have to rush. Sometimes we gather in the guidance office, faculty room, or clinic room.

One of the significant innovations in “MATATAG curriculum” is the collaborative expertise in curriculum development, implementation, and assessment (Lagbao, 2024). This somehow brought an uncharted path for various stakeholders in education. This somehow brought an unnavigated path for various stakeholders in education (Estrelado, 2024). Curriculum changes, while challenging, also present an opportunity to en-

hance learning and development especially in teacher collaboration. Identifying the process in conducting teacher collaboration was crucial in the early stages of implementation.

Implementing these changes would be more challenging without easy access to the necessary materials for the new curriculum. The success of curriculum adoption depends heavily on having thorough instructional resources, ongoing professional development, and consistent support from school administration.

Curriculum revision is not simply a matter of change, but rather a process of transition that requires careful planning and management. Curriculum changes are not merely cosmetic; they involve a deep transformation of the educational ecosystem, which can meet resistance from various stakeholders. Recognizing the transition involved in curriculum changes can help faculty and administrators better navigate the challenges and embrace the opportunities for growth and improvement.

The stress and uncertainties that come with curriculum changes can be mitigated through a well-designed transition process. Approaching curriculum revision as a transitional process, rather than merely a change, may enable faculty to more readily engage in the necessary thinking to develop a new curriculum suited for the 21st-century learner. Hence, effective teacher collaboration, strong administrative support, and a comprehensive grasp of the transitional aspects of curriculum changes are essential for overcoming challenges and making the most of the opportunities that curriculum revisions offer.

Theme 1: Time Allocation for Teacher Collaborative Expertise

The study found that the effectiveness of teacher collaboration is significantly influenced by the time allocated to these activities. Administrators and teachers must recognize that effective time management involves maximizing the use of available time for instruction and learning. Consider the impact of time allocation on teacher collaboration. The underlying assumption is that sufficient time for collaboration enhances the quality and impact of collaborative endeavors. Making collaboration of teachers an essential component within the educational setting requires more than just dedicating a specific time slot. The lack of sufficient time allocation has directly impacted the conduct of Learning Action Cell (LAC) sessions, which could be held only when time was available. This constraint has been identified as a significant challenge, as it restricts opportunities for collaborative professional development and sharing of best practices among teachers.

Understanding how teachers perceive time is crucial for administrators aiming to foster collaboration and professional development. Giving time for teachers to collaborate is very crucial (Voytecki & Anderson, 2021). Prioritizing collaborative time within school schedules or dedicated professional development sessions is deemed important. The following significant sharing from the participants supported the first generated theme: Garcia wished that: *“Kung kayang ibalik na embedded sya sa schedule ng teachers mas maganda po. Kung mababalik sya sa dati na kasama sya sa 6 hours actual teaching loads ng teachers.”* [It would be better if we could reintegrate this activity into the teachers' schedules. Ideally, it should be part of their regular time allocation, similar to how it was before, when it was included within their 6 hours of actual teaching loads.]

Furthermore, Su voiced out her concern by saying: “*Ang wish lang namin ay hindi na mag-extend ang mga teachers sa collab dahil minsan napapahaba na dapat umuwi na kami.*” [Our only wish is that teachers would not extend the collaboration sessions, as they sometimes run longer than expected, and we should be able to go home on time.] Another participant gave also a sentiment, teacher Lileth said, “*Ang isa pa ay ang pagbibigay ng allocated time. Nag-eextend pa kasi ang mga teachers pero kung katulad ng dati na may specific time, nabibigyan talaga ng halaga, may available room at hindi extended ang mga teachers.*” [Another thing is allocating time. Teachers often extend their time, but if we had specific times like before, it would be valued more, with available rooms and no extended teacher hours.]

Although this collaborative expertise session may initially impose additional responsibilities on teachers, the benefits ultimately outweigh the heavy workload or feelings initially experienced before adapting the process.

Jerick, despite of the initial burden he felt during the introduction of collaborative expertise, he shared a positive view, saying:

“*Dati ang collab iniisip naming dapat uwian na at pahinga na, maghihintay pa tuloy kami ng oras para sa collab pero kalaunan ay niyakap na din naming sya kasi Nakita naming na nagbebenefit at napapadali talaga ang buhay naming dahil pagdating ng next week, ready na kami, okay na ang topic namin.*” [At first, we viewed collaboration sessions as something that should conclude so we could head home and rest. Nevertheless, we would still wait for the scheduled time to collaborate. Over time, however, we came to appreciate it because we realized

that it genuinely benefited us and simplified our lives. By the start of the following week, we were already well-prepared, and our topics were well-organized.]

Extending time for improvement of education, where teacher collaboration plays a crucial role in creating improved learning environments and enhancing student outcomes. Certainly, collaborative expertise increases teachers' workload, may extend time and other present challenges but again, its long-term benefits ultimately surpass these difficulties. These benefits were witnessed and testified by the participants which improved teacher morale, enhanced professional development opportunities, and more effective school support systems, making the collaborative approach a worthwhile investment in educational improvement.

Theme 2: CE Was Hindered Due to Delays in the Availability of Learning Materials

The Importance of lesson plans and instructional materials and even the power point presentation of lesson can significantly influence the quality of teaching and learning. Careful planning and effective use of learning materials are crucial for delivering a successful lesson. The lack and delay of appropriate instructional materials can hinder the learning process and impact students' progress, based on the findings of this research.

Educational institutions rely heavily on the timely availability of resources to facilitate effective teaching and learning. Yet, logistical challenges often lead to delays in the delivery of essential materials, thereby undermining the readiness of both educators and students. The consequences of these delays can be far-reaching, affecting collaborative expertise sessions, consequently pedagogical approaches, teachers' preparation, and overall teaching performance.

The seamless supply chain that ensures the timely delivery of essential materials can impact the complex web of interconnected systems of educational institutions. Disruptions to this supply chain, whether stemming from unforeseen global events or localized logistical challenges, can have profound, far-reaching consequences, directly affecting the readiness of both educators and administrators.

This disruption or delay can manifest in various forms, from the commitment of each personnel involved in the supply chain to the availability of critical educational resources, thereby undermining the overall effectiveness of the educational process.

Given these challenges, it becomes evident that addressing such issues requires not only systemic solutions but also insights from those directly engaged in the process.

Teacher Su remarked:

“Ang challenges talaga naminn ‘yung first months namin ay ang materials. Ang first quarter namin talaga ay ang ganda. Sa second quarter ay medyo mahirap dahil sa topic kaya paano namin ibababa...wala pang content dahil maghahanap pa, kailangang pang mag research.” [Our biggest challenge during the first months was the materials. Our first quarter was really good. The second quarter was a bit difficult because of the topic, so we wondered how to simplify it... there was no content yet because we still had to look for it and do research.]

Building upon these observations, it is valuable to consider additional viewpoints that further illuminate the issue. In the words of Izza:

“Nabibigla kami dahil hindi talaga namin alam ang gagawin and challenge pa na hindi pa kompleto ang mga materials. Hindi rin namin alam kung saan kukunin

ang materials dahil nagbago ang curriculum. Ayun ang pinaka challenge dahil hindi sya naka prepare on the first hand pero nagawaan naman ng paraan dahil kumuha kami sa mga previous resources dahil mayroon naman ng topic or curriculum guide Though dumadating naman ang materials kaso tapos na ang week lesson like patapos na ang week two pero padating palang ang materials.” [We are often caught off guard because we are unsure of what to do, and it is further complicated by the fact that the materials are not yet complete. We also do not know where to obtain the materials because the curriculum has changed. That is the biggest challenge because we were not adequately prepared from the start. However, we managed to find a solution by using previous resources since we had some topic or curriculum guides available. Although the materials do arrive, it is often too late, such as when the week's lesson is almost over, yet the materials are only just arriving, like during the end of Week Two]

Teachers are experiencing confusion and uncertainty due to their initial exposure to CE, compounded by inadequate learning materials. This shortage represents a major obstacle, as it forces educators to spend additional time searching for appropriate resources—a task that is both time-consuming and adds to their already substantial responsibilities. Ideally, the MATATAG Curriculum should have provided a complete set of materials, allowing teachers to focus on content delivery and on strategizing effective teaching methods. However, instead of refining their instructional approaches, they are compelled to allocate time and effort to sourcing content.

While teachers possess the expertise and flexibility to adapt and find suitable materials, this added responsibility further strains their workload. Despite their ability to manage such challenges, the situation underscores the need for stronger systemic support to ensure that teachers can focus on their primary role: delivering high-quality education. Addressing these issues would not only alleviate teacher burden but also enhance the effectiveness of curriculum implementation.

Some can find excuses for the delay of the materials but the department of education must mitigate this primary concern because of the impact and severity may occur to the interdependent chain system. Education leaders should prioritize and allocate sufficient resources to ensure that teachers have access to high-quality learning materials. In the recent years in Philippine education, learning materials like textbooks was given less priority as it was evident that not all students have access to this resource. This has created a challenge for teachers to rely on other types of instructional materials to supplement the lack of textbooks. The findings indicated that the instructional materials used by schools were often of poor quality, outdated, and did not encourage intellectual development of students. To address this issue, the government should establish policies that guide the design and production of instructional materials for use in schools (Onyia, 2013).

Literature points to an evolution in the development of teaching materials, shifting from a primary focus on textbooks towards an increasing emphasis on designing learning experiences and activities that are more closely aligned with the specific needs and life circumstances of children and youth. This transition reflects a growing recognition that

effective instruction requires a more holistic approach that goes beyond the traditional textbook-centered model. Character education is one area where the integration of values and principles into teaching materials can play a key role.

Moreover, one of the most important matters in curriculum transition is the learning materials which should be the priority and provided beforehand at all cost. Ultimately, It is crucial to take prompt action and be on schedule, as delays can render efforts ineffective or obsolete. The urgency of addressing challenges in a timely manner is essential to ensure that initiatives remain relevant and impactful, rather than becoming useless over time.

Theme 3: Lack of Venue

Another significant issue noted is one from Teacher Rosa's sharing: "*Wala naman ng problema sa procedure ng CE, sa tingin ko lang kulang ay ang paglalaan ng venue at schedule. Kung saan-saan na lang kami.*" [There are no longer any problems with the CE procedures. I just think what's lacking is the allocation of a proper venue and schedule. We end up meeting in various places.]

The physical environment of these venues contributed significantly to the effectiveness of collaboration; spaces that encourage open dialogue and group interaction were identified as particularly beneficial. Teacher Rosa added, "*Sa tingin ko lang kulang ay ang paglalaan ng venue at schedule. Kung saan-saan na lang kami.*" [I just think what's lacking is the allocation of a venue and schedule. We're just scattered everywhere.]

During the interviews, several key challenges emerged. One notable theme was the difficulty faced by teachers who are not majors in Values Education. The participants'

profiles revealed that only one out of six teachers specialized in Values Education, which could potentially lead to challenges related to content knowledge and pedagogical approaches. However, through collaborative expertise and support, these anticipated difficulties were proactively addressed. As a result, even non-major teachers were able to deliver more guided and effective instruction in Values Education.

Notable Practices that Facilitated Effective Collaboration

This theme captures the specific strategies and routines that participants found most effective in fostering collaborative expertise. The theme is limited to describing what has already worked well in the pilot implementation, thereby setting it apart from proposed or future-oriented strategies. It serves as a practical guide for replicating successful approaches in similar educational settings.

Table 5 presents three (3) key practices identified by the participants as significantly enhancing effective collaboration: (1) Leveraging Division of Labor to Ease Workload, (2) Providing Technical Assistance (e.g., Guide Questions), and (3) Encouraging Initiative and Mutual Support in Fostering Collaborative Expertise (CE). These solutions directly emerged from the insights and experiences shared by the participants.

Table 5

Generated Themes on the Notable Practices that Facilitated Effective Collaborative Expertise

Themes	Participants	Description of Theme	Sample Responses
Leveraging Division of Labor to Ease Workload	Lileth, Rosa, Freddie, Elizabeth, Izza, Jerick	One of the most remarkable practices is the designation of tasks through CE	Perhaps the top benefit is that our tasks are reduced, so we don't have to repeat them. This isn't additional work but rather makes our job easier. You don't have to think about your lesson every day because it's already prepared for the whole week.
Providing Technical Assistance (e.g., Guide Questions)	Su and Gracia	Established procedure and responsive assistance like all the needs for CE like guide questions, materials and environment.	...the division provided guide questions, which made the collaboration more beneficial. We have direction now because of the guides.
Encouraging Initiative and Mutual Support in Fostering (CE)	Su, Izza, Gracia, Haide	The attitude of pakikipagkapuwa or being a good team player is one of the evident practices in CE	Due to the delay in materials, one of our notable practices is our collaboration to create materials on our own.

Theme 1: Leveraging Division of Labor to Ease Workload

The demands on teachers in the modern educational landscape are multifaceted and ever-increasing, often leading to overwhelming workloads and burnout. However, research suggests that strategic collaboration and a division of labor can help teachers effectively manage their responsibilities and reduce their individual workloads.

Collaborative teaching, where two or more educators work together to plan, instruct, and assess a shared group of students, has been identified as a promising approach to addressing the challenges teachers face. This collaborative model distributes tasks and responsibilities, enabling teachers to leverage their strengths and expertise to create a more efficient, manageable workflow (Orzolek, 2018).

As highlighted in the research, collaborative teaching requires educators who are creative, flexible, and both willing to compromise and to learn. By working in tandem, teachers can divide the labor associated with lesson planning, content delivery, assessment, and other essential duties, ultimately reducing individual workloads and enabling a more balanced, sustainable teaching practice.

One of the notable practices in collaborative expertise is the division of labor among teachers is the reduction of individual workloads. When teachers collaborate, they can share responsibilities such as lesson planning, assessment, and classroom management. This not only alleviates stress but also allows educators to focus on their areas of expertise, leading to more effective teaching practices. For instance, collaborative planning enables teachers to pool their resources and expertise, streamlining the preparation

process and saving time. By distributing tasks, teachers can manage their workload more efficiently, leading to increased productivity and job satisfaction.

One notable response from the participants that support this theme came from Jerick and he said, “*Nale-lesse din ang trabaho dahil may toka kami, may naka-assign na gagawa, kaya weekends palang, may magpapasa na mg powerpoint, ng materials, execution na lang. Mas mapapadali sa trabaho dahil maghahati-hati na kayong mga teachers.*” [The workload is also lessened because we have a schedule and assigned tasks. Even on weekends, someone is already submitting the PowerPoint and materials, so it’s just a matter of execution. Work becomes easier because the teachers divide the tasks among themselves.] Another response from Izza was, “*Hindi ito dagdag trabaho kundi nagpapadali pa ng trabaho. Hindi mo na iniisip ang lesson mo araw-araw dahil naka-handa na sa buong linggo.*” [This is not additional work; rather, it makes the work easier. You no longer have to think about your lessons every day because they are already prepared for the entire week.]

The division of labor has become a significant practice in teacher collaboration, transforming the way educators work together to enhance educational outcomes. By dividing tasks and responsibilities, teachers can leverage each other's strengths, reduce individual workloads, and create a more cohesive learning environment.

Teachers are encouraged to divide labor through collaborative expertise, pooling their knowledge to develop more robust educational initiatives. By collaborating on interdisciplinary projects, educators from many topic areas can improve learning outcomes and student engagement. In the end, this cooperative approach benefits both teachers and

students by creating a positive atmosphere where educators may exchange best practices, resources, and information.

To effectively leverage division of labor, schools must implement strategies that facilitate collaboration and task allocation. This includes identifying specific tasks that can be divided among teachers, encouraging specialization, and scheduling regular collaborative planning sessions. Technology can also play a crucial role by providing digital tools that streamline tasks and enhance communication among educators. This is related to what Jerick brought out during the interview: *“Ang solusyon kapag hindi kami nagtatagpo para mag collab ay mag online, same lang naman ang quality at ang process.”* [The solution when we can't meet in person to collaborate is to use online platforms. The quality and process remain the same.]

This can also increase efficiency and quality. Specialization through division of labor leads to increased efficiency and quality in educational delivery. When teachers focus on specific areas, they develop deeper expertise, which enhances the quality of lesson planning and delivery. For example, a teacher specializing in technology integration can assist colleagues in integrating digital tools into their classes, thereby improving students' overall educational experience. Teacher Rosa, a Mathematics major but for almost a decade has been teaching Values Education expressed, *“May mabuting nadudulot din ang iba na hindi major ang Values, tulad ko na Math major na nakapagbibigay ng numeracy strategy sa Values, pati ang iba na English major na nakapagbibigay ng idea sa literacy.”* [Non-major in Values Education also contribute positively, like me, a math major

who can provide numeracy strategies for teaching values. Similarly, English majors can offer ideas on literacy.]

The division of labor can take many forms, depending on the specific needs and context of the school or classroom. It can involve teachers specializing in particular subject areas, grade levels, or student populations, allowing them to focus their expertise and resources on a specific area of need.

To sum up, dividing labor through teacher collaboration is a viable way to reduce teacher workload while enhancing the effectiveness and quality of teaching. Schools can establish a more sustainable learning environment where teachers can concentrate on their areas of expertise while the non-major can also maximize the chance for the input of across the curriculum integration. Supporting teachers' collaboration will require adopting a division of labor as a cooperative method as educational institutions continue to change.

Theme 2: Providing Technical Assistance (e.g., Guide Questions)

Structured approach needed for CE to maximize this opportunity, a guided procedure provides a more intentional platform to fully leverage the benefits of collaborative engagement and maximize the time (Levine & Marcus, 2010). Guided protocols ensure that these discussions remain focused, equitable, and aligned with specific goals, preventing them from devolving into unfocused or unproductive exchanges (Massa et al., 2021). A structured approach to collaboration provides a framework for teachers to share their expertise, analyze student data, and collectively develop strategies to address instructional challenges, ultimately leading to more effective and targeted teaching practices

(MacNamara et al., 1996). Moreover, explicitly teaching the skills necessary for successful collaboration is paramount in teacher education programs, as teachers are increasingly expected to collaborate to meet students' diverse needs (Voytecki & Anderson, 2021).

To reap the full benefits of collaboration, educators must employ structured methods. Malabon city has already adopted guidelines for teacher collaboration. Implementing guidelines, guide questions, and predefined objectives is crucial to prevent tangential discussions and maintain clarity about the subjects under consideration. This structured approach facilitates efficient and focused deliberations, ensuring that discussions remain pertinent to the intended topics. These guidelines provide a shared understanding of expectations and processes, fostering a culture of trust and open communication, where educators feel comfortable sharing their ideas and perspectives.

Most of the participants emphasized the value of sharing ideas and perspectives during collaboration, especially when discussions are structured and focused. Gracia noted that this exchange is most effective when guided by thoughtful questions. She said, *“Gumagamit po talaga kami ng criterion reference instructional supervision sya po ang nagiging guide namin. Una palang ang principal naming ay inaral nya paano nga ba ang CE, paano sya gumalaw o umikot. There are set of questions po”* [We really use Criterion-Referenced Instructional Supervision as our guide. Even from the start, our principal studied how Collaborative Expertise (CE) works, how it operates and functions. There is a set of questions involved.]

Guide questions help teachers maintain focus, ensuring that they address critical issues and make informed decisions about instructional strategies and student support.

For example, questions like "What went well or what went good?" or "How can we tailor our teaching to meet diverse student needs?" help maintain a focus on key objectives and facilitate the development of effective teaching practices. Without such frameworks, discussions can become disjointed or unproductive, resulting in wasted time and resources. Guide questions and procedures also promote a shared understanding among educators about their roles, responsibilities, and goals. This shared vision is essential for creating a cohesive learning environment where teachers work together seamlessly to support student success.

By aligning their efforts through structured collaboration, educators can develop common assessments, instructional strategies, and interventions, ensuring that students receive consistent and high-quality educational experiences. This alignment is particularly important in Collaborative Expertise (CE), where teachers collaborate to analyze student data, develop instruction, and implement corrective actions to improve student outcomes. Planned and uniformed assessment and teaching strategies are cornerstones of effective pedagogical practice, necessitating a comprehensive system where assessment is intricately designed and implemented to align with the planning and execution of teaching methodologies. Through teacher collaboration, a uniformed and thoughtfully designed strategy and assessment can consequently produce quality in teaching, especially when the three pillars of planning, implementation, and assessment work together.

Further support and technical assistance were given by the school leaders to facilitate and prosper the collaborative expertise. Teacher Su state when she was asked of the

unexpected challenges, *“Wala namang unexpected challenges dahil very supportive naman ang school.”* [There are no unexpected challenges because the school is very supportive.] This response was affirmed by Gracia as she said, *“Sa support po ay sa ganang amin po ay nabibigay ng aming principal.”* [As for support, it is provided to us by our principal.]

The overall support were factors for the effective implementation of collaborative expertise and even the other aspects in education. Participant Elizabeth shared that she gave everything that teachers needed as she said:

“Ang major major dyan ay ibigay mo ang lahat ng kailangan nila. Kailangan ng printer, ibigay agad, all the way. Kahit pakain o boodle fight. Kasama na ang mga students dati binigyan ng tablet para tuloy tuloy ang pag-aaral. Hindi mo pa sinasabi ang problema, binibigyan mo na agad ng bond paper, ng printer, ng lahat, wala na talaga silang masasabi, hindi nila yan makikita sa ibang school. [The most important thing is to provide them with everything they need. If they need a printer, it should be given immediately, no questions asked-even including meals or a boodle fight. There was even a time when students were given tablets so their learning could continue uninterrupted. You don’t even have to mention the problem; bond papers, printers, and everything else are provided right away. They really can’t complain because they won’t find this kind of support in other schools.]

Theme 3: Encouraging Initiative and Mutual Support in Fostering (CE)

Teachers are truly willing to collaborate as long as it is mutual. As Filipinos, showing care for one another is natural. Teachers are genuinely kind and generous, and

much is expected of those who teach values. They simply desire a give-and-take relationship because they also work hard for it, and they do not want to be taken advantage of.

Heide emphasized: *“Ang isa sa mga best feature ng CE ay nagtutulungan ang mga teachers, isa lang ng direksyon. Walang comparison, walang mas the best, nagtutulungan ang teachers, it is working together with what is best for the classroom.”* [One of the best features of CE is that teachers are helping each other, all moving in one direction. There's no comparison, no one is considered the best; the teachers are working together to find what's best for the classroom.] The following statement of Su also supported this theme: *“Because of the delayed materials, ang notable practices naming ay ang pagtutulong tulong naming na makabuo ng materials on our own.”* [Because of the delayed materials, one of our notable practices is that we help each other to create materials on our own.]

The support that teachers offer one another is crucial to their professional development, particularly for pre-service and early-career educators. Caring and mutual assistance among colleagues can foster a positive school climate and enable teachers to navigate the challenges of the profession more effectively (Chen & Rong, 2023). Lileth as her first year of teaching shared that, “Very recommended ang CE lalo na sa mga bagong teachers. Tulad ko na bagong teacher, kung walang collab, hindi ko alam ano ang gagawin pero dahil sa collab, guided ka, confident ka sa paparating na linggo.” (CE is very recommended, especially for new teachers. Like me, as a new teacher, without collaboration, I wouldn't know what to do. But because of collaboration, I am guided and confident for the upcoming week.)

Another key result from the participants' statements and interviews is that educators are willing to invest time and effort into collaborative expertise. Initially, they may perceive this as an additional burden due to the extra time and effort involved. This is mirrored in the following statement by Jerick:

“Dati ang collab iniisip naming dapat uwian na at pahinga na, maghihintay pa tuloy kami ng oras para sa collab pero kalaunan ay niyakap na din naming sya kasi Nakita naming na nagbebenefit at napapadali talaga ang buhay naming dahil pagdating ng next week, ready na kami, okay na ang topic namin. [At first, we viewed collaboration sessions as something that should conclude so we could head home and rest. Nevertheless, we would still wait for the scheduled time to collaborate. Over time, however, we came to appreciate it because we realized that it genuinely benefited us and simplified our lives. By the start of the following week, we were already well-prepared, and our topics were well-organized.]

As soon as teachers realize that collaboration facilitates their work, reducing the time needed to prepare lessons and PowerPoint presentations during the week or the day before a lesson, they start to make a good impression of CE. Although the Friday afternoon schedule can be exhausting, following a week of intense work, teachers feel confident and prepared for the upcoming week. They are committed to collaborative efforts, provided they receive support and recognition from school administrators.

Collaborative learning theory is connected to these findings because it emphasizes learning as a social, interactive process where individuals work together to achieve shared goals (Massa et al., 2021). Leveraging division of labor aligns with the theory's

principle of beneficial interdependence, where group members take on specific roles to ease workloads and maximize efficiency collectively. Providing technical assistance through guide questions reflects the importance of group interaction and peer support, as collaborative learning encourages participants to help one another clarify ideas and solve problems. Initiative and mutual support in fostering collaborative expertise are rooted in the theory's focus on social bonds, shared responsibility, and collective growth, which motivate group members to actively contribute and support each other for the success of the whole group.

Inputs for Collaborative Expertise Strategies

This theme gathers the raw suggestions, ideas, and recommendations offered by participants for enhancing collaborative expertise moving forward. These inputs reflect the teachers' and leaders' perspectives on what could further improve their collaborative efforts, such as requests for more professional development opportunities, increased administrative support, and improved access to teaching resources. The focus here is on capturing the voice of the participants in proposing actionable changes, without yet synthesizing or prioritizing these inputs. This theme is distinct from notable practices (which are proven effective) and from proposed strategies (which are researcher-developed and synthesized). Hence, this section provided inputs on how collaborative expertise can be further improved to support the curriculum implementation and teacher professional growth. The participants were asked for their suggestions on the strategies to serve as input.

Table 6 presents the generated themes on the proposed strategies on CE for the full implementation of the MATATAG curriculum. There are three (3) themes that emerged out of the data analysis: (1) Strategic Management and Time Allotment, (2) Prioritization of Instructional Materials and conducive venue for CE and (3) Training to Raise the Bar: Learning Activities for the Whole School Approach (WSA) and Assessment.

Table 6

Generated Themes on the Respondents' Proposed Strategies on Collaborative Expertise

Themes	Participants	Description of Theme	Sample Responses
Strategic Time Allotment and Management	Lileth, Rosa, Freddie, Izza, Gracia, Haide	Participants favor including the CE sessions within six hours teaching load.	If it can be reinstated as embedded in the teachers' schedule, that would be better. If it can be returned to its previous state where it's included in the teachers' time, with a 6-hour actual teaching load.)
Prioritization of Instructional Materials and conducive venue for CE	Su and Gracia	The importance of physical facility and learning materials	Perhaps the materials should be prepared because we can't create them without those two.
Training to Raise the Bar: Learning Activities for the Whole School Approach (WSA) and Assessment	Rosa, Elizabeth, Su, Haide	Focuses on leveling up the CE via improving training, i.e. WSA, assessment	The content about HOTS or higher order thinking skills and the SOLO framework should be incorporated. It should be more comprehensive and intensive. We shouldn't just focus on strategies but also explore other aspects. Since this was already done in the

Themes	Participants	Description of Theme	Sample Responses
			past, there should be additional things to consider and discuss.

Theme 1: Strategic Time Allotment and Management

To address time constraints and enhance collaborative expertise, it is recommended that schools institutionalize dedicated collaboration periods, consistent with Vangrieken et al.'s (2015a) research demonstrating that sustained, scheduled collaboration correlates with improved teacher outcomes and student learning.

Integrating teacher collaboration into formally recognized teaching loads presents a complex opportunity to enhance educational ecosystems, necessitating careful consideration of pedagogical, logistical, and institutional dimensions. A need for time allotment for collaborative practice has emerged as a critical factor in fostering teacher expertise and improving student outcomes. As most of the participants expressed by the participants, teachers must be provided with adequate time to engage in collaborative learning and development. Participants express a preference for inclusion of Collaborative Expertise in the six-hour actual teaching load or the mandatory six-hour stay within the school to prevent extensions. Existing research found that time allotment for collaborative activities is a significant predictor of the quality and impact of teacher collaboration.

These findings highlight the importance of dedicating time to collaborative expertise and treat it as essential to professional development and student outcomes. Principals or personnel in authority can evaluate and redesign the use of time and school schedules

to increase opportunities for professional learning and collaboration. In the context of the pilot implementation of the curriculum, collaborative expertise was counted within 6 hours teaching load.

By formally recognizing and incorporating collaborative practices into teaching loads, educational institutions can foster a culture of shared responsibility and continuous improvement. The formal inclusion of teacher collaboration in teaching loads can create a good impression of the value of CE from the perspective of the teachers. This mirrored the conviction of Izza: “*Hindi seseryosohin ng teachers yan (CE) kung hind imo bibigyan ng oras yan.*” [The teachers won't take Collaborative Expertise (CE) seriously if you don't give it time allotment within six hours teaching load.]

Izza believed that there is a concern that such collaboration may be superficial or half-hearted, particularly if those in positions of authority do not prioritize or provide adequate support for these efforts. She added that, “*Siguro maganda talaga noong una na may allotted time talaga para hindi sya nadadagdag sa time namin na mag stay pa dito. Ayun ang isa sa mga suggestion ko*” [Perhaps it would have been better from the start to have an allotted time specifically for this, so it wouldn't add to the time we need to stay here. That is one of my suggestions.] Why would they value it if those above don't even give it importance by including it in schedule. This is not only about giving time allotment but reflects deeper issues related to how CE is valued, structured, and experienced within the department of education.

Teachers tend to view collaboration as a distinct, formal activity that can effectively take place within a predetermined time and space. Giving time allotment to teachers and nurturing an environment that fosters genuine collaborative exchange are essential for realizing the full benefits of teacher collaboration. Time is a major constraint, and if teachers are not given the necessary time to engage in meaningful discussions and planning, the collaboration is likely to be superficial (Weddle et al., 2020b).

Theme 2: Prioritization of Instructional Materials and Conducive Venue for CE

The role of administrative support in fostering successful teacher collaboration has been widely recognized in the educational literature (Yidana et al., 2023). Literature suggests that the nature of administrative support is crucial. Effective administrative support involves more than simply granting permission for teachers to collaborate; it requires a clear understanding of the specific behaviors and practices that support collaborative learning. In this context, the support and preparedness of higher authorities is essential for creating an environment conducive to effective teacher collaboration.

A growing body of research has emphasized the importance of administrative support for educational change efforts. Specifically, administrative support can take various forms. The provision of learning resources should extend beyond lesson exemplars and worksheets to include PowerPoint presentations that teachers can use or modify to enhance instructional materials. In line with this, teacher Izza shared that the prepared materials play a crucial role, she said:

“Siguro dapat prepared na ang materials and learning exemplar dahil hindi naman kami pwedeng gumawa kung wala ‘yung dalawang iyon. Ang mayroon

lamang sa amin ang title ngayon hindi na namin alam saan na namin kukunin ang iba pang materials". [Perhaps the materials and learning exemplar should already be prepared because we cannot create lessons without those two. Right now, we only have the titles, and we don't know where to get the other materials.]

Furthermore, physical environments contribute to the collaborative process. Effective collaboration can be significantly influenced by venue design, as the physical environment plays a crucial role in either enhancing or impeding the exchange of ideas and the integration of diverse viewpoints. It is proven by an old study of Grasset et al. (2001) that physical spaces, like tables, act as communal platforms that support both verbal and non-verbal interactions. They enable the placement of objects that can enhance communication or serve as focal points for discussions. Lileth's sharing echoed the findings of these studies: "*Walang proper venue. Madalas sa klasrum kami tapos kapag dumating na ang mga students magmamadali kami. Minsan sa guidance office, sa faculty room o clinic room.*" [Sometimes we lack a proper venue. We often meet in the classroom, and when the students arrive, we rush. Sometimes we meet in the guidance office, faculty room, or clinic room.]

Theme 3: Training to Raise the Bar: Learning Activities for the Whole School Approach (WSA) and Assessment

This theme was divided into three that were found to be relevant and should also be recognized. Delving into the intricacies of a research domain often necessitates the identification and comprehensive analysis of underlying subthemes that contribute to the overall understanding of the subject matter. The three divided themes are (1) Improving

Content and Assessment, (2) Fostering Effective Teacher Collaborative Expertise through Targeted Workshops and (3) Promoting CE through Strategies for Recognition and Support for Teacher Collaboration. These divided subthemes represent distinct yet interconnected components of the central research theme, each warranting individual attention to fully grasp the complexities of the broader topic (Nowell et al., 2017).

Sub-Theme 1: Improving Content and Assessment. Unlocking the next level of teacher collaboration, particularly through focused efforts on content development and assessment strategies, not only enhances teacher professional growth but also significantly improves student achievement by fostering a collaborative environment that aligns instructional practices with student learning outcomes. Teacher collaboration focuses on content and assessment holds immense potential for enhancing educational outcomes, as it fosters the sharing of best practices, the development of curriculum content, and the creation of comprehensive assessment frameworks that accurately measure student learning.

Curriculum content and assessment are fundamental pillars of education, and by engaging in collaborative efforts to strengthen these areas, teachers can drive meaningful change and improve the overall quality of instruction. The next phase of the collaborative expertise, where teachers will need to unpack the new standards. Taking the collaborative expertise to the next level, the content should be revisited, improved and customized according to the unique contexts and student demographics of each school hence teachers have something new to look forward to for the future collaboration. This need for greater depth is echoed by the following sharing of Elizabeth:

“Dapat mas dagdagan pa ang content. Pwede naman na ang school ang mag-adjust pero kailangan mayakap muna ang ilang pagbabago. Ang content ang HOTS o higher order thinking skills at SOLO framework, dapat maipasok na iyan.

Dapat mas comprehensive at intensive sya. Hindi lang mga strategy. Tapos na kasi yan dati, dapat there is more, may iba pang titingnan at pag-uusapan.” [The

content should be expanded further. The school can adjust, but it needs to embrace some changes first. The content should include HOTS (Higher Order Thinking Skills) and the SOLO framework; those need to be incorporated. It should be more comprehensive and intensive, not just strategies. That's already been done in the past; there needs to be more, other things to look at and discuss.]

Improving content through collaboration is a crucial step in enhancing teaching practices. When teachers work together on curriculum development, they can create more comprehensive and aligned learning materials. The rapid growth of information and the increasing complexity of modern problems have necessitated a collaborative approach to content enhancement, where individuals with diverse expertise converge to create more comprehensive and valuable knowledge resources. This collaborative approach ensures that students receive a cohesive educational experience across different subjects and grade levels. For instance, studies have shown that collaborative curriculum design in subjects like mathematics and science leads to better student understanding and retention of concepts (Voogt et al., 2016). Teachers can share insights on how to make complex

topics more accessible, develop engaging lesson plans, and integrate technology effectively into their teaching. This not only enriches the learning experience but also helps teachers stay up to date with the latest educational methodologies.

Improving assessment strategies through collaboration is just as crucial. Traditional methods, which often rely on individual teacher approaches, can result in inconsistent evaluations of student performance. In contrast, collaborative assessment design enables educators to create more thorough and reliable assessments. By collaborating, teachers can ensure that assessment tools align with learning goals, providing a more accurate reflection of students' knowledge and abilities. This collaborative method also promotes the exchange of feedback techniques, allowing teachers to offer students more insightful and actionable feedback. Consequently, students gain a clearer insight into their strengths and weaknesses, which can better inform their educational path.

On the other hand, formal study on the effect of collaborative expertise on academic performance is necessary. Though the benefits of collaboration are well-researched and despite of well-documented advantages of collaborative expertise, the mechanisms by which it facilitates learning and enhances content are not fully understood most specially on the recent curriculum transition or the MATATAG Curriculum.

It is within this context that participant Elizabeth's expressed desire to conduct action research on collaborative expertise (CE) becomes particularly significant, as her initiative aims to illuminate these mechanisms and contribute practical insights to the ongoing curriculum transition. She said, “...*gumawa ng action research ng CE, gusto kong*

makita ang impact at outcome sa mga bata.” [I want to conduct action research on CE, and I want to see the impact and outcomes on the learners.]

Assess the teacher collaboration in improving learning environments and student outcomes. A need to evaluate the influence of teacher collaboration to student’s outcome is highlighted (Weddle et al., 2020b). By fostering a collaborative environment that aligns instructional practices with student learning outcomes, schools can enhance teacher professional growth and significantly improve student achievement. As educators continue to navigate the complexities of modern education, embracing collaborative approaches will be essential for creating learning environments that are both effective and supportive. Ultimately, the future of education depends on our ability to harness the power of collaboration to drive innovation and excellence in teaching and learning

Sub-Theme 2: Fostering Effective Teacher Collaborative Expertise through Targeted Workshops. The training workshop on the fundamentals of effective collaboration is also recommended to ensure a smooth transition in the implementation process. A training workshop on the fundamentals of effective collaboration can be instrumental in empowering teachers to work together more productively. Collaboration is not merely about working together but rather a deeply engaging process that requires specific skills and a shared understanding of its benefits (Chopra & Kauts, 2023).

Echoing the value of such initiatives, participant Haide emphasized the importance of sustained and rigorous training, stating, *“Dapat may training na rigid, like ito ang mga strategies, kung ano ang dapat at hindi pag-uusapan. How to use the time for*

collab only.” [There should be rigorous training, like these strategies, on what should and shouldn't be discussed. How to use the time for collaboration only.]

To truly unlock the next level of collaboration, schools must invest in structured training programs that equip teachers with the skills and strategies necessary for effective collaboration. A comprehensive training workshop focused on collaborative strategies and practices can significantly enhance teacher collaboration, leading to improved content development and assessment, ultimately contributing to better student outcomes.

Effective collaboration requires more than just willingness; it demands specific skills and strategies that teachers can learn through targeted training. Training workshops offer a structured environment for teachers to develop these essential skills, fostering a collaborative culture that can have a profound impact on student learning. This includes addressing the various factors that influence collaboration, such as leadership, interpersonal dynamics, and the availability of time and space (Weddle et al., 2020b). This includes developing skills such as active listening, clear communication, conflict resolution, and negotiation (Levine & Marcus, 2010).

A training workshop designed to foster collaboration can provide teachers with the tools they need to work effectively together. As Hattie noted, "when teachers meet to discuss, evaluate, and plan their teaching in light of the feedback evidence", the learning opportunities for both teachers and students are amplified (Donohoo & Mausbach, 2021). As educators continue to navigate the complexities of modern education, investing in structured training programs will be essential for fostering collaborative environments that support both teachers and students.

Sub-Theme 3: Promoting CE through Strategies for Recognition and Support for Teacher Collaboration. Cultivating a collaborative environment among teachers necessitates a multifaceted approach that extends beyond mere directives, requiring a strategic integration of incentives, genuine appreciation, and comprehensive support mechanisms (Van Soelen, 2013). Well-structured incentive programs can be a powerful catalyst for fostering teacher collaboration, directly rewarding educators for their participation in collaborative initiatives. These incentives can take various forms, encompassing financial bonuses, opportunities for professional development, or even recognition through awards and commendations (Callagher & Smith, 2017). The effectiveness of these incentives hinges on their direct alignment with collaborative goals, ensuring that teachers perceive a tangible benefit from actively engaging with their colleagues. For example, schools could institute a system where collaborative projects that lead to demonstrable improvements in student outcomes are rewarded with additional resources for the participating teachers' classrooms or departments.

Reflecting this need for acknowledgment, Rosa expressed: “*Ang isa pa ay sana mayroong certificate na ibinibigay sa mga gumagawa ng CE. Yung magagamit sa accreditation ng lisensya sa PRC dahil kailangan yon.*” [Another thing is that I hope there will be a certificate given to those who implement CE. It can be used for accreditation of the license with the PRC because it is needed.]

Recognizing that collaborative endeavors are integral to achieving enhanced educational outcomes, institutions are increasingly acknowledging collaboration as a funda-

mental aspect of the teaching profession thus cultivating support and any means to encourage teachers to uphold CE. Additionally, providing opportunities or programs, or a proper venue for collaboration, is essential. Offering value, recognition, simple appreciation, and allocating a budget for snacks—according to one participant, even a certificate of appreciation would be beneficial—are the kinds of support that can foster collaborative expertise.

Schools should prioritize recognizing collaborative achievements through various channels, such as highlighting successful collaborative projects in school newsletters, showcasing collaborative teams during staff meetings, and establishing a "Collaboration Hall of Fame" to celebrate exemplary collaborative efforts. These multifaceted strategies should be designed to motivate educators, acknowledge their collective accomplishments, and provide the necessary resources and environment for effective teamwork, which subsequently promotes professional growth and enriches the educational experience for students (Levine & Marcus, 2010). Beyond tangible incentives, expressing sincere appreciation for teachers' collaborative efforts plays a crucial role in nurturing a culture of teamwork and shared responsibility (Callagher & Smith, 2017).

By strategically implementing incentive programs, recognition systems, and comprehensive support structures, schools can cultivate a culture of collaboration that empowers teachers and ultimately benefits students (Chen & Rong, 2023; Tichenor & Tichenor, 2019).

These significant findings on the inputs for collaborative expertise strongly reinforce the collaborative learning theory as the theoretical framework of this study. The

collaborative learning theory provides a robust framework for understanding the effectiveness of collaborative expertise sessions, as evidenced by significant findings on strategic management and time allocation, prioritization of instructional materials and conducive venues, and targeted training through whole-school approaches and assessment. Collaborative learning emphasizes that learning is inherently social and context-dependent, thriving when participants actively engage with one another to solve problems, share perspectives, and construct knowledge together. Strategic management and careful time allotment ensure that collaborative sessions are purposeful and well-structured, maximizing opportunities for meaningful dialogue and joint problem-solving—key tenets of collaborative learning theory. Prioritizing high-quality instructional materials and providing a conducive venue creates an environment where participants feel supported and can focus on shared learning goals, further fostering the social interdependence and cognitive engagement central to this theory⁶. Additionally, training that raises the bar through whole-school approaches and assessment aligns with collaborative learning's emphasis on diverse knowledge backgrounds and the co-construction of understanding, as it encourages the sharing of expertise and continuous feedback among all members of the learning community. These findings collectively reinforce the collaborative learning theory as an effective framework for designing and implementing collaborative expertise sessions that lead to deeper learning and sustained professional growth.

Visual Synthesis of Thematic Relationships in Collaborative Expertise

This section provides a holistic overview of how the core themes identified in this study interconnect to shape the overall understanding of collaborative expertise in Values Education during the pilot implementation of the MATATAG Curriculum. Rather than viewing experiences, meanings, challenges, notable practices, and proposed strategies as isolated elements, this synthesis illustrates the dynamic relationships among them.

Figure 2

Visual Synthesis: Thematic Relationships in Collaborative Expertise

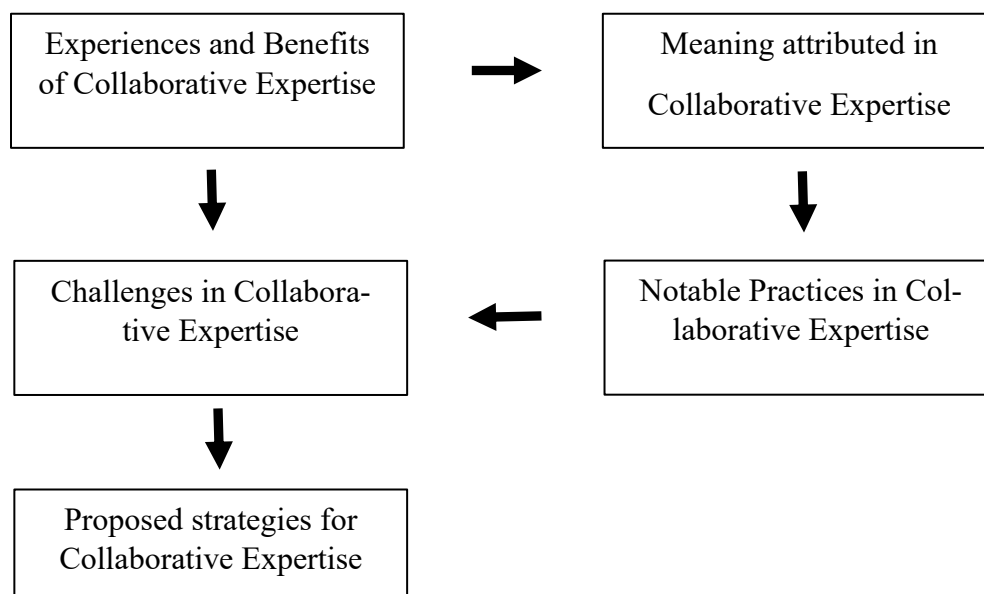


Figure 3 shows that experiences and benefits influence meanings, challenges arise in practice, notable practices address those challenges, and all these inform future strategies.

The experiences and benefits reported by teachers and administrators not only stand on their own but also influence the meanings they assign to collaboration, which in turn affect how they respond to challenges. Notable practices emerge as practical solutions to these challenges, while proposed strategies are informed by the interplay of all these factors. By mapping out these connections, the visual synthesis provides a clearer picture of how collaborative expertise unfolds in real educational settings, making it easier for readers to grasp the flow of insights and the logic behind the recommendations. This approach enhances the overall coherence of the findings and supports a more integrated discussion of the results.

Proposed Strategies for Values Education Collaborative Expertise

Teacher collaboration is a pivotal element in modern education, particularly in Values Education. By working together, educators can develop standardized lesson plans, enhance learning activities, and refine assessments, all of which are crucial for fostering a cohesive educational environment. This essay explores how teacher collaboration, supported by continuing professional development and the effective division of labor, can advance Values Education.

Table 7 synthesizes findings from phenomenological research on teacher collaboration and offers actionable strategies tailored to Values Education contexts. Each recommendation addresses specific challenges or opportunities identified in the studies.

Table 7

Proposed Strategies for Values Education Collaborative Expertise Based on the Findings

Significant Findings	Recommended Strategies
Improve and standardized lesson development specially the provision of lesson presentation (e.g. MS PowerPoint slides), learning activities and assessment	Engage in open discussions to articulate desired student outcomes and translate these into specific, measurable goals. Regularly monitor progress and adjust strategies as needed to be tailored to students' needs and interests.
CE must continue to ensure that professional development and guidance thrive and flourish.	Continue and Strengthen CE sessions and regular meetings with colleagues to share expertise, discuss challenges, and analyze student data to foster professional development.
Delineation of Responsibilities among participants through designation of equal and fair division of labor or tasks.	Implement equitable workload distribution and rotate responsibilities to ensure balanced knowledge construction.
Collaboration requires dedicated time, which is often lacking in school schedules.	Schedule regular collaboration periods during the school week or occasional days off for Collaborative Expertise with the help of educational leaders or principal
Online modes improve accessibility, create flexibility, reduce stress, and enhance technological skills	Optimize the utilization of online platforms for collaboration while ensuring cross-task engagement through structured discussions.
Advancement of Collaborative Expertise not only for the strategies but enhances the content, assessment and higher order thinking skills.	Conduct targeted workshop and classroom observations with specific 'look-fors' related to HOTS integration, assessment and content delivery.

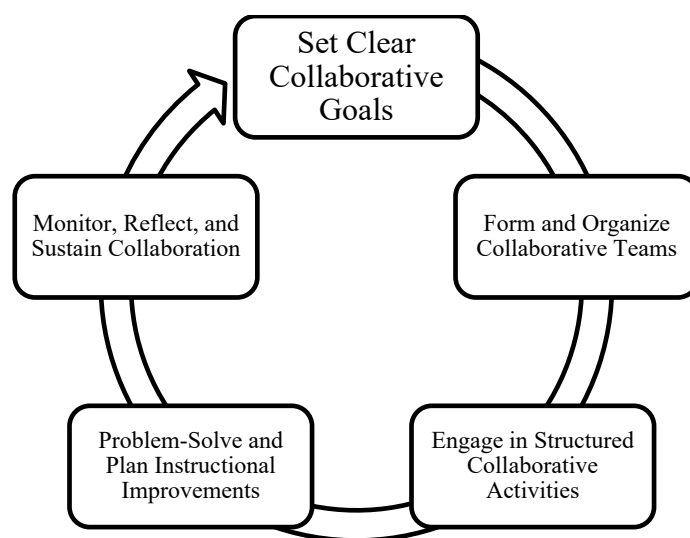
Significant Findings	Recommended Strategies
Recognition and support to promote Collaborative Expertise	Cultivate collaborative environment by strategic integration of incentives, genuine appreciation or recognition and comprehensive support mechanism

Proposed Framework for Conducting Collaborative Expertise

Based on the emergent themes identified from participant responses, a comprehensive framework was developed to guide school administrators and teachers on the conduct of collaborative expertise. Figure 2 illustrates this framework, outlining a step-by-step process that school administrators and teachers can follow in conducting of collaborative expertise.

Figure 3

Framework of Collaborative Expertise Session Guide



Collaborative expertise is a dynamic process where educators come together to share knowledge, reflect on practices, and collectively improve teaching and learning outcomes. The 5-step framework provides a clear, structured approach to guide this collaboration effectively. It emphasizes setting shared goals, organizing diverse teams, engaging in purposeful dialogue, collaboratively solving instructional challenges, and sustaining ongoing reflection and support. In this research study, the Framework of Collaborative Expertise Session Guide consists of: (1) Set Clear Collaborative Goals (2) Form and Organize Collaborative Teams (3) Engage in Structured Collaborative Activities (4) Problem-Solve and Plan Instructional Improvements (5) Monitor, Reflect, and Sustain Collaboration.

Set Clear Collaborative Goals

Define the specific objectives of the collaboration, focusing on student learning outcomes and teacher professional growth. Clarify what the team aims to achieve through collaboration to guide all subsequent activities.

Form and Organize Collaborative Teams

Create groups thoughtfully, considering the mix of skills and roles needed. Teams can be self-selected, educator-assigned, or randomly formed, but must support the collaboration goals and ensure diverse perspectives and shared responsibility.

Engage in Structured Collaborative Activities

Facilitate regular, focused sessions where teachers share lesson plans, discuss challenges, analyze student data, and reflect on instructional practices. Use protocols and roles (e.g., facilitator, recorder) to keep discussions purposeful and equitable.

Problem-Solve and Plan Instructional Improvements

Collaboratively identify issues, What-Went-Well and What-Went-Wrong Discussion, brainstorm solutions, and plan actionable steps to enhance teaching and learning. Incorporate evidence-based strategies and adapt based on ongoing reflection and feedback.

Monitor, Reflect, and Sustain Collaboration

Continuously evaluate the impact of collaboration on teaching and student outcomes. Document agreements and action plans, provide ongoing support, and build a culture of trust and shared responsibility to sustain collaborative expertise over time.

Chapter 4

Summary, Conclusion, and Recommendations

In this chapter, the summary of the study, summary of the findings, limitations, conclusions and recommendations were discussed.

Summary of the Study

This study aimed to explore the lived experiences of teachers, department heads, principals, and supervisors involved in the collaborative implementation of Values Education under the newly introduced MATATAG Curriculum in Malabon City, the sole pilot city in the National Capital Region. It focused on four key areas: participants' experiences and perceived benefits; challenges faced; notable collaborative practices; and suggestions for improving collaborative expertise.

Understanding these aspects is significant because teacher collaboration plays a vital role in professional growth, enhancing teaching practices, and ultimately improving student learning outcomes. Insights from this study could help educators and policymakers refine the MATATAG Curriculum implementation by highlighting effective strategies and addressing challenges, thereby supporting both academic excellence and the holistic development of students' values.

To achieve this, the study employed a hermeneutic-phenomenological approach, using semi-structured interviews to elicit rich, detailed narratives from participants. Thematic analysis was then conducted to identify meaningful patterns and themes that reveal how collaboration shapes Values Education in this unique pilot setting.

Summary of Results

The study delves into various aspects of collaborative educational initiatives, highlighting key objectives that emerge from participants' experiences. These include experience and benefits, meaning making, challenges, notable practices, and inputs for strategy.

First, the research examined the experience and benefits of CE during the pilot implementation of the new curriculum. It underscores several crucial elements as clustered into four namely: Participants noted the importance of delineating responsibilities among team members, which facilitated smoother collaboration. This clarity in roles led to improved learning activities, as tasks were better managed and executed. Standardization of processes also emerged as a significant benefit, ensuring consistency across different educational settings. Furthermore, the study emphasized the role of continuing professional development, which not only enhanced individual skills but also contributed to a more cohesive and effective educational environment. The findings affirm that collaborative expertise significantly enhances teaching effectiveness by promoting role clarity and shared instructional strategies, consistent with Carroll et al.'s (2021) model of teacher collaboration as a driver of professional growth.

The meanings attributed by the participants to the experiences are embodied by the following: The meaning making highlights how collaborative efforts can transform the educational landscape. By breaking isolation and building community, participants felt more connected and supported, which in turn reduced their workload. This sense of community fostered an environment where professional development and instructional practices could flourish. As educators shared experiences and insights, they were able to refine their teaching methods, leading to more effective instruction.

The study further explored the challenges encountered by the participants. These challenges were clustered into the following: Time allotment was a significant issue, as managing schedules to accommodate collaborative activities proved difficult. Delays in receiving necessary materials further complicated the process, impacting the efficiency of educational programs. Additionally, the venue for collaborative activities often presented logistical challenges, affecting the overall quality of interactions.

Despite these challenges, several notable practices emerged as key to the success of collaborative initiatives. The following appeared in the results: (1) The division of labor allowed tasks to be distributed equitably, ensuring that no single individual bore an undue burden; (2) the use of guide questions helped focus discussions and ensure that all aspects of educational planning were considered; and (3) mutual support among participants was also crucial, as it fostered a culture of collaboration and teamwork.

Finally, the study provides inputs for a strategy that can enhance future collaborative educational endeavors. Strategic management and effective time allotment are essential for maximizing the benefits of collaboration. Prioritizing instructional materials and

securing a conducive venue for collaborative activities are also critical. Moreover, training programs aimed at raising the bar in learning activities, particularly those aligned with the Whole School Approach (WSA) and assessment strategies, can significantly improve educational outcomes.

Comparing the Perspectives of Teachers and Administrators on Collaborative Expertise

Teachers and administrators offered complementary perspectives on collaborative expertise during the pilot implementation of the MATATAG Curriculum. Teachers focused on the immediate and practical aspects of collaboration, emphasizing how working together with colleagues improved their lesson planning, introduced them to new teaching strategies, and provided much-needed peer support. Many teachers expressed that these collaborative experiences helped them feel less isolated in their roles and more confident in navigating the new curriculum. They valued opportunities for informal knowledge sharing and peer mentoring, finding these interactions essential to their day-to-day teaching. Teachers tend to view collaborative expertise primarily as a source of professional growth, empowerment, and personal fulfillment. On the other hand, administrators—including department head, supervisor, and principal—viewed and interpreted collaboration through a broader lens, highlighting its role in promoting school-wide consistency and supporting the successful rollout of the curriculum. The meaning of collaboration for administrators was not only about individual teacher growth, but also about ensuring that teaching practices were aligned and that the school as a whole moved towards shared goals.

While teachers often voiced concerns about limited time, heavy workloads, and delays in receiving instructional materials, administrators tended to frame such issues as operational challenges to be addressed at the system level. They also noted that some teachers were resistant to change, which could hinder deeper collaboration. When discussing effective practices, teachers highlighted peer mentoring and the co-creation of resources, whereas administrators highlighted structured initiatives such as Learning Action Cell sessions and emphasized the importance of leadership in sustaining collaborative efforts. In terms of recommendations, teachers called for more protected time for collaboration, timely access to resources, and greater recognition of teacher-led initiatives. Administrators, meanwhile, focused on institutionalizing collaborative practices through policy, improving resource distribution, and strengthening monitoring systems. In summary, teachers prioritized the direct impact of collaboration on their professional practice and classroom experience, while administrators concentrated on its potential to drive organizational improvement and support systemic change.

Limitations of the Study

The sample size was relatively small, which affected the generalizability of the findings. Further, data collection was performed through interviews. Hence, the researcher acknowledges that factors might have affected the thoroughness and authenticity of the participants' disclosure, such as uneasiness tendencies and individual differences. Further, the experiences of CE in different subject areas and school may vary as indicated in the recommendation to replicate the study to other divisions.

The study relied on a phenomenological approach, which, while rich in qualitative insights, may not capture the full scope of quantitative data that could further validate the findings. Further, the study took place during a time of significant change in the curriculum, which might not reflect how collaboration works in more stable educational environments. This could mean that our findings are specific to times of change rather than everyday teaching practices.

The narratives collected from educators are subjective and may be influenced by personal biases or experiences, which could affect the interpretation of the data. Moreover, The study did not include a long-term follow-up to assess the sustainability of collaborative practices over time, which is crucial for understanding their lasting impact.

Conclusion

In conclusion, this study highlights the importance of collaborative expertise in enhancing educational outcomes and found out a vital component of effective educational systems on enhancing the professional growth of teachers. By exploring the personal experiences of educators involved in the MATATAG Curriculum pilot program, we gained valuable insights into how collaboration can transform teaching practices and student learning. Educators came to appreciate the benefits of working together, including the division of labor, empowerment, standardization and improved quality of teaching and learning. Those benefits greatly influence their collective meaning and essence for collaborative expertise that created a huge impact not only in professional development but practical advantages as shared by the participant, “CE means will make the job easier.”

Hence, another key finding from the participants' statements and interviews is the willingness of teachers to invest time and effort into collaborative expertise if there is technical support, guidance and even the appreciation of the work exerted.

The initial challenges, as expected, arose: the preconception of CE as an additional burden due to the extra time and effort involved. The request of the participants, especially the teachers, to include the CE sessions within the six-hour teaching load as practice during the pilot implementation of the MATATAG Curriculum, which was revised in the following school year, causes a lack of time allocation for teacher collaborative expertise. Another challenge is the delayed delivery of needed instructional materials (i.e. learning exemplar) specially during second to fourth quarter that resulted a struggle in CE.

The best practices that emerged from the study is the strategic leveraging of division of labor, which effectively eases individual workloads and promotes efficiency. Additionally, technical assistance, such as guide questions, serves as a valuable tool for facilitating meaningful collaboration and focused discussions. Another critical factor is the initiative and mutual support demonstrated by participants, fostering a positive and collaborative environment essential for CE to thrive.

The respondents also suggested several strategic approaches to enhance CE based on the findings. First, the importance of protected time allotment to ensure that collaborative efforts are well-organized and productive. This supports that participants preference for inclusion of Collaborative Expertise in the six-hour actual teaching load or the mandatory six-hour stay within the school consequently prevent extensions for CE sessions.

Second, the provision of learning resources from the educational leaders should extend not only to lesson exemplars and worksheets but should encompass the provision of PowerPoint presentations and other materials, ready for teachers' utilization or modification to maximize instructional materials and prevent tangential discussions and maintain clarity on the subjects under consideration. Finally, the study underscores the value of training designed to raise the bar, particularly through focused efforts on content development and assessment strategies, is crucial for improving student outcomes. Furthermore, it is advisable to fortify the monitoring mechanisms, view this in a whole school approach (WSA), and integrate performance-based incentives for those facilitating teacher collaboration to enhance motivation. Intensifying CE can be achieved provided they receive support and recognition from school administrators. One participant even proposed that dedicated contributors should receive a certificate acknowledging their commitment to collaboration."

By fostering a collaborative environment, schools can create a culture that encourages innovation, creativity, and mutual support among educators. Effective partnerships built on collaboration are crucial for creating the right conditions where innovative educational ideas can thrive. These partnerships also provide a solid foundation for thorough evaluation and research, allowing us to understand what works best and why.

The complete application of this study can be summarized as follows: First, CE can improve the integration and delivery of Values Education and highlights the importance of structured collaboration platforms such as Learning Action Cells (LACs) or Professional Learning Communities (PLCs) to share best practices, co-develop lesson

plans, and address challenges collectively. Second, informing the Department of Education and school administrators the need for institutionalizing collaboration time, providing incentives for teamwork, and aligning collaborative efforts with national standards and local contexts. Lastly, the existing procedure of CE offers great help according to participants and can be adopted by other divisions though further study is suggested to offer a model for schools to effectively implement CE tailored in Values Education.

Recommendations

To ensure the long-term impact and effectiveness of Collaborative Expertise (CE) in Values Education, it is essential that sustainability is embedded within all proposed strategies and recommendations. Sustainability in this context refers to the capacity of CE practices to be maintained, adapted, and continuously improved over time, benefiting both current and future cohorts of teachers and students. Drawing from the findings and acknowledging the limitations of this study, the following recommendations are offered:

Firstly, schools should prioritize the allocation of dedicated protected time for collaborative expertise session on curriculum planning, instructional strategies, and student assessment. This structured time will help ensure that collaboration is consistent and meaningful, allowing teachers to focus on specific goals and outcomes. Principals or personnel in the authority can evaluate and redesign the use of time and school schedules to increase opportunities for professional learning and collaboration. If allocation of CE time within the mandatory six (6) hours of teaching load of teachers cannot be integrated again like during the pilot implementation, a more considerate and support may give like

accumulation of service credit rendered in CE sessions or consideration in adjustment of deadlines or other meetings to give way for CE sessions.

Secondly, fostering a culture of trust and open communication is essential. Schools should encourage an environment where everyone feels comfortable sharing ideas, providing feedback, and learning from each other. Engaging students and other stakeholders in CE help Builds Community Partnerships. When students actively participate in collaborative teaching processes, they feel more involved in their learning journey, which boosts engagement and motivation. Parents and community members may also include in collaborative expertise sessions of Values Education to strengthen the connection between school initiatives and broader societal expectations. Consequently, incorporating technology can enhance collaboration among teachers and other stakeholders, especially in settings where face-to-face meetings are challenging. Digital tools can facilitate the sharing of resources and discussions about student progress, making collaboration more accessible and efficient. CE can utilize online platform like google documents to update immediately the revision or realization about the lesson and to provide dynamic feedback loop allowing educators to refine their strategies for better outcomes. This will address the reflections or feedback to be forgotten or not written immediately due to other large amounts of work piling up of teachers.

Thirdly, promoting interdisciplinary collaboration can enhance interdisciplinary learning and help students apply knowledge across various contexts. By encouraging teachers from different subject areas to work together, schools can create more holistic

learning experiences that prepare students for real-world challenges. The integrative Performance Tasks wherein two or more subjects were combined in one (1) project can be achieved through CE and have been evidently shown to be effective and to lessen academic burdens to students. The Values Education or the values in general can integrate into lesson plans across subjects, ensuring a holistic approach, instilling values by repetition and relevance has a longer impact than compartmentalized lessons.

Fourthly, School leaders should strategize incentive programs, recognition, and support to motivate and encourage greater effort from teachers for collaborative expertise. Further, grouping and consolidating smaller schools into larger clusters can receive greater support and benefit when they are grouped with or assisted by larger schools in fostering teacher collaboration. Moreover, providing additional technical support by establishing clear core values—defining what these values truly are and aiming to instill them—along with inviting resource speakers to inspire and guide participants toward specific, targeted goals, can significantly enhance collaboration. Further, policy regarding CE specifically on monitoring and evaluating schemes should be established to maintain and uphold the quality of collaborative expertise. A comprehensive study, monitoring and feedback should be implemented for Values Education approaches a research-based and scientifically grounded hence ensuring they are effective, meaningful, and reliable. The monitoring and evaluating scheme can also assess the impact of collaboration on student achievement and teacher satisfaction. In conjunction with using this feedback to refine collaboration strategies and ensure they are meeting their intended goals.

By embracing these strategies or policies, educational institutions can harness the full potential of collaborative expertise, leading to improved academic outcomes and a more supportive and effective teaching environment. Ultimately, this collaborative expertise will not only benefit teachers and students but also contribute to the broader goal of creating a more inclusive and successful educational system. The sustainability of this endeavor is highly recommended, as the overall and major findings of this study demonstrate a significant positive impact on both the teachers and education.

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Appendices

Appendix A Letter of Introduction

Letter of Introduction

Dear Participant,

I am writing to invite you to participate in a research study entitled "**Collaborative Expertise Experiences in Values Education during the Initial Implementation of Matatag Curriculum**". This study specifically ought to answer the following questions:

1. To explore the experiences and benefits of Grade 7 values education teachers and administrators in collaborative expertise during the Matatag curriculum transition, and to understand how these stakeholders interpret and give meaning to their experiences.
2. To identify the challenges encountered by Grade 7 values education teachers and administrators in collaborative expertise during the Matatag curriculum transition.
3. To examine the notable practices and solutions implemented to address the challenges faced in collaborative expertise during the Matatag curriculum transition.
4. To develop inputs for Collaborative Expertise strategies that can enhance the effectiveness of the Matatag Curriculum Transition.

Your participation in this study is entirely voluntary, and you have the right to withdraw at any time without penalty. Your decision to participate or not will not affect your relationship with [Name of Institution] or any other organization.

If you agree to participate, you will be asked for a one-on-one face-to-face or online interview.

Your privacy and confidentiality will be strictly protected throughout the research process. All information collected will be kept confidential and will only be accessible to the researcher/research team. Data will be stored securely and will be used solely for research purposes. Any personal identifiers will be removed or anonymized to ensure confidentiality.

If you have any questions or concerns about the research, please do not hesitate to contact Mr. Aljohn P. Pedro via Text Message () of email at pedro.ap@pnu.edu.ph.

Thank you for considering participation in this study.

Sincerely,

Aljohn P. Pedro
Researcher

Appendix B

Interview Guide Questions

“Collaborative Expertise Experiences in Values Education during the Initial Implementation of MATATAG Curriculum”

Introduction

- Introduction of the researcher: Good day! I am Aljohn P. Pedro, Teacher III at Imelda Integrated Secondary School and currently in thesis writing in Master of Arts in Values Education at Philippine Normal University.

Purpose of the Interview:

- Thank the participants for their time: I would like to extend my heartfelt gratitude for taking the time to participate in this study. Your willingness to share your experiences and insights as a respondent is invaluable to the research on collaborative expertise during the MATATAG curriculum transition.
- Explain the purpose of the study: "We are exploring the experiences and challenges faced by Grade 7 Values Education teachers and administrators during the MATATAG curriculum transition, focusing on collaborative expertise."

Confidentiality Assurance:

- Assure participants that their responses will remain confidential and that they can withdraw from the study at any time.

Consent:

- Obtain verbal or written consent to record the interview.

Section 1: Background Information

1. Can you please tell me your name (or pseudonym) and your role in the school?
2. How long have you been teaching or working as a teacher or department head in Values Education?
3. What is your educational background?

Section 2: Experiences and Benefits of Collaborative Expertise

4. Can you describe your experiences with collaborative expertise during the MATATAG curriculum transition?
 - *Follow-up:* What specific benefits have you observed from this collaboration?
5. How do you give meaning to these experiences?
 - *Follow-up:* Can you share a specific example that illustrates this?

Section 3: Challenges Encountered

6. What challenges have you encountered in collaborative expertise during the MATATAG curriculum transition?
 - *Follow-up:* How did these challenges impact your teaching or administrative practices?
7. Were there any unexpected obstacles that arose during this transition?

Section 4: Notable Practices and Solutions

8. What notable practices have emerged to address the challenges faced in collaborative expertise?
 - *Follow-up:* Can you provide examples of successful strategies or initiatives?
9. What solutions have been implemented to overcome these challenges?
 - *Follow-up:* How effective do you believe these solutions have been?

Section 5: Inputs for Collaborative Expertise Strategies

10. Based on your experiences, what inputs or strategies can be developed to enhance collaborative expertise during the MATATAG curriculum transition?
 - *Follow-up:* What recommendations would you suggest for future implementation?
11. How can schools better support teachers and administrators in fostering collaboration?

Closing Questions

12. Is there anything else you would like to share regarding your experiences with the MATATAG curriculum transition?

13. Do you have any questions for me about the study or how your information will be used?

Conclusion

- Thank the participants for their valuable insights and time.
- Remind them that they can reach out if they have further thoughts or questions after this interview.

Appendix C

Interview Questions Validation Expert 1

EXPERT VALIDATION FORM

Below is a list of interview questions designed to collect insights from participants about their collaborative expertise experiences in values education during the initial implementation of the Matatag Curriculum. Please evaluate these questions by selecting the appropriate response in the corresponding column. For any questions that you believe are not suitable or require revision, kindly provide your suggestions in the comment's column.

To facilitate your evaluation, the primary objectives of this study are as follows:

1. To explore the experiences and benefits of Grade 7 values education teachers and administrators in collaborative expertise during the Matatag curriculum transition, and to understand how these stakeholders interpret and give meaning to their experiences.
2. To identify the challenges encountered by Grade 7 values education teachers and administrators in collaborative expertise during the Matatag curriculum transition.
3. To examine the notable practices and solutions implemented to address the challenges faced in collaborative expertise during the Matatag curriculum transition.
4. To develop inputs for Collaborative Expertise strategies that can enhance the effectiveness of the Matatag Curriculum Transition.

Interview Questions	Suitable	Not Suitable / For Revisions	Comments
Experiences and Benefits of collaborative expertise			
1. Can you describe your experiences with collaborative expertise during the Matatag curriculum transition?	✓		
1.1 What specific benefits have you observed from this collaboration?			The word specific is not necessary, delete it
1.2 How do you give meaning to these experiences?		✓	Maybe not how but what meaning to they give to this experience
1.3 Can you share a specific example that illustrates this?		✓	Can you share specific examples? do not limit it to one. the more the better
Challenges Encountered			
2. What challenges have you encountered in collaborative expertise during the Matatag curriculum transition?		✓	Can you describe the difficulties you encountered in collaborative expertise during the Matatag curriculum transition?

2.1 How did these challenges impact your teaching or administrative practices?		✓	Change the word challenges as this has been used in your Research Question
2.2 Were there any unexpected obstacles that arose during this transition?		✓	How is this different from the challenges or to Question 2?
Notable Practices and Solutions			
3. What notable practices have emerged to address the challenges faced in collaborative expertise?		✓	Change the phrase notable practices as this has been used in your Research Question
3.1 Can you provide examples of successful strategies or initiatives?	✓		
3.2 What solutions have been implemented to overcome these challenges?			
3.3 How effective do you believe these solutions have been?		✓	Can you describe the degree of effectiveness of these solutions?
Inputs for Collaborative Expertise Strategies			
4. Based on your experiences, what inputs or strategies can be developed to enhance collaborative expertise during the Matatag curriculum transition?			This question should not be asked. The answers from all the questions should give you a foundational input to strategies to enhance collaborative expertise during the Matatag curriculum transition
4.1 What recommendations would you suggest for future implementation?		Question 4.1 can be combined with Question 5	
4.2 How can schools better support teachers and administrators in fostering collaboration?	✓		
5. Is there anything else you would like to share regarding your experiences with the Matatag curriculum transition?			
6. Do you have any questions for me about the study or how your information will be used?	✓		

Tito C. Bacalagan

Signature of Validator

Appendix D

Interview Questions Validation Expert 2

EXPERT VALIDATION FORM

Below is a list of interview questions designed to collect insights from participants about their collaborative expertise experiences in values education during the initial implementation of the Matatag Curriculum. Please evaluate these questions by selecting the appropriate response in the corresponding column. For any questions that you believe are not suitable or require revision, kindly provide your suggestions in the comment's column.

To facilitate your evaluation, the primary objectives of this study are as follows:

1. To explore the experiences and benefits of Grade 7 values education teachers and administrators in collaborative expertise during the Matatag curriculum transition, and to understand how these stakeholders interpret and give meaning to their experiences.
2. To identify the challenges encountered by Grade 7 values education teachers and administrators in collaborative expertise during the Matatag curriculum transition.
3. To examine the notable practices and solutions implemented to address the challenges faced in collaborative expertise during the Matatag curriculum transition.
4. To develop inputs for Collaborative Expertise strategies that can enhance the effectiveness of the Matatag Curriculum Transition.

Interview Questions	Suitable	Not Suitable / For Revisions	Comments
Experiences and Benefits of collaborative expertise			
1. Can you describe your experiences with collaborative expertise during the Matatag curriculum transition?	/		Well crafted!
1.1 What specific benefits have you observed from this collaboration?	/		
1.2 How do you give meaning to these experiences?	/		
1.3 Can you share a specific example that illustrates this?	/		
Challenges Encountered			
2. What challenges have you encountered in collaborative expertise during the Matatag curriculum transition?	/		

2.1 How did these challenges impact your teaching or administrative practices?	/		
2.2 Were there any unexpected obstacles that arose during this transition?	/		
Notable Practices and Solutions			
3. What notable practices have emerged to address the challenges faced in collaborative expertise?	/		
3.1 Can you provide examples of successful strategies or initiatives?	/		
3.2 What solutions have been implemented to overcome these challenges?	/		
3.3 How effective do you believe these solutions have been?	/		
Inputs for Collaborative Expertise Strategies			
4. Based on your experiences, what inputs or strategies can be developed to enhance collaborative expertise during the Matatag curriculum transition?	/		
4.1 What recommendations would you suggest for future implementation?	/		
4.2 How can schools better support teachers and administrators in fostering collaboration?	/		
5. Is there anything else you would like to share regarding your experiences with the Matatag curriculum transition?	/		
6. Do you have any questions for me about the study or how your information will be used?	/		


Jann Rencille B. Quinto
 Signature of Validator

Appendix E

Revised Interview Guide Questions

“Collaborative Expertise Experiences in Values Education during the Initial Implementation of MATATAG Curriculum”

Introduction

- Introduction of the researcher: Good day! I am Aljohn P. Pedro, Teacher III at Imelda Integrated Secondary School and currently in thesis writing in Master of Arts in Values Education at Philippine Normal University.

Purpose of the Interview:

- Thank the participants for their time: I would like to extend my heartfelt gratitude for taking the time to participate in this study. Your willingness to share your experiences and insights as a respondent is invaluable to the research on collaborative expertise during the MATATAG curriculum transition.
- Explain the purpose of the study: "We are exploring the experiences and challenges faced by Grade 7 Values Education teachers and administrators during the MATATAG curriculum transition, focusing on collaborative expertise."

Confidentiality Assurance:

- Assure participants that their responses will remain confidential and that they can withdraw from the study at any time.

Consent:

- Obtain verbal or written consent to record the interview.

Section 1: Background Information

4. Can you please tell me your name (or pseudonym) and your role in the school?
5. How long have you been teaching or working as a teacher or department head in Values Education?
6. What is your educational background?

Section 2: Experiences and Benefits of Collaborative Expertise

6. Can you describe your experiences with collaborative expertise during the MATATAG curriculum transition?
7. What meaning do you give to these experiences?
 - *Follow-up:* Can you share a specific examples that illustrates this?

Section 3: Challenges Encountered

8. Can you describe the difficulties you encountered in collaborative expertise during the MATATAG curriculum transition?
 - *Follow-up:* How did these difficulties impact your teaching or administrative practices?

Section 4: Notable Practices and Solutions

10. What noteworthy practices have emerged to address the challenges faced in collaborative expertise?
 - *Follow-up:* Can you provide examples of successful strategies or initiatives?
11. What solutions have been implemented to overcome these challenges?
 - *Follow-up:* Can you describe the degree of effectiveness of these solutions?

Section 5: Inputs for Collaborative Expertise Strategies

12. Based on your experiences, what inputs or strategies can be developed to enhance collaborative expertise during the MATATAG curriculum transition?
 - *Follow-up:*
13. What recommendations or anything else you would like to share regarding your experiences with the MATATAG curriculum transition for future implementation?
14. How can schools better support teachers and administrators in fostering collaboration?

Closing Questions

14. Do you have any questions for me about the study or how your information will be used?

Conclusion

- Thank the participants for their valuable insights and time.
- Remind them that they can reach out if they have further thoughts or questions after this interview.

Appendix F

Sample Transcripts

1.1 The Passionate Teacher: Facing All Odds - The Lived Experiences of Jerick

1. Can you please tell me your name (or pseudonym) and your role in the school?
2. How long have you been teaching or working as a teacher or department head in values education?

What is your educational background? Sa pitong taon kong pagtuturo sa deped, sa karanasan ko sa pagbabago ng

3.

Section 2: Experiences and Benefits of Collaborative Expertise

4. Can you describe your experiences with collaborative expertise during the Matatag curriculum transition?

"Noong una kasi, ang nangyayari ay isa lang kaming teacher sa Grade 7 dito sa school, noong nagkaroon ng training, nagkasundo na kasama na ang tatlong pilot schools, ang nagle-lead ang biggest school, Tinajeros NHS. Mas Maganda ang experience, pagdating sa Tinajeros, once a week ito, every after Friday class na madalas umaabot ng isa't kalahating oras o kapag kasama ang supervisor ay mahigit dalawang oras. Ang format ng CE naming ay nagsisimula kami sa panalangin, tapos kamustahan, and paguusapan naming kung Kamusta ang naging nakaraang aralin, ano ang reaksiyon ng bata, ano ang resulta ng pre-test at post test, tumaas ba, pagkatapos nun ay ano naman ang next, ang titingnan lang naming ang learning exemplar at work sheet, may tatanggalin ba tayo, idadagdag, para maging Madali ang flow ng lesson.

Dahil sa Tinajeros, almost ready na sila, may master teacher sila, may department head, kaya talagang mas Maganda. May naka-assign na gagawa ng powerpoint, ng worksheet, sine-set na talaga nila ang gagawin per week. And also, may evaluation din ng content kung naturo ba ang lahat, kung effective ba, paano nag-react ang bata.

Dahil sa collaborative expertise, nala-leson na namin ang activity, nai-improve pa namin ang activity na mag-enjoy ang mga bata na parang naglalaro lang sila. Kung marami kayong nag-uusap-usap, ang strategy nyo ay magiging Maganda.

- Follow-up: What specific benefits have you observed from this collaboration?

Ang benefits talaga ay ang strategies, kasi napag-uusapan talaga ng mga teachers, ano ang maganda at aalisin, dahil ang ilan sa mga activity, masyadong congested and redundant, nag-aalis talaga kami para matapos ang lesson.

Nala-leson din ang trabaho dahil may toka kami, may naka-assign na gagawa, kaya weekends palang, may magpapasa na ng powerpoint, ng materials, execution na lang. Mas mapapadali sa trabaho dahil maghahati-hati na kayong mga teachers.

5. What meaning do you give to these experiences?

Ang pinaka nakakatuwa dito ay ang balik ng bata, makikita mo talaga na ang activity ay pumupunta talaga sa level ng bata, yung mga unang activity, ang biruan naming noong una ay pang section 1 ang activity, pero nabababa namin ng hindi na se-set aside ang quality para ma-caught ang kakayahan ng bata. Nakikita naming ang reaksiyon ng bata, nag-eejoy talaga sila sa mga activity dahil mostly ang ginamit namin sa activity ay mga games.

- Follow-up: Can you share a specific examples that illustrates this?

Section 3: Challenges Encountered

6. What challenges have you encountered in collaborative expertise during the Matatag curriculum transition?

Ang pinaka number 1 na problema talaga ng Matatag for me ay masyadong congested.

Ang isang pang problema ay ang schedule ng CE ay hindi tugma sa Tinajeros, kami ay 55 minutes sila ay 45 minutes dahil single shift lang kami kaya hindi nagtutugma dahil ang uwian nila ay 12:30 PM at kami naman ay alas-2 na ng hapon.

Ang pinaka challenge pa ay delayed ang mga materials. It supposed to ease the burden, para hindi na gagawa ng lesson plan, work sheet pero delay at i-edit pa, doble trabaho. Week 7 na ng Second Quarter, doon nagkaproblema dahil wala pang dumadating mula sa Deped Central kaya gumawa pa ako ng sarili. Dahil delayed ang materials, naapektuhan ang CE, naging madalang din ito.

- *Follow-up: How did these challenges impact your teaching or administrative practices?*

Sa epekto sa mga bata, maganda talaga ang CE pero sa Administrative task, dahil may iba pa kaming hinahawakang subjects at anillaries, medyo mahirap.

Dati ang collab iniisip naming dapat uwian na at pahinga na, maghihintay pa tuloy kami ng oras para sa collab pero kalaunan ay niyakap na din naming sya kasi Nakita naming na nagbebenefit at napapadali talaga ang buhay naming dahil pagdating ng next week, ready na kami, okay na ang topic namin.

Section 4: Notable Practices and Solutions

7. Can you describe the difficulties you encountered in collaborative expertise during the Matatag curriculum transition?

Ang paggamit ng online.

Ang support din ng admin, may pack lunch talaga sila kapag may collab, minsan may transpo allowance.

Maganda kung itutuloy ang collaboration. Ang isa na napansin namin, kahit homegeneuos ang sectioning, may section talagang hilab o matumal, pero kung makukuha mo ang atensyon nila, maa-adopt talaga nila.

- *Follow-up: Can you provide examples of successful strategies or initiatives?*

Nile-let talaga tayong ine-express ang nararamdaman natin sa collab. Hindi kami nakatali kung ano lang ang gustong marinig. Ito ang madalas na problema sa Deped, ang gusto lang marinig ay ang Maganda, pero dito sa collab naming, specially, credit to sa supervisor ng Values, hinahayaan kaming magsalita, kung ano ang nararamdaman naming. Dahil dito, nagagawan ng aksyon, napararating samga daapt iparating. Tulad ng sa oras, nilimit na sa 1 and a half hour, hindi na tulad ng dati na umaabot ng tatlong oras.

9. What solutions have been implemented to overcome these Difficulties?

Ang solusyon kapag hindi kami nagtatagpo para mag collab ay mag online, same lang naman ang quality at ang process.

- *Follow-up: How effective do you believe these solutions have been?*

Section 5: Inputs for Collaborative Expertise Strategies

10. Based on your experiences, what inputs or strategies can be developed to enhance collaborative expertise during the Matatag curriculum transition?

Teacher tayo kaya normal sa atin ang maki-interact. Pero dito sa collab, mare-realize mong marami pa tayong hindi alam tulad ng mga strategies. Dahil sa Collaborative Expertise na iyan, Nakita ko na marami pa tayong iikot sa lesson na iyan. Marami pa tayong pwedeng gawing activities para maging effective sa mga bata natin. Ang pinaka natutunan ko. Mahalaga ang interaction sa mga teachers paano mapapabuti ang sitwasyon natin. Ang collab nakatutulong talaga yan para mas ganahan kang mag-isip ng ano pa ang pwede mong gawin para sa mga bata

11. *Follow-up: What recommendations or anything else you would like to share regarding your experiences with the Matatag curriculum transition for future implementation?*

- *Siguro ang pinaka importante lalo na sa atin (Values) ay magkaroon pa ng planning. ang mga department heads natin paan oba talaga mag collab kasi ang mga big school, pwede mag collab na*

sila pero ang maliliit na school, siguro magkaroon ng organization, ang mga maliliit na magkakapit-bahay na school na lang magsama-sama para hindi mawala ang CE

Dapat talaga magtuloy-tuloy ang collab kahit na sa mga nakapag collab na last year, dahil hindi dapat tayo maging stagnant, dahil ang mga students natin ay nagiiba-iba, nagbabago ang grade 7 ngayon at nakaraan, baka mas may kailangan sila at may mas Maganda tayong naisip na strategy.

Ituloy na ang collab, focus sa pangangailangan sa bata, ang bata kung gutom, hindi makakafocus kaya intensify natin ang feeding program sa school, dapat free ang pagkain ng bata. Mas student centered, totoong pangangailangan ng bata.

Do you have any questions for me about the study or how your information will be used?

12. How can schools better support teachers and administrators in fostering collaboration?

Ang Maganda siguro ay intensify natin ang oras, dahil kami last time ay may oras talaga ang collab. Tuwing ganitong araw, may collab si ganito kaso iba-iba ang schedule kaya madalas ako lang mag-isa, paano magco-collab. Kaya kapag nagcollab kami dito sa sarili naming paaralan ay yung second type ng collab, ay different subject ang magkakausap, ang pinaguusapan ay ang performance ng bata, interaction sa kanila. Nagkakaroon din kami ng Integrative Performance Task dahil sa collab na nakatutulong para malessen din ang activity ng bata at makakapag focus ang bata na proyekto din sa ibang subject.

Appendix G

Sample Transcripts with Coding

Below are the actual transcripts of the interview responses from the participants (P)

EXPERIENCES AND BENEFITS

Green Ease workload because of Division of Labor

Yellow Improve the quality of lessons and strategy

Light Blue Standardization

Pink Technical Assistance and Guidance through Collaborative Expertise

P1

*Bago po talaga sa akin ang CE, noong nasa Private school ako, kanya-kanya talaga, ang pinaka maganda dito sa CE, **sabay sabay naming nai-implement kung ano ang nasa lesson exemplar.** Lalo ngayon na bago talaga ako, kailangan ng paggabay mula sa master teacher and department head, knowing na non-major ko ang values education. Sa iba, titingnan na kailangan talagang maglaan ng oras dahil every Friday, nasa 1 hour ang extension **para sa collab pero yung benefit naman iyon, kumbaga, yung paparating na linggo ay ready ka dahil alam mo na ang mangyayari.** **Sabay-sabay din ginagawa, kung nagsu-summative kami, nagsu-summative din sila kaya walang ding comparison.** Okay talaga sakín ang collaborative, napaka beneficial nya in my honest opinion. Very recommended sya lalo na sa mga bagong teachers. **Tulad ko na bagong teacher, kung walang collab, hindi ko alam ano ang gagawin pero dahil sa collab, guided ka, confident ka sa paparating na linggo** dahil alam mo na ang lahat, ang activity, ang power point.*

Dahil din sa CE, tinitingnan namin and lesson exemplar kung kaya ba ng mga bata, kung masyado bang mahirap, sa 45 minutes ba magagawa ito, ipapa-assignment na lang ba ito, Kahit provided na ang LE, minsan talaga madaming laman at hindi na naming sinusunod dahil parang imposible syang matapos pero nino-note naman naming ito sa anecdotal. May halimbawa dati na may situational story na masyadong brutal, puro patayan, naa-apektuhan ang reaksyon ng mga bata kaya pinag-uusapan naming iyon sa CE.

4. How do you give meaning to these experiences?

- *Follow-up:* Can you share a specific example that illustrates this?

Ang collab na ito ay commitment talaga sya. Kung ano ang nappag-usapan sa Collab, ayun talaga dapat ang gagawin kasi parang balewala kung hindi naman sya i-implement. Kumbaga, I give meaning sa kung ano ba talaga ang napag-usapan, committed kang gawin.

Nakikita ko ang collab para sa self-improvement ko, para matuto ako, para magabayan ako.

P2

*Generally Maganda. Nagiging Maganda ang mga lesson. Compare noong grade 8 ako, nangangapa ako, anong lesson plan ang gagamitin ko. Ngayon dahil sa CE **may lesson plan na, may power point na, ang lesson napag-uusapan kaya mas gumaganda sya.** Alam na naming ang gagawin at ituturo, **mas intensive ang support at pag-assist kumpara sa dati na hahayaan ka lang.** **Kanya-kanya ang gawa, ang lesson plan, ang strategy, hindi tulad ng CE ngayon, pati ang approach pare-pareho na ang atake.** In fact, ang Grade 9 at 10 na hindi pa Matatag Curriculum ay nag CE na dahil nga sa magandang epekto nya.*

Ang epekto din ng CE ay tumaas ang test result ng mga bata compare sa dating curriculum.

4. How do you give meaning to these experiences?

- *Follow-up:* Can you share a specific example that illustrates this?

*Na-appreciate naming ang CE lalo na sa amin na hindi naming major ang values. **Kapag nababanggit ang CE, ang first impression ko ay magpapadali ng trabaho.***

Sa CE, Maganda dahil ang napag-uusapan ang mga epektibo o maganda at hindi magandang isama sa lesson. Nakakulong ito sa mga teachers dahil nagkakapalitan ng kuro-kuro o opinyon. Nasa-sala na. Gumaan ang trabaho, ang galing-galing ng CE dahil hindi naging selfish ang mga teachers dahil bahaginan ng trabaho, ideya at opinyon. Yung best practices ng mga schools, yung paggawa ng power point ay nababahagi dahil sa CE. Dahil din sa CE, handa ka na dahil nakapag-usap na kayo, dati linggo ay gagawa ka ng lesson plan pero dahil sa CE, handa na ang lahat ng biyernes matapos ang CE. May mga naka assign na gagawa ng powerpoint at magpe-present pero minsan lang yun. Mas nadadagdagan ang kaalaman ko. Ang pinaka nakuha kong benepisyo dahil sa CE ay ang mga online application tulad ng ChatGPT, mga games. Ramdam ko ang transition ng mas magaan. Much better sya.

Masaya ako dahil naramdaman kong hindi ako nag-iisa, naramdaman ko na mayroon silang pagmamalasakit sa amin dahil sa CE. Sana sa lahat ng oras.

Ang epekto sa mga bata, nakikita nilang prepared kami, kaya madalas kulang pa sa oras dahil loaded ka, ang dami mong gustong i-share.

P4

Maganda dahil dinidiscuss ang previous at future, what went well, what went wrong. Saka may division of labor, naeensure natin ang standard na ginagawa. Isa na lang ang tinuturo, isa na lang ang strategy, confident ka dahil ilang check na ng powerpoint halimbawa. Kailangan kasi ma-meet ang standard at less work. Dapat magtuloy-tuloy sya, isama sya sa scheduling. Ang isa pang benefits ay less ang trabaho sa monitoring kasi alam kong maraming nakatingin. Hindi lang sya direct sa akin, kahit di ko na puntahan alam ko may quality dahil alam ko may standardized, may assurance dahil nag CE. Kapag nag CE, nava-validate din, nakapagturo ba ito o hindi

P5

Actually fan ako ng collab dahil ang laki Talaga ng naitulong nito ngayong transition period. Ang mga activities ba ay match dun sa learning materials, yan ang benefits ng collab na hindi tulad na watak watak kami. Ang Maganda sa collab ay nagkakaroon ng sharing. Ano ba ang na-experience mo from the past lesson. Natututo kami sa bawat isa. Nagkakaroon ang bawat isa sa amin sa mga differences ng mga students namin kaya nagiiba-iba ang mga approach namin sa pagtuturo. makasaysayan ang collab namin dahil mas lalo kaming nabuo as a team dahil sa collab. Ang Maganda dito ay kapag may nahihirapan na, manghingi lang ng tulong sa GC naming ay magtutulongan kami. Ako sa tagal ko ng nagtuturo pero dahil sa transition ay nagbago talaga kaya yung professional growth ay very evident.

May naka ready ng power point presentation, learning exemplar kaya hindi na kami masyadong gumagawa, konting update na lang tinitingnan paano pa mai-improve.

P6

Mas masaya sya kasi pare-pareho na kami ng ginagawa, mga ginagamit na powerpoint ay na leless din ang gagawin dahil sa tulongan. Ang pinaka top 1 siguro ay nale-less na ang mga Gawain naming kaysa magpaulit-ulit pa kami kasi pare-pareho naming na-tatarget ang mga learning competencies. Mas napapatatag ang collaboration ng mga teachers. Mayroon ng straight path na one goal na lang, from the word collaboration, we are sharing the ideas. Ang meaning sa akin Talaga ay nagkakaroon ng one goal ang collaborative expertise. Hindi ito dagdag trabaho kundi nagpapadali pa ng trabaho. Hindi mo na iniisip ang lesson mo araw-araw dahil nakahanda na sa buong linggo.

P7

As a facilitator, mayroon po kaming guide questions. Usually mayroong review of the

Beneficial sya sa teachers, Maganda sa pakiramdam

Appendix H

Sample Theme Validation

EXPERT VALIDATION FORM

The following major themes were identified from the final analysis of participants' experiences, aligning with the research objectives on the benefits, challenges, notable practices, and insights into collaborative expertise. Please evaluate these themes by selecting the appropriate column. For items that require revision or are not suitable, kindly provide your suggestions in the comment's column.

Verbatim Responses	Subthemes	Themes	Description	Suitable	Not Suitable/ Need Revisions	Comments
<i>"May naka-assign na gagawa ng power-point, ng worksheet, sine-set na talaga nila ang gagawin per week. Nale-lesser din ang trabaho dahil may toka kami, may naka-assign na gagawa. napapadali talaga ang buhay naming dahil pagdating ng next week, ready na kami, okay na ang topic namin."</i>	1.1 The Impact of Labor Division	Experience and Benefits of Collaborative Expertise (CE)	CE main benefits is the division of labor because they can assign and agree on tasks.	x		
<i>"...may evaluation din ng content kung naturo ba ang lahat, kung effective ba, paano nag-react ang bata. nai-improve pa namin ang activity na mage-enjoy ang mga bata na parang naglalaro lang sila. Ang benefits talaga ay ang strategies, kasi napag-uusapan talaga ng mga teachers, ano ang maganda at aalisin."</i>	1.2 Improve the quality of lesson and strategy because of adequate preparation		CE improves the quality of lessons because of the brainstorming and sharing of experiences		x	Improved quality of...due to training
<i>"...sabay sabay naming nai-</i>	1.3 Standardization		CE creates a	x		

<i>implement kung ano ang nasa lesson exemplar. Sabay-sabay din ginagawa, kung nagsu-summative kami, nagsu-summative din sila kaya walang ding comparison."</i>	mitigating deviation		shared framework that allows them to align and standardized lessons			
<i>"Tulad ko na bagong teacher, kung walang collab, hindi ko alam ano ang gagawin pero dahil sa collab, guided ka, confident ka sa paparating na linggo..."</i>	1.4 Technical Assistance and Guidance through Collaborative Expertise		CE improves the overall professional needs or the teachers especially in teaching	x		
<i>"Hindi tulad dati na may specific time ang CE na nakapasok sa 6 hours actual teaching load, hindi na mag-eextend ang teachers, nakauwi na ang mga bata kaya smooth and schedule."</i>	1 The lack of Time Allocation for Teacher Collaborative Expertise	Challenges Encountered During the Collaborative Process	Focuses on the opinion of teachers to continue to include the CE within six hours actual teaching loads.	x		
<i>Ang pinaka challenge pa ay delayed ang mga materials. It supposed to ease the burden, para hindi na gagawa ng lesson plan, work sheet pero delay at i-edit pa, doble trabaho. Week 7 na ng Second Quarter, doon nagkaproblema dahil wala pang dumadating mula sa Deped Central kaya gumawa pa ako ng sarili. Dahil delayed ang materials, naaapektuhan ang CE, naging madalang din ito.</i>	The Impact Delayed Material Delivery on Educational Readiness		Due to the transition, the second to fourth quarter becomes struggle in CE.		X	Transition-concerns affecting material delivery

<i>Para sa akin okay naman ang pag implement ng collab, minsan lang walang proper venue. Madalas sa klasrum kami tapos kapag dumaling na ang mga students magmamadali kami. Minsan sa guidance office, sa faculty room o clinic room.</i>	Changing or inappropriate Venue		A permanent venue suitable for CE		x	Venue-related concerns
<i>Ang pinaka top 1 siguro ay nale-less na ang mga gawain naming kaysa magpaulit-ulit pa kami. Hindi ito dagdag trabaho kundi nagpapadali pa ng trabaho. Hindi mo na iniisip ang lesson mo araw-araw dahil nakahanda na sa buong linggo.</i>	Leveraging Division of Labor Reduces Workload	Notable Practices That Facilitated Effective Collaboration	The most remarkable practice is the designation of tasks through CE	x		
<i>"Noong una ay wala pang malinaw na process ng collab kaya hindi naging Maganda pero sa mga sumunod na panahon ay nagbigay n ang division ng guide questions kaya naging mas beneficial ang collab. May direction na dahil sa guide."</i>	2 Illuminating the Way Through Guide Questions		Established routines and guide questions are one of the reasons that CE become effective.	x		
<i>"...ang isa sa mga best feature ng CE ay nagtutulungan ang mga teachers, isa lang ng direksyon. Walang comparison, walang mas the best, nagtutulungan ang teachers, it is working together what is best for classroom."</i>	3 Initiative and Mutual Support in Fostering CE		The attitude of "pakikisama" or having a good team player is one of the evident practices in CE	x		
<i>"Kung kayang ibalik na embedded sya sa schedule ng teachers mas Maganda po. Kung mababalik sya</i>	Strategic Time Allotment and Management		Participants desire to include the CE sessions	x		

<i>sa dati na kasama sya sa time ng teachers (6 hours actual teaching loads).</i>		Inputs for Collaborative Expertise Strategies	within six hours teaching load.			
<i>Wala naman ng problema sa procedure ng CE, sa tingin ko lang kulang ay ang paglalaan ng venue at schedule. Kung saan-saan na lang kami. Yung schedule naman ay kung mayroong specific na oras, recommended sana iyon dahil nagkaka-tugma ang schedule,</i>	Prioritize the venue and materials for Collaborative Expertise		The importance of physical facility and learning materials	x		
<i>Ang content ang HOTS o higher order thinking skills at SOLO framework, dapat maipasok na iyan. Dapat mas comprehensize at intensive sya. Hindi lang mga strategy. Tapos na kasi yan dati, dapat there is more, may iba pang titingnan at pag-uusapan. "Dapat may training na rigid, like ito ang mga strategies, kung ano ang dapat at hindi pag-uusapan. How to use the time for collab only."</i>	Raising the Bar: Advancing for Progress		Focuses on leveling up the CE via improving curriculum, assessment and trainings.	x		

General Comments and Suggestions:

SGD. TERESITA RUNGDUIN

Name and Signature of Validator

Appendix I

Certificate of Authenticity Result 1



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AUTHENTICITY RESULT

Date of Release:	November 22, 2024
Result Code:	2024-1300
Submission ID:	2528416908
Title of Output:	Collaborative Expertise Experiences in Values Education during the Pilot Implementation of Matatag Curriculum
Author (s):	Aljohn P. Pedro

Authenticity Report:

Similarity Report: 7%

- **Interpretation:** A similarity of 7% means that 7% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which may be from internet sources (4%), publications (4%), and student papers (4%) for the remaining similarity percentage.
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Marie Paz E. Morales, Ph.D.
Director



Appendix J

Certificate of Authenticity Result 2



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AUTHENTICITY RESULT

Date of Release: May 10, 2025
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 Author (s): Aljohn Pedro

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WILFRED C. CHUNG, DEd

Director, Graduate Student Research Office



Appendix K

Revisions Colloquium Summary of Comments

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		Issue No.	01
		Rev. No.	03
		Date:	09/22/2020
		Page	1 / 3
GRO	REVISION COLLOQUIUM SUMMARY OF COMMENTS	DC. No.	CC09222020-1155

Student: Aljohn P. Pedro

Program: Master of Arts in Values Education

Date of Colloquium: October 17, 2024

Comments/Suggestions/ Recommendations	Action Taken	Page no. reflecting the changes done	Panelists who Suggested
What is the theoretical underpinning of the study? Where is the Theoretical Framework of the study?	Added	33	Dr. Reyes
Social Learning Theory? To make it a foundation in collaborative expertise - Reinforce in paper - as a researcher, should be part of the conceptual framework	Added	33	Dr. Reyes
Not yet explained the diagram, boxes, - not only inputs - make it strategies, not only inputs; during curriculum curriculum transition -data	Added the explanation of diagram and omitted the "input"	35-37	Dr. Reyes
Collaborative strategies developed from your research will be undertaken during the implementation of the matatag curriculum	No action required	-	Dr. Reyes
Chapter 2 - describe the steps then justify why this is the appropriate - contextualize this in your study according to Mustakas Framework	Added the justification	44-43	Dr. Reyes
Inclusion criteria - lgbt to be removed... So your exclusion criteria - do we have gender differences ? So we will not include the lbtq.	Removed	45	Dr. Reyes
Sa last Rq - should be borne out of the answers from 1-4....or member checking to strengthen the research	Just a comment, no action required	-	Dr. Reyes
Rephrase - sa interview questions - What inputs can be developed? - Can be done in the validating the data,	Just a comment, no action required	-	Dr. Reyes

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

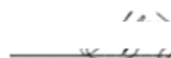
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		Issue No.	01
		Rev. No.	03
		Date:	09/22/2020
		Page	2 / 3
GRO	REVISION COLLOQUIUM SUMMARY OF COMMENTS	DC. No.	CC09222020-1155

ibabalik sa ilang participants for member checking			
Sample - 3 HS, ilan ang nag conduct ng C.E.? Should there be a purpose in choosing these schools. Malabon City as pilot schools...very relevant ang study mo since you will suggest for the curriculum implementation.	Just a comment, no action required	-	-
Dapat ay "whole school approach" ang mga schools	Added	20-21	Dr. Reyes
Why teachers only as sample? Nag collaborative expertise sila, guided by school heads, mas okay tignan nakikita ba sa students? During the LAC? kung di kasama ang students sa pilot implementation, okay lang na hindi isama...if they are included in the pilot, include random students, how they experience it?	Emphasized that CE is only for teachers and administrators.	40	Dr. Reyes
baka makatulong sa Framework - magbasa pa para mabuo ang Theoretical Framework, Methodology	Added	33	Dr. Fulgencio
students as respondents - a way to validate what teachers said/shared			Dr. Asuan
Sa background - add - how the CE was done during the pilot implementation.	Added	9	Dr. Fulgencio
Can consider Kurt Lewin theory and Peter Sage Building- Learning Community	Added	22-23	Dr. Fulgencio
Minor revision to research question	It was corrected during the colloquium and already revised the manuscript.	38	Dr. Arrieta
Just include in the limitation that this is only during the pilot implementation	Emphasized	39	Dr. Arrieta

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	Issue No.	01	
	Rev. No.	03	
	Date:	09/22/2020	
	Page	3 / 3	
GRO	REVISION COLLOQUIUM SUMMARY OF COMMENTS	DC. No.	CC09222020-1155

Prepared by:



 Signature of the Student

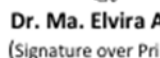
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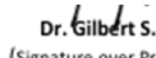
Dr. Edna Luz R. Abulon

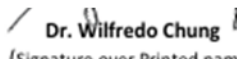
(Signature over Printed name)
Adviser


Dr. Wilma S. Reyes
 (Signature over Printed name)
Panelist


Dr. Ma. Elvira A. Asuan
 (Signature over Printed name)
Panelist


Dr. Aurora D. Fulgencio
 (Signature over Printed name)
Panelist


Dr. Gilbert S. Arrieta
 (Signature over Printed name)
Chairperson


Dr. Wilfredo Chung
 (Signature over Printed name)
GRSO Director

Appendix L

Clearance to Proceed

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	Issue No.	01
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	Date:	09-24-2018
	Page	1 of 1
EPR	CLEARANCE TO PROCEED	QAC No. CC-09242018-023

BASIC INFORMATION

REC Code:	2024-330
Research Proposal Title:	Collaborative Expertise Experiences in Values Education during the Initial Implementation of Matatag Curriculum
Researcher / Project Leader and Designation/Affiliation:	Aljohn P. Pedro

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **December 06, 2024**

Secretary
Research Ethics Committee


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix M

Compliance Certificate

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPR	CERTIFICATE OF COMPLIANCE	QAC No. CC-09242018-027

BASIC INFORMATION

REC Code:	2024-330-FR
Title of the Research Project/Thesis/Dissertation:	Collaborative Expertise Experiences in Values Education during the Initial Implementation of Matatag Curriculum
Researcher/Project Leader and Designation/Affiliation:	Aljohn P. Pedro

The following items [v] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☒ Thesis
- ☐ Dissertation
- ☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **May 16, 2025**


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix N

Certificate of Language and Format Editing



CERTIFICATE

Language Editor's Verification

This is to certify that the thesis submitted by **Aljohn P. Pedro**, titled **"Collaborative Expertise Experiences in Values Education During the Pilot Implementation of MATATAG Curriculum,"** has been thoroughly reviewed and edited by the undersigned for language, grammar, and writing clarity.

The above-mentioned thesis has been verified to comply with the formatting and citation standards of the American Psychological Association (APA) 7th Edition. The document demonstrates:

- Correct grammatical structure and syntax throughout
- Proper punctuation and spelling
- Consistent American Psychological Association (APA) 7th Edition formatting for citations, references, headings, and margins
- Appropriate academic tone and writing style
- Proper page formatting and spacing requirements

This thesis is deemed suitable for submission in terms of language quality and formatting standards.

Given this 21st day of November 2025.


APRIL M. BAGON-FAELDAN, PhD
 Language Editor/Associate Professor



•Main Campus, Alcate, Victoria

•Bongabong Campus, Labasan, Bongabong

•Calapan City Campus, Masipit, Calapan City

Appendix O

Indorsement Letter from Schools Division Office of Malabon City to Conduct the Research

 DepEd Division Office - Malabon City REPUBLIC OF THE PHILIPPINES Department of Education NATIONAL CAPITAL REGION SCHOOLS DIVISION OFFICE-MALABON CITY	 Republic of the Philippines Department of Education NATIONAL CAPITAL REGION SCHOOLS DIVISION OFFICE-MALABON CITY
1st Indorsement January 2, 2025 Respectfully returned to MR. ALJOHN P. PEDRO, Researcher, Philippine Normal University, the herein communication re: conduct of research titled: "COLLABORATIVE EXPERTISE EXPERIENCES IN VALUES EDUCATION DURING THE PILOT IMPLEMENTATION OF MATATAG CURRICULUM.", interposing no objection to the said request provided that: 1. necessary arrangements shall be made with the school principal and personnel concerned; 2. the conduct of the study shall not interfere with the regular program of the school and must take into consideration the "new normal" set up of education in the implementation of the study; 3. the minimum health standard set by the Inter-Agency Task Force (IATF) has to be observed during the conduct of the study; 4. school/office materials shall not be used for the purpose; 5. taking photographs shall only be allowed with permission from the school principal and the subject/person concerned; 6. anonymity of the respondents shall be preserved; 7. respondent/ parent's consent shall be presented and be included in the questionnaire/survey form; 8. confidentiality and security of all personal data gathered during the study shall be ensured in adherence to the Data Privacy Act; and 9. this Office shall be furnished with a copy of the result/findings of the study in a pdf file and a hard copy, for future reference. The pdf file shall be sent to mutya.dadizon001@deped.gov.ph, while hardcopy shall be forwarded to the Records Unit. Failure to furnish this Office with a copy of the completed study after it has been defended and revised, the university shall be informed for appropriate action. Attention is invited to the Provision of DepEd Order No. 9, s. 2005 titled: Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith. _____ SGOD MRD CECILIE G. CARANDANG, CESO V Schools Division Superintendent	
 ① Ninoy Aquino Elementary School Comp. Maya-maya St., Longos, Malabon City ② (02) 83751995; 83748708; 83748729 ③ malabon.city@deped.gov.ph ④ http://depedmalaboncity.ph	

Request to Conduct Research (for undergraduate/ *graduate school*)

CHECKLIST: The following documents/ information should be attached/ included to the request.

Yes	No	PARTICULARS	
✓		1. Name	ALJOHN P. PEDRO
✓		2. Contact Number	
✓		3. School enrolled	Philippine Normal University
✓		4. Research Title	COLLABORATIVE EXPERTISE EXPERIENCES IN VALUES EDUCATION DURING THE PILOT IMPLEMENTATION OF MATATAG CURRICULUM
✓		5. School/s to conduct research	Tinajeros National High School Dampalit Integrated School Santiago Syjuco Memorial Integrated Secondary School
✓		6. Parent's Consent Form (if learners are the respondents)/ Respondent's Consent	
✓		7. Questionnaire/Tool	

Remarks:

✓ **Complete**

___ Incomplete. Please comply/ fill-up necessary document/ information.

Checked by:

MUTYA R. DADIZON

Senior Education Program Specialist
Planning and Research

Reminder: **This Office shall be furnished with a copy of the results/ findings of the study for future reference.**

Conforme:

ALJOHN P. PEDRO

Researcher^{go}
(Signature over name)