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Sibol: Asian Journal of Multidisciplinary Research is the official, peer-reviewed publication of the Asian Center of Education, Research, and Training for Innovation (ACERT). It reflects the advocacy of the organization to provide opportunities among professionals to disseminate their breakthrough and innovative contributions to knowledge based on practice.

Sibol: Asian Journal of Multidisciplinary Research publishes quality theoretical, empirical, and methodological research in the areas of education, governance, health, business, environment and development. It is the prime goal of the journal to reach an audience in these fields from students, academics, scholars, practitioners and professionals through its annual issues (September). Contributions are welcome in the forms of an article, research note and book review.

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Editor's Desk

This is the inaugural issue of Sibol: Asian Journal of Multidisciplinary Research. It showcases articles that tackle issues confronting the education environment in the contemporary times. The topics highlight challenges in the pre-pandemic era and the remote and digital learning schemes brought by the recent health emergency situation. The materials were carefully selected from distinguished scholars and proponents of research in education the Philippines and abroad.

The articles included in this issue gave importance to areas of education like leadership, gender, indigenous culture, technology, and practice in both local and global settings. This conforms to the thrust of the Asian Center of Education, Research, and Training for Innovation in advocating for the innovation and creativity of the education sector through research-driven professional development among stakeholders and institutions in Asia. It is envisioned that professionals in the education practice make use of these materials to enrich practice.

Juliet C. Carolino
Editor-in-Chief
Sibol: Asian Journal of Multidisciplinary Research
30 September 2021

MIDDLE LEADERSHIP AND SITE-BASED EDUCATIONAL CHANGE: THE CASE OF A PUBLIC SENIOR HIGH SCHOOL IN MANILA

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ABSTRACT

With the growing need to meet the demands of quality education, the roles of middle leaders become a crucial game changer. They are vital players in creating programs and projects that promote change in the context of Philippine schools. The study provides a case example on the role of middle leadership in driving site-based educational change in a public senior high school in Manila. Through a single case study design, deeper insights were gained as to the role, tools, and skills of these leaders and how they drive site-based educational development. The findings suggest that the practice architecture of middle leadership is synthesized through situated practice providing for sustained change practices that are applied in the context of the school. The study recommends that learning and development thrusts should be implemented across governance levels to ensure that middle leaders support the delivery of quality basic education services.

Keywords – Middle leadership; Educational leadership; Educational change; Public school; Senior high school

INTRODUCTION

With the changes and challenges of Education 4.0, the analysis of the key role and influence of teachers and administrators in driving educational change becomes of paramount importance. The practice of leadership in schools has become a crucial determinant of quality education. An important link arises as teachers and administrators are being held more and more accountable to achieve better educational outcomes and promote

student learning. With a higher demand for accountability, educators become highly scrutinized professionals, mostly subjected to metrics that utilize reductive approaches without considering the different 'drivers' that may steer education policies along the way (Groves et al, 2018). Some of these reductive approaches focus on professional auditing, key performance indicators, best practices, standardized testing, and other 'what works' approaches are too quantitative and do not necessarily paint a clear, holistic picture of the underlying conditions to which the specific school community is subjected to. Further, drivers to educational change tend to be more dynamic rather than static, following a site-based pattern of development. With these in mind, school context becomes an important consideration in school leadership (Kemmis et al, 2014, as cited in Groves et al, 2018), and understanding the different situations within an educational institution may influence educational development, vis-a-vis quality education.

Current literature on school leadership and management has mostly angled on the role of transformational and charismatic leadership (Yukl, 1999, as cited in Groves et al, 2018). Despite the rising complexity of leading and managing schools, most of these studies mainly focus on the role of principals as 'heroes' of the institution. This trend is not necessarily bad but may not accurately capture the bounds in which leadership is enacted in realistic settings. In practice, most schools follow a distributed pattern of leadership where the principal delegates most of the task of leading, administrating, and managing to middle leaders. Groves et al. (2018) describe the benefits of this form of leadership: (1) it develops relationships among colleagues; (2) it promotes grassroots organizational change, and; (3) it is highly situated in nature. These roles mostly fall on so-called 'middle leaders,' who Collinson and Cook (2007, as cited in Groves et al, 2018) describe as expert teachers who are "responsible for leading the practice development of their colleagues." Similarly, Bennett et al. (2007) defines middle leading as the 'bridge' between principal and the teaching staff, essentially position them as key players to mediating between education policy and site-based educational change.

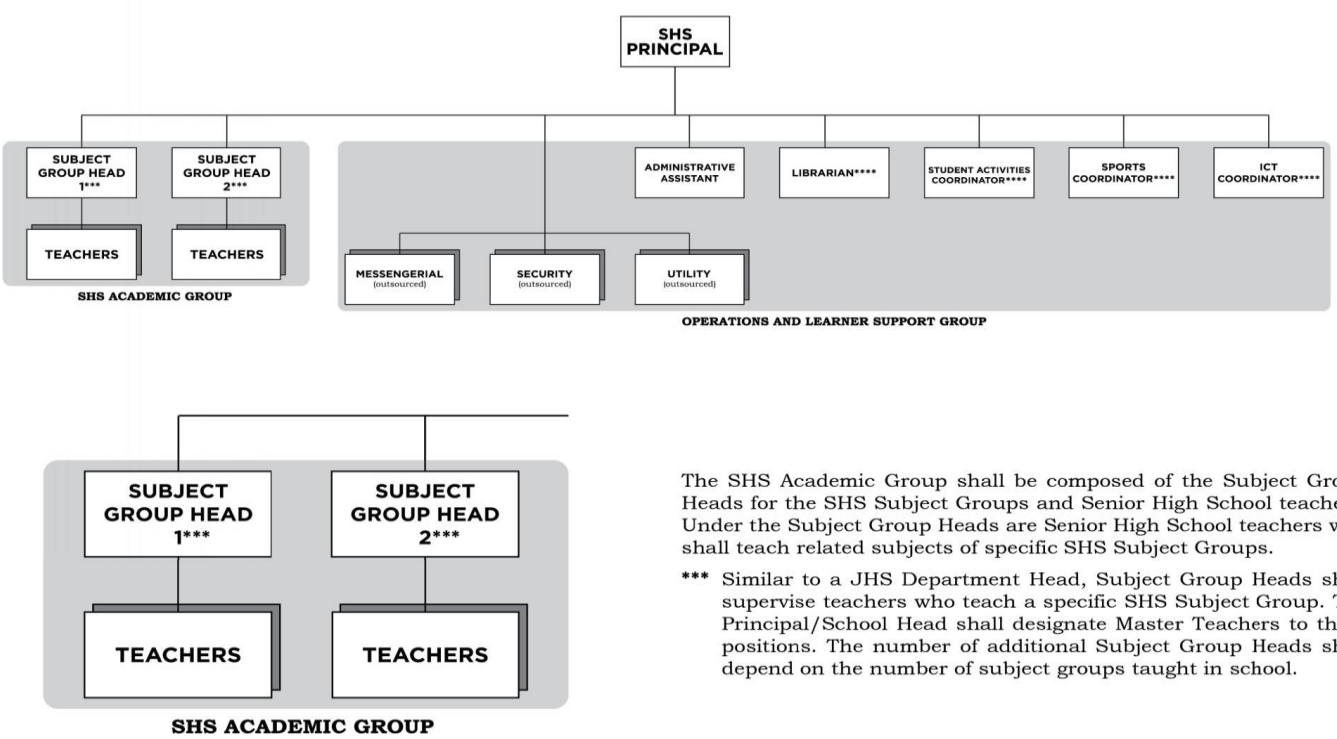
Middle Leadership in the Philippine Context

In the context of the Philippine educational system, middle leadership is apparent in public schools, both in its organizational staffing patterns and in the practice of leading and managing schools. Republic Act 9155, otherwise known as the Governance of Basic Education Act of 2001, decentralizes decision-making within the Department of Education (DepEd) to schools through the school-based Management (SBM) reform. The goal of this reform is to empower schools, their leaders, and their community to contextually improve access to, quality of, and governance in basic education. Further, DepEd Order No. 19, s. 2016 outlines the

staffing patterns of public senior high schools, highlighting the implementation of a distributed pattern of leadership. Under this policy, there are several middle leadership roles.

Figure 1 outlines the different middle leadership roles of a typical stand-alone senior high school. These roles span both teaching-related and learner support functions. For teaching related, middle leadership falls on Subject Group Heads who mainly perform instructional leadership and supervision on specific senior high schools' subject groups, such as the Humanities and Social Sciences, Mathematics, and Technical and Vocational Education. These Subject Group Heads are Master Teachers, most of whom qualify based on the hiring and promotion guidelines set by the DepEd. On the other hand, learner support functions, such as coordinatorship of co-curricular, extra-curricular, and ancillary tasks, fall on Teachers or Master Teachers, who are appointed based on skill, expertise, or commitment to the organization. It can be observed that the two main functions of middle leadership (Groves et al., 2018) are apparent in the organizational staffing patterns set in the

Figure 1. Organizational Staffing Pattern of a Small Stand-alone Senior High School (Source: DepEd Order No. 19, s. 2016)



aforementioned educational policy: (1) middle leaders are essentially highly accomplished classroom teachers, and; (2) middle leaders lead the practice development of their colleagues, in terms of instruction and learner support.

However, despite the clarity of the outlined roles of middle leaders in policy, Glover et al. (1998, as cited in Groves et al., 2018) describe that their tends to be blurriness of positionality among middle leaders. The roles include balancing professional development, managing relationships, instructional leadership, and middle leading. Hence, a middle leader tends to tap different inherent and acquired skills to accomplish the task of leading from the middle.

Framework of the Study

The central aim of understanding middle leadership as a whole falls under the need to identify clear practice-based approaches to educational leadership. Locating and describing the distinctive and generative practices of middle leaders can drive contextualized educational development in specific school sites and secure sustainable change in schools. In line with this, "specific cultural, material, and political influences" need to be identified to fully understand the task at hand (Kemmis et al., 2014). Groves et al. (2018) outlined the importance of two major ideas in the analysis of middle leadership, mainly a (1) Site Ontological Perspective (Schatzki, 2002) and (2) Theory of Practice Architectures (Kemmis, 2014). The former explores the importance of context, local conditions, and circumstances, while the latter focuses on 'shaping conditions' to a particular school context.

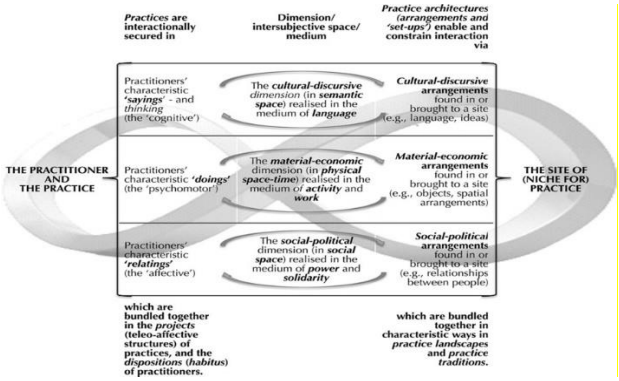


Figure 2. The Theory of Practice Architecture (Kemmis et al. 2014, 38, as cited in Groves et al. 2018)

Figure 2 illustrates the interrelationship between the practitioner, the practice, and the site of practice as outline in the Theory of Practice Architecture of Kemmis et al. The theory posits that practitioners' characteristics (sayings, doings, and relating) influence the practice through the cultural-discursive, material-economic, and social-political dimensions, which in turn shape the site of practice. In the study of middle leadership, characteristics of the middle leader (i.e., practitioner) influence the middle leadership practices (i.e. practice) which forms the landscape of the school site (i.e., site of practice). This strengthens the premise that middle leaders are at the onset, if not at the core of leadership practices, literally being in the middle of school interactions.

Therefore, to understand the dynamics of educational change, subject to the given context of a particular institution, the role of middle leaders and their practices must be explored.

Purpose of the Study

Given the premises of the increasing complexity of educational leadership, the demands of 21st-century learning, and the need to explore the role of the different players to the educative process, the desire to explore the role of middle leaders in promoting educational change, especially in the context of the Philippine public education sector becomes ever so apparent. Thus, the general objective of the study is to explore the role of middle leaders in creating programs and projects that promote change in a public senior high school.

Specifically, the study aims to answer the following questions:

1. What is the role of a middle leader in driving contextualized change in a public senior high school?

2. What are the perceived essential tools and skills of a middle leader?

3. How important is knowing the school site and context in crafting, implementing, and evaluating a school's co-curricular and extra-curricular programs and projects?

4. How important is shared responsibility and commitment in promoting site-based educational change?

5. What is the role of a middle leader in developing and sustaining change?

The study is significant for three reasons. Firstly, understanding the role of the middle leader becomes of paramount importance at a time when there is great demand for quality education. Secondly, extrapolating views on the essential tools and skills that middle leaders should possess can provide a jump-off point to creating programs and policies that cater to the development of middle leaders. Lastly, understanding the dynamics of middle leadership and its impact on the dynamism of schools can lead to the identification of specific, site-based drivers that can guide education leaders, practitioners, and researchers into creating long-term solutions that sustain educational change and promote better access to quality education in the Philippines.

METHODOLOGY

To address the questions outlined in this study, the researcher conducted a qualitative single case study was conducted. Similar to Groves et al. (2018), a single case study allowed the researcher to capture "deeper insights" in terms of the practitioners, the practice, and the site of the practice of middle leadership at the selected case school.

Data was gathered through a one-hour, semi-structured focus group discussion. Five key informants were purposefully selected among middle leaders from Ignacio B. Villamor Senior High School, a public senior high school in Manila. Participant JT is a Master Teacher II, a graduate of doctor of philosophy in educational management, and is currently serving the school as the Student Activities Coordinator. Participant MF is

also a Master Teacher II, currently taking a doctoral degree in Educational Administration, and functions as the School Partnerships and Resource Mobilization Coordinator. Participant CL is a Master Teacher I, a graduate of the Master of Arts in Education major in Administration and Supervision program, and is the Work Immersion Focal Person. Participant CB is a Teacher III, currently finishing the Master of Arts in Education major in Administration and Supervision, and is the administrative officer of the school. Lastly, Participant JD is a Teacher III, a graduate of Master of Arts in Education major in Biological Sciences, and currently holds the position of School Research and Innovation Coordinator. The selected key informants perform teaching-related and learner support functions as outlined in the organizational staffing patterns of DepEd (based on DO no. 19, s. 2016) and as defined in the middle leadership literature.

The study used deductive thematic analysis in identifying and interpreting patterns based on the conceptual framework of the study. Recordings were transcribed, coded, and organizing themes were identified. A semantic approach was used based on the explicit content of the responses in order to understand the underpinnings of middle leadership.

The methodology used in the paper follows standard and universal ethical parameters and principles to conducting research with human participants.

FINDINGS AND DISCUSSION

The flow of the discussion is heavily influenced by the framework outlined in Groves et al. (2018), focusing on the importance of knowing the site, having shared organizational goals, and developing and sustaining change. Each section is outlined according to the specific questions and to the actual focus group discussion.

The Role of Middle Leaders

The key informants were asked about their perspectives on the role of a middle leader in driving school change. Most of the participants highlighted the crucial role of the middle leader in implementing school change. According to the informants, middle leaders serve as bridges and are important change-makers. Participant MF noted that:

"Siya yung mag-implement ng mga bagong programs na gusto ng administration. At the same time, icoconsider nya rin yung teachers kasi siya yung nakakaalam ng both sides: nung administration and teachers. So icoconsider niya parehas para magkaroon ng magandang ouput yung program, in terms of implementation." (The middle leader implements new programs that the administration wants. At the same time, he/she considers the side of teachers since he/knows both the sides of the administration and the teachers. Therefore, he has to consider both so that the output of the program, in

terms of the implementation, will be good.)

Primary to these roles is Saying Roles which include planning, executing, and evaluating change programs in the institution. Further, Doing Roles are also evident such as being responsible for certain administrative and instructional tasks. Lastly, Relating Roles make up the essential role of middle leaders and this includes bridging the gap between the administration and the teachers.

Analyzing thematically, middle leaders lead and teach, manage and facilitate, and collaborate and communicate. A central theme emerges regarding middle leadership as a practice architecture. This is aligned to the concept of Practice Architectures for Middle leaders posited in the literature by DeNobile (2018), and Edwards-Groves, Grootenboer, and Ronnerman (2016).

Essential Tools and Skills of Middle Leaders

The selected middle leaders are then asked regarding the essential tools and skills that should be possessed. In response to the question, key informants outlined the day-to-day experiences of middle leaders, highlighting the many demands that they face. Participant JT expounded that middle leaders have a plethora of tasks, saying:

"Sobrang dami nating ginagawa. Kasi kung lahat gagawin mo, hindi mo kakayanin, teacher ka rin, at the same time leader ka rin." (We have a lot of things to do. If we do all of them, we won't be able to do it. We are teachers and at the same time leaders.) This is evidence of the blurriness of positionality that a middle leader face.

The task demands higher professional development, as evidenced by the graduate education taken by the key informants. Further, since middle leaders serve as bridges, they need to develop and manage relationships between colleagues and their superiors. All of these should be on top of their primary role which is to be an instructional leader in the classroom. Participant JT even further explained the importance of patience amidst the demands of middle leadership: *"Kasi remember, kapag merong change hindi yan agad agad na tatanggapin. So kailangan mo ng mahabang mahabang pasensya."* (Always remember that change is not always accepted immediately. We need to be very patient.)

Based on the collected responses, it is evident that the tools of a middle leader should be aligned with the material-economic dimensions. These include hard work, time management, the art of delegation, patience, and goal-setting. These directly impact the practice of middle leading since the blurriness of positionality greatly impact the temporal resources of a middle leader.

Furthermore, knowledge of technology, content, and instruction boosts middle leaders' access to social-political dimensions of leadership. Hence the greater he/she has of these qualities, the better equipped he becomes at handling middle leading. Lastly, cultural-discursive dimensions also prove to be indispensable in the practice of middle leading. Skills such as negotiation, communication,

interpersonal connections, decisiveness, and analytics are very important to boost the characteristics of a middle leader.

With these precepts, a central theme emerges: the mediums (i.e., the tools, skills, and characteristics) of middle leadership should align with practice architectures, which is in consonance with Kemmis et al. (2014).

Site-Based Educational Development

Participants to the focus group discussion are then asked about the importance of knowing the school site and context in crafting, implementing, and evaluating the school's co-curricular and extra-curricular programs and projects. The recurring theme in the responses of the participants focused on the importance of insider knowledge, relational trust, and communication of goals.

Firstly, the participants posited that to gain insider knowledge needs assessment should be conducted to contextualize the problem and strengthen the corresponding programs and projects that target these problems. Participant JD went as far as illustrating the role of middle leaders, to wit:

The context of the school, or even the culture or the situation can serve as a framework in creating new programs. "*Katulad ng Sinabi ni Mam JT, it is important na mag needs assessment before creating a new program so that we can determine yung need, at the same time yung mga bagay na kailangang iimprove ng teachers or even the students.*"

Secondly, the participants further described the impact of knowing the site's culture, context, and the situation in providing a framework for inclusive change. Participant MF further illustrated this by saying:

"For me it is necessary to consider the real situation of the school because it will give you a hint on what program [to implement]. Kasi yung needs ng school yung kukuhanin mo, so kailangan malaman mo muna yung real situation, not only on the part of the administration but also sa maraming factors—teachers, students, and the staff—dapat malaman mo, dapat lahat sila maconsider mo in terms of implementing a program. Para at least, domino effect yun eh. Lahat sila makakafeel na, "ah ito yung program na ito." Parang merong effect sa kanila, maappreciate nila yung program kasi kasama sila."

Thirdly, communicating goals is vital in site-based educational development. According to the key informants, decisiveness is conditioned if goals are communicated internally and externally. Participant CB further illustrated this by explaining:

"In knowing the site, kapag nakipag usap tayo sa mga partner institutions, masasabi natin kung may inoofer sila, malalaman natin kung yung ba ang bagay sa ating school o iba. Kung alam mo yung school masasagot mo agad, within that meeting. So magkakaroon ng mabilisang decision. Kapag hindi mo alam, hindi mo masasagot at nagsayang kayo ng oras."

Based on these responses, a central theme emerges: site-based educational change is based on the inclusion of context and needs which aligns with the findings of Kemmis et al (2014) and Spillane (2006), both of which are cited in Groves et al. (2018).

Shared Responsibility and Commitment

To identify the impact of shared responsibility and commitment on middle leadership practices, the participants identified the importance of collegiality, dealing with resistance, and navigating complex relationships as primary factors.

According to the participants, distributed participation in goal setting, communication, and alignment plays a key role in establishing collegiality. Participant MF stated that:

"Kailangan magkaroon ka ng art of delegation, magkaroon ka ng tasking, magkaroon ka ng committee. Kasi school yan eh, school yung hahawakan mo, its Brigada Eskwela, hindi lang programa mo yan, programa yan ng eskwelahan, dapat lahat magkakasama, at lahat mafeel nila na parte sila ng programa na yun. Kaya gumawa ako committee, that's very important."

With the importance of distributed participation comes the need to deal with resistance and navigate complex personalities and relationships, both of administrative and teaching personnel. Participant CB exclaimed that:

"It is very difficult to implement change dun sa kabuuan ng school if some of the sides dont feel like they belong or are included in the program itself for the betterment [of the school]. Kapag ang feeling nila they are out of the loop, ang hirap mag implement ng change kasi meron silang mga, parang ayaw nilang sumali. Mahihirapan. It is very important na yung relationship, yung change ay nandun. Kasama. Ang nakita ko, sa pag-implement ng mga ganyan, hindi lahat open for anything. They have their own agenda.Kaya napakaimportante ng communication. Kailangan yung cooperation talaga, para magkaroon ng sharing. Pag hindi sila nakipagcooperate sayo, wala. Kaniya-kaniya."

This is evidence of Fullan (2011) stating that site-based educational change depends on inclusivity, shared responsibility, and commitment at all levels.

Developing and Sustaining Change

A global theme that emerged from the focus group discussion regarding the role of middle leadership in driving site-based educational change focuses on the centrality of the middle leader as a practitioner and right driver in developing and sustaining change. This is due to the theme that time-boundedness, localized thinking, and identified change drivers are tools that develop and sustain change. This aligns with Glover et al. (1998).

Primary to these themes is time-boundedness, where participants stated that planning, implementing, and evaluating are essential tools for

sustaining change. Participant JD, on the importance of procedural implementation of change programs, stated:

"Siguro in terms of developing and sustaining change, I think its cyclical. We start from assessing the needs, second is implementing the program, evaluating the program, and evaluate whether its applicable or not. Tapos babalik tayo ulit dun sa needs, kung may need pa ba for that program, for us to determine whether yung program na yun na existing, is still relevant to the present problem. If not, we can provide or implement a new program. So, for me its cyclical. Na kailangan hindi matatapos sa implementation, nor evaluating. We'll always go back to the entire cycle."

With this response, participant JD perceives the cyclical nature of change. This may be the case since JD is the school research and innovation coordinator, where the focus of the office is action research. This implies that to sustain change, the timeliness of research-based strategies in change management must be implemented.

On the other hand, in the case of localized thinking, the key informants need to be goal-oriented. Participant JT expounded on this idea by saying:

"Yung role ng middle leader sa change. You must be one with the administrator in promoting and executing the organizational goals—yung mission and vision ng school—dapat kaisa ka ng administrator doon. Without, syempre ikaw ang leader. Tandaan mo you are not just an administrator, you are also a teacher. Ikaw ang magbibridge ng gap between the admin and the teacher. Dapat even though you are one with attaining your goals as a school, hindi mo pa rin nalilimutan ano ba yung mga pangangailangan ng mga guro, ano ba yung maitutulong natin sa kanila. Ikaw ang magiging boses ng mga kaguro mo, in terms of the admin ikaw ang maging boses ng mga teachers. In terms of the teachers naman, ikaw rin ang boses ng admin para makipag-usap sa mga teachers. You are really the one who will bridge the gap between the admin and the teachers."

It is evident in the ideas of Participant JT that balancing between the needs of the admin and the needs of the teacher is of paramount importance. A middle leader must take into consideration the personal and organizational goals in the context of the school. Thus, it is vital to foresee that forces that interact in the locality to drive the needed change in the institution.

Lastly, with the identification of the right drivers, middle leaders become agents of change. Partnership with stakeholders and the wider community becomes a vital tool in sustaining the change programs that middle leaders are managing. Participant MF clearly defines this goal by saying:

"We are the agents of change. Kasi, since tayo yung middle leader, tayo yung dapat mag initiate. Initiator tayo. Dapat yung teachers, especially yung mga hawak natin, makikita nila sa atin na ito dapat yung gagawin, kasi ito yung ginagawa ng middle leader. Para at least sooner, ma-adapt nila. Sa field ko, yung Brigada Eskwela sana masustain yung ganon, na

"ito gusto ko pang maimprove pa lalo." Kaya I'm still thinking in terms of partnership, sana dumami, Kasi dun tayo kumukuha ng lakas, in terms of improving and developing the school."

RE-CONCEPTUALIZED FRAMEWORK OF THE STUDY

The findings of the study provide a case example of the role of middle leadership in driving site-based educational change. Anchoring on the concept of site ontological perspective and the theory of practice architecture (Kemmis et al, 2014), it is evident from the focus group discussion that the niche for site-based educational development is influenced by both the Middle Leader and the Middle Leadership Practices that they perform. Further, it is determined by the roles, tools, skills, and context that a particular school has. Taking into account the conceptual framework outline at the beginning of the study, a reconceptualized framework is proposed.

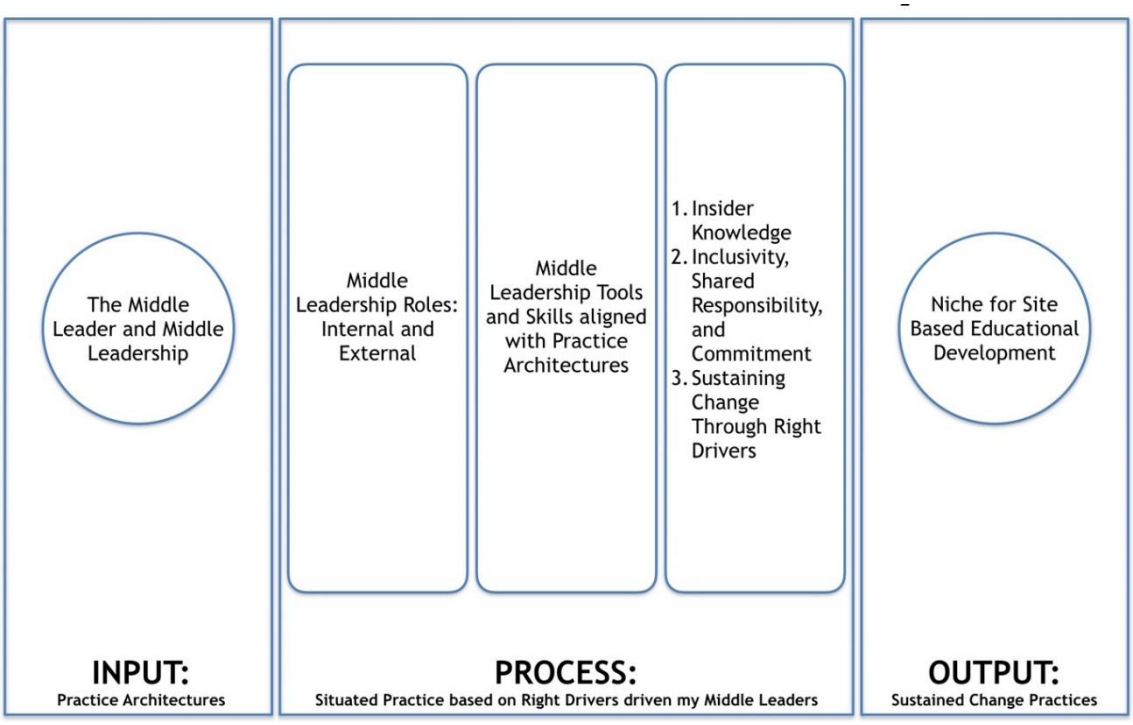


Figure 3. Re-conceptualized Framework of Middle Leadership and Site-Based Educational Change

Figure 3 illustrates an IPO diagram that provides the illustrative nature of middle leadership in a public senior high school in Manila. The input diagram illustrates the crucial influence of practice architectures, namely the middle leader himself and middle leadership as a whole (i.e., practitioner and practice). Further, the process of middle leadership relies on situated middle leadership practices anchored on identifying right drivers, which include middle leadership roles (sayings, doings, and relating), essential tools and skills, and expanded by insider knowledge, inclusivity, shared responsibility, and commitment to develop and sustain change. This results in the output of sustained change practices that are suited to the context of the school community and provides further niches for a site- based educational development.

CONCLUSIONS AND RECOMMENDATIONS

With the growing need to meet the demands of quality education in light of education 4.0, the role of middle leaders cannot be understated. Middle leaders are vital players in creating programs and projects that promote change in the context of Philippine schools. These leaders act as mediators that bridge policy and reality. They create an atmosphere of change in educational institutions and are more hands-on in terms of the programs and projects that they implement, even more so than the principals that they serve. Further, middle leaders are important in developing and sustaining site-based educational change.

In order to enhance the impact of middle leaders in developing and sustaining change in the context of schools, up-skilling programs for middle leaders must be prioritized. Distributed leadership relies heavily on the essential tools and skills of middle leaders which implies that with better retooling programs, the importance of middle leadership will be strengthened. The Department of Education can include in their roster of learning and development thrusts the re-skilling of middle leaders in order to implement and contextualize educational policies and programs that are aimed at gearing towards the delivery of quality basic education services.

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CHALLENGES AND OPPORTUNITIES FOR TEACHER EDUCATION IN THE NEW NORMAL: A MALAYSIAN PERSPECTIVE

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ABSTRACT

This article discusses lessons that we have gained from reviewing published studies on adaptations and responses of teacher educators and pre-service teachers as they transitioned to online spaces during the COVID-19 pandemic. These lessons will be discussed under three themes: i) equitable teacher education and equitable school education; ii) student-centered and personalized learning in online environments, and iii) online teaching practicum. Under each theme, we also draw attention to opportunities for further research.

Keywords - Teacher education; New normal; Education disruption; Online learning; Online teaching practicum; Education equity; Student-centered learning; Personalized learning; Teacher education reform; Initial teacher education

INTRODUCTION

The COVID-19 pandemic has caused disruptions to education in many ways and at various levels globally. In Malaysia, as in many other countries, teaching and learning communities were relocated to online spaces when the first and subsequent waves of COVID-19 hit us. Although the shift from predominantly face-to-face to fully online learning has brought about exciting opportunities in education, systemic and long-standing issues—such as inequity and well-being—have been noticeably exacerbated. More stakeholders now acknowledge that there is an urgent need to reform the educational system to improve teacher preparation and student learning, as well as to mitigate the issues stated.

Academicians, teacher educators, and teaching communities around the world have identified initial teacher education (ITE) as a key element of the educational

system that is overdue for reform (Kallo, Mitchell and Kamalodeen 2020; König, Jäger-Biela & Glutsch 2020; Ersin, Atay and Mede 2020; Sasaki et al. 2020; Bogard 2020; Hadar et al. 2020; Nurfaradilla Mohamad Nasri et al. 2020; Scull et al. 2020; Perimbanayagam 2020a; Perimbanayagam 2020b). Numerous qualitative and quantitative studies (most of which were published between March and September 2020) on adaptations and

responses of teacher educators and pre-service teachers as they transitioned to online spaces reveal three themes: i) equitable teacher education and equitable school education; ii) student-centered and personalized learning in online environments, and iii) online teaching practicum.

METHODS AND MATERIALS

This literature review was conducted through thematic analysis (Braun & Clarke, 2006), by "identifying, analyzing and reporting themes within data". The six phases of thematic analysis proposed by Braun and Clarke (2006) were as follows: (i) familiarizing yourself with the data; (ii) generating initial code; (iii) searching for themes; (iv) reviewing themes; (v) defining and naming themes; (vi) producing the report.

The authors of this review embarked on this project to identify key themes that would inform future research on how ITE in Malaysia could be re-designed to facilitate (distance) learning of pre-service teachers, such that they would be well-prepared to start their teaching career in the post-pandemic world. In particular, the authors sought to uncover challenges that teacher educators would face in preparing beginning teachers to address the most pressing needs of students in the new norm, in the hopes that the insight would inform the design of a teaching diploma that is responsive and relevant to the needs of beginning teachers in Malaysia.

PRESENTATION AND ANALYSIS

Theme 1: Equitable Teacher Education and Equitable School Education

Equity in education is a theme picked up in many of the papers reviewed. As has been suggested by these authors, the COVID-19 pandemic has prompted us to rethink the role of educators—be it teacher educators or school teachers—in facilitating and supporting students' learning. In particular, the crisis reminds us to do better in providing inclusive and accessible education in situations where in-classroom or traditional teaching cannot take place, or in situations where predominantly online, blended, or web-facilitated teaching and learning is adopted.

In both developed and developing countries, academicians have identified a range of factors contributing to inequity in ITE during the pandemic. These factors, above all, prevent a proportion of pre-service teachers from fully participating in their learning process and result in varying levels of learning loss. We may divide these factors into two categories: technological and pedagogical. Technological factors include internet coverage and budget, digital skills and competencies, accessibility features within online platforms, and access to

appropriate technological devices (Carrillo and Flores 2020; Nurfaradilla Mohamad Nasri et al. 2020; Scull et al 2020; United Nations Children's Fund 2020; Terenko and Ogienko 2020; Vakil 2020). Some of the technological platforms used in ITE for communication, content delivery, collaborative projects, and virtual coaching are Padlets, Canvas, Flipgrids, Google Hangout, Microsoft Teams, Adobe Connect, and Zoom. In Malaysia, Nurfaradilla Mohamad Nasri et al. (2020) report that ITE students' unfamiliarity with online collaboration tools such as Google Drive made it challenging for them to complete assignments in groups remotely. Apart from that, students' concerns about poor internet access eventually led some teacher educators to switch to more widely accessible options of online platforms for content delivery (ibid.). To reduce potential impacts of these technological factors, Scull et al (2020) recommend that teacher educators develop understanding about students' digital literacy (especially in the context of online learning), survey the preparedness and capacity of students to participate in different modes of interaction, and provide differentiated supports for those who require them.

Pedagogical factors are those related to instructional and learning design or approaches. Most of the pedagogical factors fall within teacher educators' locus of control, which means they could devise ways to develop online learning that would meet students' needs and improve access and participation. Some examples of these factors are explicit goal-setting, clarification of expectations, adaptable and coherent instructional designs, clear instructions for tasks, promoting help-seeking behavior, design of assessments, and regular monitoring and evaluation (Carrillo and Flores 2020; Nurfaradilla Mohamad Nasri et al. 2020; Scull et al. 2020). To illustrate, in the United States Bogard (2020) describes how he took content structure, task structure, participation structure, and meeting times into account when he moved his Children's Literature course for the pre-service teachers online and adopted simulations as well as case-based learning to help pre-service teachers embody theoretical concepts. Likewise, considering that students may learn at different paces in physical and online settings, Scull et al. (2020) recommend that educators adjust their expectations accordingly and offer feedback whenever appropriate.

It is of huge significance that we equip prospective teachers with relevant skills and competencies in distance learning so

that they are capable of providing an equitable education to their future students and making up for learning loss. As Kalloo, Mitchell, and Kamalodeen (2020) remind us, school closure does not only happen during the pandemic. In Malaysia, we observe that school closures also take place due to haze and floods, if not for other reasons. Furthermore, some students might miss their lessons due to other circumstances such as family crises and school suspension policies (ibid.). For this reason, we believe that elements of online teaching and learning are to stay even beyond the pandemic. Nurfaradilla Mohamad Nasri et al. (2020) point out that there is an urgent need to prepare teacher educators to adopt equitable online teaching methods such that they would motivate pre-service teachers to accommodate the varying learning needs of school students. As they report, some teacher educators in Malaysia have already emphasized the significance of core teaching courses such as "Psychology and students' diversity" and "Teaching planning and development" to educate students on tackling related issues (ibid.). Meanwhile, their students proposed that a wider range of online teaching platforms be introduced to them to prepare them for their future careers (ibid.). We echo that this is a step that needs to be taken. Without more formal preparation of pre-service teachers in remote teaching, we foresee that the gap between school students—partly contributed by varying preparedness of teachers—to continue to exist or even be widened. A relevant suggestion, made by Varea and González-Calvo (2020), is that teacher educators and researchers consider placing a stronger emphasis on equipping pre-service teachers with online pedagogical strategies. Similarly, König, Jäger-Biela & Glutsch (2020) identify opportunities for pre-service teachers to gain digital competence as crucial in teacher preparation, and la Velle et al. (2020) recommend that pre-service teachers be well-prepared to handle issues related to digital poverty, student assessment (a topic which is also picked up by McKeeman and Oviedo (2020)), and students' individual learning needs in online teaching and learning. Another potentially valuable addition to the ITE curriculum is modules to enhance pre-service teachers' social-emotional competencies to navigate volatile, uncertain, complex, and ambiguous circumstances (Hadar et al 2020), so they would be able to adapt to various situations more effectively before and after they enter schools.

An area of further research related to this theme is systematic tracking and measuring of the skills and competencies of the COVID-19 and future cohorts of pre-service teachers when they enter schools. As several researchers have suggested, the findings might contribute to our understanding of the kinds of support which would be useful for pre-service and beginning teachers, as well as to determine the effectiveness and viability of strategies adopted by teacher educators during the crisis (Riggleman 2020; Kidd and Murray 2020; Sasaki et al. 2020).

Theme 2: Student-Centered and Personalized Learning in Online Environments

Challenges associated with online teaching and learning during the COVID-19 outbreak has prompted educators to rethink the viability of traditional, teacher-centered instructional design and pedagogical strategies in an online environment and to explore alternative frameworks. For one thing, many teacher educators and school teachers struggled to sustain student engagement in online settings. Fortunately, technology can be more than just a tool to implement traditional teaching and learning practices: when carefully used, technology can facilitate more student-centered, personalized learning. Academicians have identified "learner-centered", "socially-connected", "multimodal", "personalized", "accessible" and "experiential" as some of the desirable features of ITE programs that were moved online due to the outbreak (see, for example, Kidd and Murray 2020; Scull et al 2020; Cox and Prestridge 2020; Bogard 2020). More specifically, Carrillo and Flores (2020) identify these features as fostering cognitive, teaching, and social presence in online teaching and learning practices in teacher education, while Scull et al (2020) recognize the capacity of a personalized approach in strengthening the pedagogical relationship between teacher educators and their students.

Taking a more student-centered approach in ITE can mean that teacher educators allow or encourage pre-service teachers to take greater ownership and responsibility in their learning. Here are some examples. In a pre-pandemic study by Hordvik, MacPhail, and Ronglan (2019), a teacher educator experimented with a student-centered approach by allocating time for his students to work with each other and try out their ideas. In Hong Kong, Moorhouse (2020) was motivated to facilitate student-centered online learning to enhance student participation and interaction. He did so by providing pre-work for students, utilizing the "breakout rooms" function of a video conferencing software for group discussions, and valuing feedback from his students (ibid.). In Ireland, Calderón et al. (2020) report that presumptions of teacher educators that pre-service teachers might struggle to engage with online learning effectively despite their familiarity with online technologies have been challenged by pre-service teachers overwhelmingly positive responses to blended learning. Particularly during weeks when blended learning took place, pre-service teachers appreciated the degree of autonomy they were provided (ibid.). In those weeks, they could watch and re-watch recordings provided by their lecturers in their own time, and enjoy engaging with weekly readings and expressing their opinions through live chats (ibid.). Such positive experiences of online learning are also cited in a study by Chraa et al. 2020. Another finding reported by Calderón et al. (2020) is also worth mentioning: students who were relatively quiet in face-to-face tutorials were the most active in live chats. This suggests to us that multimodality in ITE can help meet a wide range of students' preferences while

ensuring that learning outcomes are achieved.

As teacher educators and their students moved online, some teacher educators were overwhelmed by constantly being in touch with their students (and, by implication, long hours dedicated to work-related matters) and found a need to balance between digital boundaries and accessibility (Bogard 2020; Flores and Gago 2020). Meanwhile, some pre-service teachers, like teacher educators, also expressed their concern about their private spaces being intruded on (Kidd and Murray 2020; Donsita-Schmidt and Ramot 2020). Such privacy concerns have contributed to pre-service teachers' reluctance to turn on their cameras during synchronous online sessions, which resulted in limited paralinguistic communication and interaction among attendees. We suggest the possibility (worth researching into) that releasing some of teacher educators' usual responsibilities to their students through blended learning (as what have been described by Calderón et al. 2020) and setting related norms around it might help both in managing healthy work-life balance and maintaining comfortable work-home boundaries. At the same time, we agree with the pre-service teachers in the study by Calderón et al. (2020) that both teacher educators and pre-service teachers need to be intentional about making sure "everybody and their energy are going in the right direction".

Teacher educators also recognized a need for a more personalized and flexible approach in such unusual times. For some, time saved from commuting when working remotely allowed more regular one-to-one student-teacher check-ins to be held, during which students could share their academic and well-being concerns. Such dialogue enabled teacher educators to understand how students' circumstances affected students' professional growth and development and to subsequently provide personalized and differentiated support for their students (Kidd and Murray 2020; Donitsa-Schmidt and Ramot 2020; Flores and Gago 2020). Tochelli-Ward's (2020) recommendation that multimodal reflection be used by pre-service teachers to express their experience in remote learning also seems to be useful for teacher educators to provide personalized support for students, as the latter might feel more comfortable to express themselves in particular ways (such as through language, audio, visual and gestural means). Some examples of multimodal reflection include compiling memes, quotes, or photos that reflect students' situations and experiences. For pre-service teachers in the study by Calderón et al. (2020), blogging served as a useful process for them to reflect upon the connections between theory and practice and develop self-critical skills.

Teaching and learning in an online environment have brought about refreshing experiences for both teacher educators and pre-service teachers. In England, a teacher educator commented that the fact that his students "are generally way more competent than [he is] at technology shifts the teacher/pupil dynamic very helpfully". Whether this

transformation could continue or should be nurtured even in the post-pandemic time is a subject that requires further research. Nonetheless, we anticipate that a move towards student-centered, personalized learning in ITE using technology may help challenge pre-service teachers' conception of technology in teaching and learning and encourage them to adopt a similar approach when they start their teaching careers.

Theme 3: Online Teaching Practicum

Teaching practicum is internationally recognized as one of the most important elements in the teacher education curriculum (Moyo 2020). This is primarily because it provides chances for pre-service teachers to gain authentic experience in teaching and managing classrooms, reflect upon the links between theory and practice, as well as receive feedback from their supervisors (Kim 2020; Nurfaradilla Mohamad Nasri et al. 2020). With school closures, pre-service teachers in many countries either had no access or reduced access to teaching practicum experience (Kidd and Murray 2020; Moyo 2020; Nurfaradilla Mohamad Nasri et al. 2020; Kalloo, Mitchell and Kamalodeen 2020; Mutton 2020; Varea and González-Calvo 2020; la Velle et al. 2020). To mitigate the potential impacts of the disruptions, some teacher educators designed and implemented online teaching practicum. Overall, the pre-service teachers involved in online teaching practicum viewed it as an acceptable alternative to school-based practicum during the public health emergency and as an invaluable experience that has equipped them with online pedagogical skills.

In Turkey, Ersin, Atay, and Mede (2020) designed and conducted an "e-practicum" on Zoom. A virtual classroom made up of pre-service teachers who acted either as teachers (teacher PTs) or students (student PTs) was formed. After each micro-teaching session, the student PTs provided feedback to the teacher PTs. Then, "e-mentoring" was provided to each teacher PT by a university supervisor, during which student PTs and other teacher PTs were present. The e-mentoring was carefully designed to provide a confidence-building, collaborative, interactive, and insightful experience. Every pre-service teacher involved then reflected and reviewed their experience of the e-practicum and e-mentoring sessions. In general, they were satisfied with the experience and agreed upon the feasibility and usefulness of the sessions. In addition, they remarked that they learned to handle technical issues which surfaced during the sessions and recognized that additional effort was needed to sustain students' attention during online teaching.

In the United States, Kim (2020) provides an account of the experiences of pre-service teachers in an online early childhood education practicum. Kim (ibid.) prepared the pre-service teachers for online teaching by demonstrating functionalities of online communication tools. Before their online lessons, the pre-service teachers obtained feedback from Kim on their lesson plans and sent out

emails with printable handouts to the children's parents (ibid.). As the teaching sessions were video-recorded, the pre-service teachers could review and reflect upon their performance and share their reflections. One benefit of online teaching practicum which Kim (ibid.) has identified is that pre-service teachers would have the opportunity to engage with children from various backgrounds as geographical constraints were removed. Communication with students' parents through online channels was also efficient (ibid.). Furthermore, other pre-service teachers could (as "muted" participants) observe lessons that their peers were conducting and provide feedback during the debriefing session (ibid.). However, Kim (ibid.) also notes that the student-teacher ratio would be critical, at least in the context of early childhood education.

Whether this concern applies to a more general context is a subject that requires further research.

In Malaysia, very limited information has been reported on pre-service teachers' experience in an online teaching practicum, although the study by Nurfaradilla Mohamad Nasri et al. (2020) suggests that only a minority of pre-service teachers had the chance to conduct online classes. Considering that online teaching and learning are likely to continue to be relevant, we suggest that more research be done on whether (some elements of) online teaching practicum should be introduced into ITE, how it might look like to have online teaching practicum is done alongside school-based teaching practicum in some forms (such as in a social distancing classroom), and how we can ensure equitable teacher education in this matter. Another area for further research is how we could design a subject-based online practicum such that it does not undermine the identity of the subjects (such as Physical Education) and would equip teachers with relevant skills in classroom management (Varea & González-Calvo 2020; Nurfaradilla Mohamad Nasri et al. 2020). Lastly, studies by Sasaki et al. (2020) in Australia and Lee and Freas (2020) in the United States that examine the feasibility of Virtual Reality (VR) simulations in supporting and supplementing ITE practicum experience suggests to us the possibility of developing alternative means to boost pre-service teachers' confidence and competencies in teaching.

Likewise, Hendrith, Banks, and Holland (2020) propose that researchers revisit the feasibility of substituting in-person teaching practicum with e-portfolios.

CONCLUSION AND RECOMMENDATIONS

To reiterate, as many of the stakeholders suggest, we should think harder about goals of ITE, re-examine the relevance and quality of learning outcomes, and actively seek for a valuable addition to or substitution of elements of ITE to produce resilient, capable, and confident teachers to optimize future students' learning. This

review has identified and analyzed only three themes, which are: i) equitable teacher education and equitable school education; ii) student-centered and personalised learning in online environments, and iii) online teaching practicum. We acknowledge that this literature review is not comprehensive; for example, how alumni connections can be utilized in developing and sharing expertise within teaching communities (Darling-Hammond and Hyler 2020) is something that we have not discussed. However, we hope that this literature review will inform researchers for their research on how ITE in Malaysia could be re-designed to facilitate (distance) learning of pre-service teachers, such that they would be well-prepared to start their teaching career in the post-pandemic world.

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CHARACTERIZING TEACHERS' SOCIO-CULTURAL ROLE IN THE DEVELOPMENT OF AN INDIGENOUS COMMUNITY:

THE EXPLORATORY CASE OF AN IBALOI EDUCATOR IN NORTHERN PHILIPPINES

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ABSTRACT

Often, teachers are perceived as facilitators of learning. Teachers are at the forefront of administering instruction inside the classroom. However, it is left unnoticed that teachers also have an essential role to play in the community. Teacher's lives and professional pathways affecting the practice of profession among indigenous communities have not been thoroughly examined.

The study intends to identify ways of educating and leading a community from an indigenous person's point of view. To obtain insights, a single case study design was employed using the approach of semi-structured interviews. The Ibaloi tribe in San Nicolas, Northern Philippines, was chosen as the subject of the study. It is one of the very few tribes in the country that has produced an indigenous professional teacher. Narratives showed that an educator establishes relationships based on trust, identity, norms of formal and informal modes of interaction. Hence, the community members can cooperate in community development initiatives.

Keywords: Indigenous People; Community Development; Indigenous Education; Philippines

INTRODUCTION

It is a misnomer to point out that educators are simply administrators of instruction. Among indigenous peoples, teachers play an essential socio-cultural role in enabling community development. It has been known that educators play a significant role in community building (Kitchen et al., 2011). In marginalized sectors of society

like an indigenous community, teachers significantly facilitate students' learning and enable the transformation towards improving living conditions among members. It becomes essential in the discourse if an indigenous person is professionalized to take the leading role in community development.

Teachers can actively pursue changes inside the school and within the community (Bowman, 2005). Teachers can be considered 'agents of change' in enabling community development (H.R.M.A. van der Heijden et al., 2015). In expressing one's 'professional agency,' the teacher is involved in conducting actions that influence their work as educators (Frost, 2002), influence decision-making in community matters (Reid, 1998) and in affecting the lives of their fellow members in the community (Shulman, 2004; Lieberman, 2005). Moreover, professional agency must be coupled with professional practice. Educators must manifest compelling learning experiences among students, continue pursuing personal education, and achieve professional identity. It is a generally agreed perception that professional agency affects how teachers relate with students, colleagues, and stakeholders in the community.

Given the exploratory nature of the research, the study identifies the leadership characteristics of an indigenous professional teacher and the extent of influence in the community. Specifically, the study aims to craft an explanation on the following inquiries:

a. How do socio-cultural and leadership characteristics of a teacher impact the transformation of an indigenous community?
b. What are the personal characteristics of an indigenous educator in an Ibaloi community?
c. What are the community roles shown by an indigenous teacher in an Ibaloi community?
d. How did the members of the Ibaloi tribe relate to an indigenous professional teacher?
e. How did other stakeholders like non-Ibaloi colleagues, students, and community members relate to an indigenous professional teacher?

The study advances the following arguments in understanding the extent of influence by an experienced indigenous teacher in the Ibaloi tribe:

a. The characteristics of a teacher-leader determine the transformation of an indigenous community.
b. The personal characteristics of a teacher leader include relationships, formal and informal interactions, professional practice and growth, and community engagement.
c. The Ibaloi teacher-leader formed a link between tribal groups and the lowland community in matters relevant to education, community development, and improving lives among members.
d. There are different structures of interaction between the Ibaloi

teacher–leader and the students, elders, and government officials.

The primary goal of the research is to craft an explanation of how a professional teacher contributes to the development of an indigenous community. Specifically, it intends to:

a. Explain the relationship of socio-cultural and leadership characteristics of a teacher and the impact it produces in the transformation of an indigenous community;
b. Identify the personal factors of an indigenous educator in an Ibaloi community;
c. Enumerate the leadership roles shown by an indigenous teacher in an Ibaloi community;
d. Understand the members of the Ibaloi tribe as they relate to an indigenous professional teacher;
e. Describe the insights of other stakeholders like non-Ibaloi colleagues, students, and community members relate to an indigenous professional teacher.

LITERATURE REVIEW

The education, leadership, and professional agency of a teacher in relation to a community comprises empowering individuals with a deeper sense of

participation so that beneficiaries and other stakeholders take action and have more control over decisions and community resources (A.D.B., 2007; Wetzler, 2010). Identifying the person's characteristics and leadership capacity is a stepping stone in approaching development in a particular locality. The person's identity alone is minimal in attaining growth, and in community development in particular. Therefore, advocates of development initiatives tend to recognize that an educator in the community should include empowerment in the full realization of attaining development endeavors (Wood, 2007).

Hodgkiss (1987) provides a broad illustration of what leadership in the process of empowerment is. This definition includes essential elements that serve to be the foundation of what is known on leadership by influence today. It is conceived as a process wherein individuals hold personal responsibility for the decisions that impact their own lives thus resulting in democratizing decision-making in regards economic and political concerns. The process of empowerment also involves a shift in perception and social compositions such that individuals believe themselves to be able to participate in community decision-making and actually do so.

It is stressed that an educator's vital notes of teacher leadership and function played in the community are often used in approaching development. One must recognize the role of one actor working with other actors, instead

of the former dominating the latter. Also, the achievement of social transformation thrives mostly in collective action. If members of a group or a community work

together, greater capacity can be exerted, and even more significant change can be made in government decision-making processes. Furthermore, leadership makes individuals become more able to engage in struggles to achieve change. It is only through empowerment that individuals can instigate change in their community settings (Hodgkiss, 1987).

The World Bank has initiated numerous activities concerning leadership and community development of the local people, the poor, and the marginalized across countries ranging from Africa to Asia and mainly in Southeast Asia. In this endeavor, the institution has dealt with research and producing publications on empowerment. The World Bank endorses the individual's capacity to be a catalyst for change and have an effective influence on outcomes (Alsop et al., 2006; shared in Cranston, 2000; Greenwood, 1908).

The primary actor of putting community development in action is an individual or the members collectively coined as the agency (Alsop et al., 2006). This assertion builds on the notion that the individual has rationality that enables thinking and decision-making if presented with several options. The agency cannot act according to its mere free will. In leadership by an educator, the agency is provided with an opportunity structure, which is comprised of systems that control people's behavior and influence their success or failure (Alsop et al., 2006). It has been emphasized that institutions should ensure the interaction between the individual and the community if development endeavors are meaningfully realized. Opportunity structure is a prerequisite to leadership (Alsop et al., 2006). The individual can make choices but can only be realized if an opportunity to do it is provided. The individual may possess extraordinary talents, education, and local knowledge on community and personal situations but cannot help advance development initiatives if opportunities structures are not available (Anfara, 2007; Cherkowski, 2012). The role of opportunity structures is vital, most especially to the poor and the marginalized.

The agency and the opportunity structures are not to be isolated from one another but should significantly interact. It is because they lack one element that substantially hinders the realization of the real essence of empowerment. The mere presence of one aspect is just the very existence of empowerment in a vacuum. Leadership in the community through recognizing an agency and providing opportunity structures is instrumental in attaining successful development outcomes from development initiatives.

THEORETICAL FRAMEWORK

In identifying the influence of a professional teacher in the development of an indigenous community, the study is guided by Bronfenbrenner's (1994) ecological paradigm. It is argued that their surroundings influence the individual. Influence emanates from an individual's identity, belongingness in the community,

relationships, and interactions generated with community members and roles demonstrated in managing the community. The individual expresses thinking and actions depending on specific embodied attitudes and behavior in a defined community structure and norms. The interplay between the individual and the actors in a given environment produces outcomes that contribute to professional agency, and community development and growth.

Bronfenbrenner (1994) identified five tiers of the environment that in many ways affect the person, heritage integrity, and to some extent, economic productivity like tourism. The first level is dubbed the microsystem which comprises of social patterns and roles, and interpersonal relationships of the individual. The second tier, *mesosytem*, is defined by the processes and interactions that take place between two or more settings. The third level is the *exosystem,* that may or may not contain the individual (e.g. social structures) but greatly impacts them as it has influence over *microsystems.* The fourth,

macrosystem, refers to the cultural context in which the individual exists. Lastly, the *chronosystem* consists of the various changes that occurs in a person's lifespan. Under the theoretical direction of Bronfenbrenner (1994), the study aims to identify a set of leadership characteristics and influence of a professional teacher in an indigenous community. To meaningfully contribute to the leadership discourse, the study examines the experiences of an educator in a marginalized community to build an indigenous framework. By employing a single case study design, the research assesses the narratives provided by a professional teacher who belongs to the Ibaloi tribe situated in Northern Luzon.

The teacher has played a vital role in many aspects of the community of indigenous peoples in education, community management, and life improvement among members.

1 The ideas used in the discussion on the theoretical framework were drawn from Bronfenbrenner, U. (1994). Ecological models of human development. In International Encyclopaedia of Education, Vol.3,2nd.Ed. Oxford: Elsevier.

Building and Illustrating the Framework

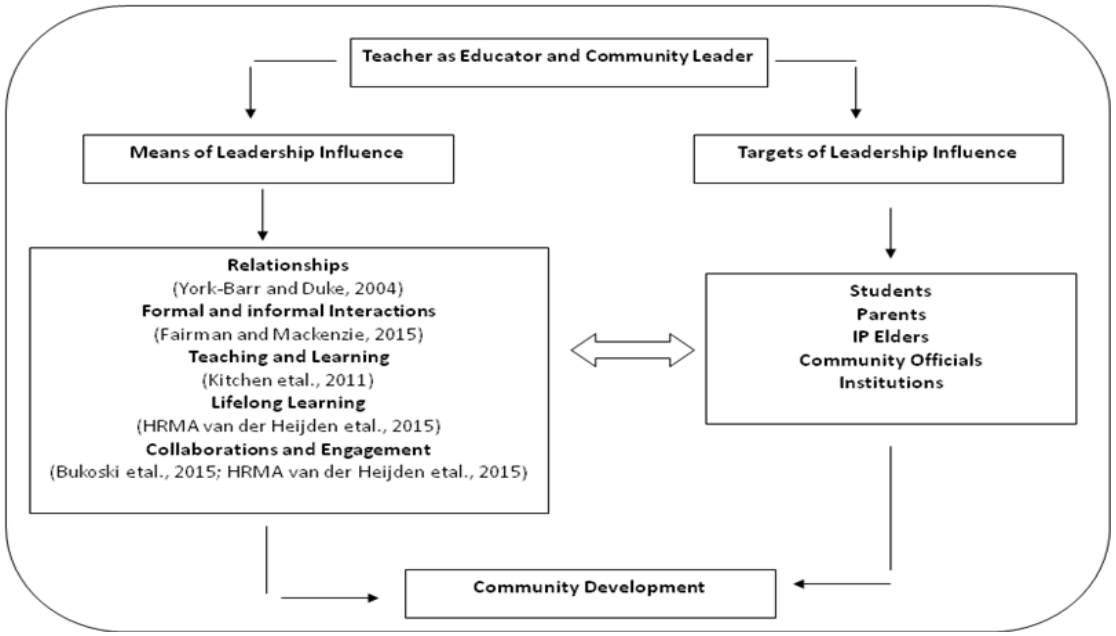

Illustration 1: Indigenous Leadership in an Indigenous Community

In the mainstream discourse, socio-cultural role and leadership is an individual's ability to influence others and the social arrangements where they are situated. A significant function of an educator in the community must be embedded inside the local sphere where the person belongs. However, in a marginalized community like the indigenous peoples, it is challenging to influence members, norms, and traditional modes of decision-making. Hence, the study tries to challenge the existing mindset by reconceptualizing the notion that an educator's socio-cultural and leadership roles can be merely equated with the idea of influence. To provide an alternative perspective of leadership by influence in an indigenous community setting, a conceptual framework is built drawing from the existing teacher leadership models and the experiences of an Ibaloi teacher in Northern Luzon. In this exercise, leadership by influence can again be re-examined to expand its horizon using an indigenous case.

The teacher can identify itself as an educator and a community leader (van der Heijden, 2015; Hooker, 1928). This is drawn from the idea that an educator cannot be limited to administering instruction to students. There are two critical variables in advancing leadership by influence (Poekert, 2016). First, there are specific modalities of influence exerted by an individual to show one's leadership capability. The second one refers to the 'targets' of influence (Ryan, 2016). It connotes whom the leadership modalities can be applied. Understanding the interplay between modalities and targets of influence enables the individual to implement the appropriate leadership characteristic in a given situation. The

modalities of influence in leadership are composed of relationships (York-Barr & Duke, 2004), formal and informal rules of interactions (Fairman and Mackenzie, 2015), the individual practice of profession like teaching and learning for the teacher (Kitchen et al., 2011), continuing and lifelong learning and collaborative engagements with the community stakeholders (Bukoski et al., 2015). Building relationships usually involves trust and confidence with the other person whom life stories and experiences are shared (York-Barr & Duke, 2004). Formal and informal interactions refer to how an individual relates with other persons by showing certain attitudes and behavior in the community (Fairman and Mackenzie, 2015). Exchanges can be formal when individuals observe defined social structures and arrangements (Kitchen et al., 2011), or informal when individuals prefer to use community norms and a sense of familiarity over legal, social structures (Bukoski et al., 2015).

Modalities of influence also emphasized that a leader must exercise one's profession and commit to continuous and lifelong learning (Mthiyane, 2013). For a teacher, work is seen in conducting instruction to achieve clear understanding among students. At the same time, educators must embark on activities that contribute to professional growth and advancement. The teacher must be able to cope with the development of ideas and educational practices. In this manner, fulfilling one's profession can be meaningful. Teacher learning and professional agency can be applied by engaging relevant stakeholders in the community during educating students and managing the community for development (Ryan, 2016). Collaborations can happen when the individual, like the teacher-leader, actively participates in decision-making processes, bridging the indigenous community in the mainstream governance in society and pursuing changes not only in the school setting but also in the social norms and structures (Saunders, 2012).

The modalities of influence must be applied to the community members to crystallized transformation, and leadership goals can be realized. In a marginalized community like the indigenous peoples, an active leader must work with the students, parents, elders, government officials, and social institutions. For instance, parents serve as collaborators in sustaining the education of children. Parents can also link the teacher-leader to the community (Sugar, 2003; Anderson, 1958). Upon recognition, the elders can include the teacher-leader in managing the affairs of the community. The professional training and qualifications of an indigenous teacher can contribute to decision-making processes and undertakings. In addition, government officials can better relate to the teacher-leader in formal government systems (Alfaro, 2010; Paulston, 1971). The teacher-leader can relay the information from the government with fellow community members in a manner that is easily understood. The interplay between the modalities and targets of influence can create a synergy of efforts to achieve community transformation.

DESIGN AND METHODOLOGY

The study aims to gain a more profound, analytical, and holistic perspective on a particular subject matter—in this case, the socio-cultural characteristics of an Ibaloi educator in realizing community development goals. In doing this, the research utilized the method of a qualitative single case study.

A single case study is designed to capture the different facets of the social phenomenon under scrutiny. Yin (1984 cited in Soy, 1997, p.4) defined this research method "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used." In addition, Yin (2014) mentioned the strength of using a case study in understanding a particular social phenomenon. The thrust of case study research is anchored on the holistic, focused, and profound examination of a particular social reality.

Yin (2014) argued three significant issues that will capture the blending of case study and comparative research designs as a point of convergence. First, analyzing a single case is more likely to be vulnerable to analytical and substantial defects. Examining a single patient may be limited in a substance due to the absence of cross-case referencing. Second, the presence of two or more cases in the study allows for comparison and enables the identification of similarities and differences. In this methodological scenario, replication is produced. Similarities and differences drawn from the instances contribute to building and expanding a theory. Third, using multiple points strengthens arguments and claims put forward by those theoretical paradigms and social phenomena at hand. Therefore, combining a case study with comparative research allows for the validation of initial findings or inferences.
The key-informant interview (K.I.I.) was utilized to determine how the participant exercises teachership and leadership in an indigenous community. The discussion is valuable in extracting narratives from the participant in identifying leadership characteristics of a teacher in the community. This method generated personal experiences and stories from the participant that validated, specified, and contributed to the indigenous framework development in the study. K.I.I. is a process of acquiring information from a person who has more excellent knowledge on the subject matter (Nachmias and Nachmias, 2008). The person can be a resident or a public official who can dispense credible details.

The participant in the study is limited to a teacher and leader who hailed from an Ibaloi tribe in northern Luzon. The participant is selected based on a random selection of potential participants across the country. The following criteria determined the passage of the participant: number of years as an educator, membership in a tribal group, a professional teacher, and being actively involved in the community.

DISCUSSION AND ANALYSIS OF RESULTS

Background of the Subject

Celine Bontoc [participant's name has been changed] is chosen to be the subject of the case study. She narrated her background as a professional teacher and active community member. Her parents descended from the Igorot tribe in Intogon, Benguet, situated in the uplands of northern Luzon. The early childhood days of Celine are spent in Benguet. She is one of the pioneering and few indigenous persons from the Igorot community who can attend formal schooling. Other members of the tribe did not bother to participate in traditional schools because of intense discrimination from the people situated in the lowlands. At the same time, the members of the Igorot tribe embarked on productive and economic activities for livelihood and survival.

Teacher Cel started and finished their formal elementary schooling in Benguet. But, when she entered formal secondary education, she was offered a scholarship to study in Kalahan Academy in Nueva Vizcaya by the American school owner. In exchange for the scholarship, Teacher Cel rendered some time to serve the school through labor work. When she successfully graduated from secondary education, she moved to Tayug in Pangasinan to pursue higher education at Luna Colleges. She continued her formal tertiary schooling while working as a household helper for a nearby family. While pursuing studies in the lowlands, it is known that she belongs to the Igorot. She has relatives in the uplands of San Nicolas in Pangasinan. She suffered from intense discrimination from the people in the lowland. However, she was determined to graduate from college whatever hindrances and prejudice she experienced.

Teacher Cel graduated from college but encountered difficulty in passing the Teachers Licensure Examination. Hence, she was forced to work in different private schools in the lowland while hurdling the board examination for teachers. She persisted in taking the exam for six (6) occasions before becoming a licensed professional teacher. For more than two (2) years, teacher Cel has served the Ibaloi tribe, a subgroup of the Igorot community, in San Nicolas in Pangasinan as a public-school educator. She is one of the two teachers who belong to an indigenous group teaching Ibaloi primary and elementary students. Aside from teaching, teacher Cel is also an active member of the tribe, mobilizing mothers for productive activities, partaking in the management of the community, and the preserving the traditional practices in the Ibaloi tribe.

Modalities of Influence in the Community

Creating Relationships

The participant can influence the different stakeholders in the community through relational means. Teacher Cel can relate with the community members because she

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also has a decent of Ibaloi blood. Hence, Teacher Cel can share perspectives, norms, and traditions with students, parents, and elders. The following narratives illustrate how Teacher Cel relates with the community members:

"Yun bang kaysa ka nila... Madali maki-ugnay sa mga kapwa Ibaloi kasi Ibaloi din ako. Pareho kami ng pag-iisip, ng mga kwento, karanasan at nararanasan. Mas madali silang magtiwala sa akin... kaysa yung mga galing sa baba at pumupunta lang dito sa itaas... kapag may kailangan..."

The quote above vividly illustrates the relational experience of teacher Cel with fellow Ibaloi. The statement indicates that one's socio-cultural role begins with self-identification and a sense of belongingness. Acceptance and recognition are difficult to achieve if the teacher-participant is not a member of the tribe. This idea aligns with the theoretical arguments espoused by van der Heijden (2015) and Bowman (2004) that effective membership in an ethnic group among educators begins with the relationship built with community members. There are no immediate and legitimate modes of exerting influence in the community among teachers (Fairman, 2015; Tipton, 1950). The only medium by which teachers exercise authority is the impact made while engaging in a relational process.

Fostering Formal and Informal Interactions

Teacher Cel can impact the members of the Ibaloi community through the use of formal and informal modes of interaction. Proper interactions are evident during tribal meetings, community assemblies, and discussions with the local government officials. For instance, the quote below narrates the experience of teacher Celia informal gatherings:

"Kapag may mga meetings yung mga elders, uma-attend ako...nakakapagbigay ako ng mga saloobin at pananaw tungkol sa mga isyu dito sa aming komunidad... nakikinig din sila, minsan ayaw nila yung sinasabi ko...pero at least nakapagsabi ako... masyadong pormal doon... kailangan sundin yung mga batas ng tribo... sa baba, sa gobyerno, iba naman, formal din ang meetings pero mas discussion lang doon."

However, Teacher Cel highlighted that she prefers informal modes of interaction when engaging in discussions with household members, parents of students, and neighbors. In one quote, she describes specific norms of informal community relations she employs:

"pumupunta ako sa mga bahay-bahay nila... yung mga bata na hindi pumapasok, pinupuntahan talaga naming sila kasama yung mga co-teachers ko... pagkatapos naming sila kausapin... ikwento nila mga problema nila tapos kinabukasan papasok na yung anak nila."

To be an active community member is to subject oneself according to the community's norms (Trudeau, 2016; Symaco, 2013). Deviating from traditional practices are often met with apprehension and resistance (Ryan, 2016; Lieberman, 2005; Hooker, 1928). As a consequence, the community members might not be influenced to observed innovative goals at hand.

Practice of Profession

Teacher Cel is an integral part of the Ibaloi community because of descent. Hence, the practice of profession can be indigenized using the traditions and norms in the community tribe. Teacher Celia is one of the two basic education teachers in the community. Here are the narratives when it comes to her profession:

"Ako yung link ng mga Ibaloi students sa edukasyon nila..."

"Nagtuturo ako ng multi-grade, sa umaga ay grades 1-3 at sa hapon naman ay grades 5 at 6...sabay-sabay yan..."

"Mas gusto ng mga bata na Ibaloi din ang teacher nila dahil sa language..."

"Pero ang ayoko lang ay masyadong familiarity ng mga bata sa akin...minsan nagiging pasaway...lalo at alam nila Ibaloi din ako..."

Aside from teaching, the participant actively participates in the training and seminars conducted by the Department of Education and community development learning modules from the Local Planning Office at the Municipality of San Nicolas. Teacher Cel even mentioned that, *"madalas akong bumababa para makapunta sa DepEd at Munisipyo...malaki ang tulong nila".*

In practicing one's profession in education, one must continue to engage and pursue activities that contribute to professional growth. One cannot simply rely on a single training and be able to produce innovations in the community. The experience of Teacher Cel shows that the practice of one's profession must be coupled with further training. In this way, the theoretical argument of Bowman (2004) and Kitchen et al. (2011) is confirmed in saying that a professional agency is a practice alongside professional growth activities to produce innovative and entrepreneurial outcomes in the community.

Engagement of Community Members

The community members have a high regard and respect for Teacher Cel. This is an advantage for Teacher Cel as she can convince community members of the initiatives to be undertaken. It is also a tool to influence the community members in pursuing collective actions and participating in the decision-making process on community issues. The statement below summarizes the perception about teacher Celia by the fellow Ibaloi members:

"Noong na-assign ako dito ng DepEd sa Ibaloi community, dito na rin ako tumira sa mga kamag-anak ko... Siyempre, iba yung tingin nila sa akin. Ako lang kasi nakapag-aral sa aming lahat dito. May isa pang teacher, si... Ben [name has been changed] *pero bago lang siya." Madali lang ako makipag-usap dito..."*

Achieving a college degree has been the instrument of Teacher Cel to build credibility in the community. Household members, especially parents and students, are more than willing to listen to Teacher Cel. The impact of an educator is seen in their interaction and work with the community stakeholders (A.P.C.E.C., 2012; Bajaj, 2011).

Target of Influence

Teacher Cel uses the modalities of influence to relate with the different stakeholders in the community. There is a very different approach to educational administration, an additional handling of community management, and other modes of interacting with government officials. Teacher Cel mentioned that,

"Sa mga estudyante, dapat strikto ka para mapwersa silang mag-aral..."

"Kapag my meeting or nakikipag-usap sa elders... dapat... may pakumbaba, mahinahon kasi matatanda na sila... mas may 'say' sila... go with the flow... pero nagbibigay ka ng suggestions."

"Sa baba naman, lalo sa gobyerno... kailangan professional ka para pakinggan ka..."

The narratives of Teacher Cel explicitly show the experiences in interacting with different groups of individuals. In leadership, it is argued that people vary and individuals are unique. Hence, it is critical to understand that interaction approaches also vary according to a group of people in the community. To effectively institute change in the community, there is a need to identify the behavior, attitude, and social status of the target individuals to foster relationships (Bowman, 2005; Frost, 2002). It is also argued that one person cannot be compelled to listen and follow another if social status, authority, and power; are not included in the interaction process.

Community Development

As a teacher-leader in an Ibaloi community, Celine Bontoc enables the implementation of specific initiatives in the community that contribute to the improvement of living conditions among members. These initiatives can be enumerated as follows:

a. Teacher Cel linked the community households with non-government organizations and private donors to start livelihood activities. She mentioned that, *"Kinausap ko yung mga pwedeng tumulong sa baba... [gaya ng] isang NGO para mabigyan yung mga nanay dito ng sari-sari store..."*
b. Teacher Cel also informed the local government officials during meetings on the basic services and help that can be harnessed. She also mentioned that, *"Sinabi ko sa meeting... sana may magkabit ng kuryente at tulong sa mga magsasaka...para umayos*

   ang ani...nagbibigay naman si Mayor through Elders...minsan din wala."
c. Teacher Cel started assemblies of mothers during Sundays to discuss issues in the community. She expressed that, *"Mga nanay dito natutuwa...[kasi] may mga nakaka-kwentuhan sila kapag lingo."*

Indeed, the initiatives of Teacher Cel have contributed to the development of the Ibaloi tribe. The least and marginalized members of a sub-society are given a chance to transform their living conditions into small activities. The community members are allowed to participate in the process of effecting changes in their

personal, social, and community living (Mthiyane, 2013; Reid, 1998; Ryan, 2016). Hence, it confirms the notion that teachers must not be limited to inside the classroom. Teachers have a more significant role to perform in their communities.

CONCLUSIONS AND RECOMMENDATIONS

The study explored an indigenous teacher's experiences in relation to community development. Through the study, many themes were uncovered as regards an educator's capacities to incite change within their community. The case of Teacher Celine Bontoc paved an opportunity to create a space for discourse on the role of a teacher as an educational and community leader. To reiterate, the teaching and leadership traits of the participant facilitated changes and improvements in the Ibaloi community. An indigenous teacher-leader must create relationships, interactions, the practice of the profession, and community engagements based on the tribal traditions, norms, and community aarrangements. Chang cannot be achieved without identifying oneself with community structures.

To cultivate the socio-cultural and leadership of an educator in the community, the teacher must also be willing to invest in one's personal growth and development. Though investing in one's professional development can be costly and time-consuming, these learning experiences prepare for future courses of leadership. In addition, the individual must know how to redirect confidence, interpersonal skills, and relationships with others (Maxwell, 1998; Pochron, 2009). Confidence builds interpersonal skills and good inter-relational abilities produce meaningful connections with others. Interpersonal skills involves obtaining other people's trust and willingness to engage.

The study can be further expanded in the following areas:

a. The study can be replicated with other indigenous groups in the country. Upon replicability, the findings of the study may be different from other communities. In this manner, the theoretical framework built in the survey can be modified;
b. Through the Department of Education, the national government must be able to give attention to the education of tribal groups in the country. Specifically, the government may allow self-supervision and full indigenization of instruction in educational institutions devoted to indigenous groups.

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TEACHERS' PERSPECTIVES ON ADDRESSING LGBT+ TOPICS IN PRIMARY AND SECONDARY EDUCATION:A SYSTEMATIC LITERATURE REVIEW

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development, and the human rights framework.

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TEACHERS' PERSPECTIVES ON ADDRESSING LGBT+ TOPICS IN PRIMARY AND SECONDARY EDUCATION: A SYSTEMATIC LITERATURE REVIEW

ABSTRACT

Teachers play a vital role in creating inclusive classrooms for lesbian, gay, bisexual, and transgender (LGBT+) students. While many educators desire to implement LGBT-inclusive education, many face barriers to doing so. To better understand this phenomenon, we conducted the first systematic literature review on teachers' perspectives on addressing LGBT+ topics in primary and secondary education. We reviewed 28 articles from seven countries to provide a comparative analysis of the barriers and facilitators to LGBT-inclusive education. Despite the differences in sociocultural contexts, we identified three cross-cutting themes that either limit or enable teachers: 1) Fear of backlash from administrators, parents, and community members; 2) Teacher identity (cultural, religious, sexual, or otherwise); and 3) Lack of knowledge or comfort with LGBT+ topics. We employ a theoretical framework that draws upon the pedagogy of discomfort (Boler & Zembylas, 2003) and curricular justice (Connell, 1992) to critically explore how teachers engage with LGBT+ topics in their classrooms. We utilize our findings to evaluate challenges and opportunities for advocating for the inclusion of LGBT+ topics in primary and secondary education.

Keywords *- LGBT, teachers, perspectives, classrooms, schools, education*

INTRODUCTION

There is a clear desire among many researchers and educators to address the gaps, challenges, and opportunities that exist globally for lesbian, gay, bisexual, and transgender (LGBT+) inclusive education. In addition to the growing body of research on LGBT+ topics in the field of comparative and international education, numerous country-level social movements are advocating for the inclusion of LGBT+ topics in education (Ávila, 2018; UNESCO, 2016). Much of the existing empirical and grey literature discussing LGBT+ students focus on bullying and harassment within schools (Kosciw & Pizmony-Levy, 2016; Kosciw et al. 2017; UNESCO, 2016). However, we lack a framework of understanding on how teachers create safer and more inclusive environments.

This study aims to systematically examine teachers' key barriers and facilitators to addressing LGBT+ topics in their

classrooms. To reach Sustainable Development Goal 4 – "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 – teachers have a responsibility to provide equal opportunities by ensuring the classroom is a space for all learners, and that their learning content and teaching strategies are truly inclusive (UNESCO, 2020). While many educators desire to implement LGBT-inclusive education, many face barriers to doing so. To understand the factors that prevent and enable LGBT-inclusive education, we conducted a systematic literature review on teachers' perspectives on addressing LGBT+ topics in primary and secondary education. As the first review of its kind, we asked the following questions:

RQ #1: What empirical research exists on teachers' perspectives on addressing LGBT+ topics in primary and secondary education?

RQ #2: What key barriers and facilitators can be discerned from available studies?

RQ #3: To what extent do these barriers and facilitators vary in different socio-cultural contexts?

We begin the article by discussing our theoretical frameworks of pedagogy of discomfort and curricular justice to position ourselves in critical analysis on the

relationships between habits, power, knowledge, and ethics. Next, we discuss the methodology employed to conduct this systematic literature review. Then, we share key findings from the 28 articles we found within the three key cross-cutting themes of fear of backlash, teacher identity, and lack of knowledge or comfort. The article concludes with a discussion and call to action.

Through cultivating a more nuanced understanding of teachers' perspectives on LGBT-inclusive education, we aim to strengthen how we advocate for the inclusion of LGBT+ topics in primary and secondary education. By focusing on the root causes of teachers' resistance and willingness to include these topics in their formal and informal curriculum, we hope to open new possibilities for educators to critically engage with their attitudes and beliefs about teaching LGBT+ issues. Our work intends to help educators engage in counter-hegemonic discourse to create spaces that disrupt the CIS heteronormative culture in schools, and foster classroom environments that not only include and accept students at the margins but affirm and center their identities in the curriculum.

THEORETICAL FRAMEWORK

We utilize the theories of pedagogy of discomfort and curricular justice to guide our study. First, using pedagogy of discomfort, we emphasize the connection between teachers' emotions and their abilities to be agents of social change (Boler & Zembylas, 2003). Second, we also use the theory of curricular justice to stress the need for educational strategies that produce greater equity in the society in which the school is embedded (Connell, 1992).

Boler and Zembylas (2003) outline the pedagogy of discomfort as an educational approach to examine how teachers avoid discomforting emotions, such as anger, grief, and disappointment. By doing this, they argue, teachers unconsciously perpetuate hegemonic norms within their classrooms. They state that if teachers and students remain in the comfort zone, they are upholding the CIS heteronormative status quo: "[Education] explicitly and implicitly, through overt as well as hidden curriculum, shapes and changes individuals to adapt them to dominant cultural values" (Boler & Zembylas, 2003, p. 111). In this definition, the curriculum broadly encompasses both what is explicitly named and also how power is asserted through silence and absence (Stromquist, 1998).

The purpose of a pedagogy of discomfort is for both teachers and students to engage in a transformative process of critical inquiry. By critically examining the hegemonic values of the dominant ideological group, which are generally rendered invisible, educators can begin to recognize and problematize the deeply embedded norms and differences that shape one's educational approach. Thus, if the production and construction of differences are made more visible to individuals, it can lead to an educational transformation needed to ensure all learners are provided inclusive and equitable education. Through this pedagogy of discomfort, we can bring justice to the curriculum by centering marginalized voices in the curriculum.

Our research is also grounded in the theory of curricular justice. This social justice approach to education organizes the classroom around the lived experiences of the marginalized, rather than the privileged (Connell, 2012). The work of curricular justice mandates that teachers constantly ask themselves, "Whose voices are privileged, and who remains silenced?" in their learning materials and teaching practices (Schieble, 2012, p. 221). Curricular justice is a transformative process of reconstructing social norms through the inclusion and validation of marginalized groups in curricula. For example, as transgender students are absent from the

curriculum and the classroom culture, teachers should and can center trans students by creating a norm to have frequent group check-ins about names and pronouns. Trans, non-binary, and gender creative youth often change their names and pronouns when they are exploring their identity. Therefore, if this is normalized at a young age, trans students will not have to continually "come out", relive the trauma, and repeatedly request teachers respect their identity. As teachers reframe the content to ensure no one is left behind, the classroom becomes a space of greater possibilities for all students, not only those privileged within the broader society.

Our theoretical framework seeks to address how unequal power relations affect teachers' ability and willingness to address LGBT+ topics. We believe teachers' emotional lives are inseparable from their teaching practices, including what they choose to teach, what they decide to omit, and how they treat their students. Primary and secondary educators shape the knowledge, attitudes, and values that students bring with them as they enter civic life (Connell, 1992). If a child goes through their primary and secondary education without ever discussing LGBT+ topics in school, they are implicitly taught that LGBT+ people lack value, are abnormal, and do not exist in their sociocultural context. To implement curricular justice in their classrooms, it is imperative that educators lean into a discommoding space and critically analyze their cultural and emotional terrains regarding LGBT+ topics.

METHODS

In September 2019, we conducted a systematic literature review of the research that exists on primary and secondary teachers' perspectives on addressing LGBT+ topics in the classroom. While we assumed that most researchers would be based in Western countries, we hoped to find examples from multiple countries to provide a comparative analysis of the barriers and facilitators to LGBT-inclusive education in different sociocultural contexts. The second author reviewed two purposely selected databases (ERIC and Google Scholar) for articles with the search terms LGBT, education, attitudes, beliefs, teacher, and classroom. Our selection criteria were as follows: (1) Peer-reviewed academic journal articles; (2) Published between 2008 and 2019; and (3) Published in the English language.

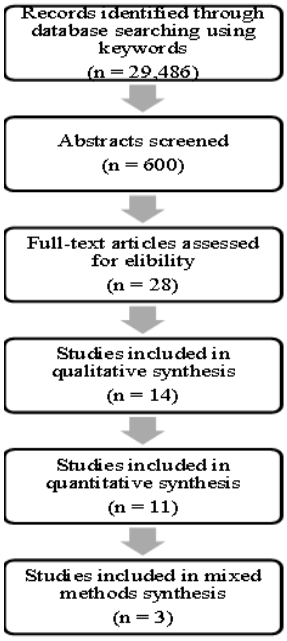

Table 1. Flow Diagram Outlining the Systematic Literature Review Process

We chose a specific period (2008 to 2019) to ensure the relevance of the selected articles. There has been a significant increase in attention to LGBT+ topics during this period, reflected in different contexts around the world. As the Democratic presidential nominee in 2008, Barack Obama ran the most pro-LGBT campaign in U.S. history, pledging to repeal the Defense of Marriage Act, which prohibited marriage equality, and the "Don't Ask, Don't Tell" policy, which barred openly queer soldiers from serving in the military (Steinmetz, 2015). That same year, Australia enacted sweeping legislation to ensure same-sex couples many of the same rights as heterosexual couples (Neilsen, 2013). In 2008, the first gay pride parade was held in Ankara, Turkey, with over 3,000 people marching in the "major Muslim metropolis" (Oktem, 2008). It is impossible to pinpoint a certain year as a turning point for LGBT+ rights – especially since there remain obstacles to the full acceptance of LGBT+ people in almost every country – but we chose this limit this review to only include articles within the past ten years due to the exponential growth LGBT+ rights has made in the global discourse since 2008.

From this search, ERIC yielded 22,006 results and Google Scholar yielded 7,480 results. ERIC does not enable users to search by exact dates, while Google Scholar allows users to search by date published. Only peer-reviewed journal articles from 2008 to 2019 were displayed on Google Scholar, while ERIC included all results. All articles were in the English language, likely due to the keywords entered. The first author reviewed the first 300 results from both databases to ensure a representative cross-sectional sample. The screening process entailed identifying keywords in titles and then reading abstracts to gauge relevance. This entire process yielded 28 articles.

The 28 articles from the systematic review were divided among the three authors, with each author conducting a close preliminary reading of approximately nine articles. Then, each author coded inductively for key themes within each of their articles, adding the codes to a shared Excel spreadsheet which allowed us to conduct a comparative analysis of cross-cutting themes. After we determined the three most salient themes from the

literature, each author re-read every article to ensure the reliability and validity of these findings. Each author selected a theme (fear of backlash, teacher identity, or lack of knowledge or comfort) and noted each instance where that specific theme emerged in the literature.

While we employed a multi-pronged approach to ensure accurate reporting, there are limitations to our study. First, most of the research is from Western contexts, where arguably greater progress has been made regarding LGBT+ acceptance (Feder, 2019) and its inclusion in classroom settings. We only found two studies from the African context (Francis, 2012; Reygan & Francis, 2015) and only one study from a Muslim-majority country (Dedeoglu, Ulusoy, & Lamme, 2012). Another limitation is that we only searched for articles in the English language. Due to the dearth of research on LGBT-inclusive education in Africa, Asia, and Latin America, our findings are not necessarily applicable to those contexts. However, we found cross-cutting themes that transcend borders. For instance, many studies from the Southern U.S. had similarities with the study from Turkey, regarding the emphasis on communities' conservative religious views conflicting with the ability to teach LGBT+ issues. For this reason, we believe that our findings will be useful in diverse contexts.

RESULTS

The systematic review process yielded 28 articles that met our inclusion criteria: empirical research that examined pre-service and in-service primary and secondary teachers' perspectives on incorporating LGBT+ topics into their formal and informal curricula, published in peer-reviewed journals from 2008 to 2019. The first author found seven unique articles in ERIC, 11 unique articles in Google Scholar, and three articles in both databases. She identified seven additional articles through cross-referencing bibliographies of the selected articles. The articles represent seven different countries: Australia, Canada, Israel, Italy, South Africa, Turkey, and the United States.

Through our analyses of the articles, we identified three prominent cross-cutting themes that affect teachers' abilities and willingness to teach LGBT+ topics: 1) Fear of backlash from administrators and parents for teaching LGBT+ topics; 2) Teacher identity, specifically teachers' religion, sexual orientation, and cultural identity; and 3) Lack of knowledge or comfort with teaching LGBT+ issues, stemming from an absence of familiarity, education, and ongoing professional development.

Table 2. Summary of included empirical articles

Table 2. Summary of included empirical articles

Author	Title	Year	Country	Methodology
Block	Educator affect: LGBTQ in Social Studies curriculum	2019	United States	Qualitative (semi-structured interviews), n = 8 (Social Studies teachers in Kentucky schools)
Glikman & Elkayam	Addressing the issue of sexual orientation in the classroom: Attitudes of Israeli education students	2019	Israel	Quantitative (survey), n = 264 (pre-service teachers at an Israeli university)
Peter, Taylor, & Short	Religious belief and the queer classroom: Measuring the impact of religious affiliation on LGBTQ-inclusive education practices	2018	Canada	Quantitative (survey), n = 3400 (K-12 teachers in Canada)
Page	From awareness to action: Teacher attitude and implementation of LGBT-inclusive curriculum in the English language arts classroom	2017	United States	Quantitative (survey), n = 577 (middle and high school English Language Arts teachers in Minnesota)
Pearce & Cumming-Potvin	English classrooms and curricular justice for the recognition of LGBT individuals: What can teachers do?	2017	Australia	Mixed methods (survey and semi-structured interviews), n = 68 (survey) and n = 9 (follow-up interviews), English secondary school teachers
Scandurra et al.	Sexism, homophobia and transphobia in a sample of Italian pre-service teachers: The role of socio-demographic features	2017	Italy	Quantitative (questionnaire), n = 438 (pre-service teachers at an Italian university)
Brant & Tyson	LGBTQ self-efficacy in the social studies	2016	United States	Quantitative (survey), n = 46 (16 pre-service Social Studies teachers and 30 in-service Social Studies teachers in U.S.)
Hsieh	Preservice art teachers' attitudes toward addressing LGBTQ issues in their future classrooms	2016	United States	Quantitative (survey), n = 146 (pre-service Art teachers at a Southern U.S. university)
Malins	How inclusive is "inclusive education" in the Ontario elementary classroom?: Teachers talk about addressing diverse gender and sexual identities	2016	Canada	Qualitative (two semi-structured interviews per participant), n = 5 (elementary school teachers in Ontario)
Swanson & Gettinger	Teachers' knowledge, attitudes, and supportive behaviors toward LGBT students: Relationship to Gay-Straight Alliances, antibullying policy, and teacher training	2016	United States	Quantitative (survey), n = 98 (general and special education public school teachers from four U.S. states: CA, IA, PA, TN)
Taylor et al.	Gaps between beliefs, perceptions, and practices: The Every Teacher Project on LGBTQ-inclusive education in Canadian schools	2016	Canada	Quantitative (survey), n = 3400 (K-12 teachers in Canada)
Meyer, Taylor, & Peter	Perspectives on gender and sexual diversity (GSD)-inclusive education: comparisons between gay/lesbian/bisexual and straight educators	2014	Canada	Quantitative (survey), n = 3400 (K-12 teachers in Canada)
Fredman, Schultz, & Hoffman	'You're moving a frickin' big ship': The challenges of addressing LGBTQ topics in public schools	2013	United States	Qualitative (semi-structured interviews), n = 16 (public middle and high school teachers in the Midwestern U.S.)
Thein	Language arts teachers' resistance to teaching LGBT literature and issues	2013	United States	Qualitative (transcripts of online master's course on multicultural literature instruction), n = 20 (in-service and pre-service K-12 English Language Arts teachers)
Dedeoglu, Ulusoy, & Lamme	Turkish preservice teachers' perceptions of children's picture books reflecting LGBT-related issues	2012	Turkey	Mixed methods (questionnaires with closed and open-ended questions), n = 58 (pre-service enrolled in a major university in Ankara, Turkey)
Francis	Teacher positioning on the teaching of sexual diversity in South African schools	2012	South Africa	Qualitative (classroom observations and in-depth interviews), n = 11 (high school teachers in Durban, South Africa)
Kitchen & Bellini	Addressing lesbian, gay, bisexual, transgender, and queer (LGBTQ) issues in teacher education: Teacher candidates' perceptions	2012	Canada	Qualitative (open-ended survey), n = 85 (pre-service secondary education teachers at a university in Ontario, Canada)
Wiltse & Boyko	'Cause it has to happen': Exploring teachers' resistance to LGBT literature and issues in a teacher inquiry group	2015	Canada	Qualitative (audio-recording discussions in teachers' inquiry group, classroom observations, curricula analysis), n = 10 (grades 4-6 teachers in Canada)
Cumming-Potvin & Martino	Teaching about queer families: Surveillance, censorship and the schooling of sexualities	2014	Australia	Qualitative (case studies), n = 3 (highly experienced public school teachers in urban Australia)
Malo-Juvera	A mixed methods study of pre-service teachers' attitudes toward LGBTQ themed literature	2015	United States	Mixed methods (survey with 12 Likert-style questions and two open-ended questions), n = 76 (pre-service English teachers at a Southern U.S. university)
Reygan & Francis	Emotions and pedagogies of discomfort: Teachers' responses to sexual and gender diversity in the Free State, South Africa	2015	South Africa	Qualitative (in-depth interviews), n = 25 (Life Orientation teachers in Free State, South Africa)
Richard	The pedagogical practices of Québec high school teachers relative to sexual diversity	2015	Canada	Quantitative (survey), n = 243 (high school teachers in Quebec, Canada)
Shelton	The sociocultural factors that influence a novice teacher's LGBT activism	2015	United States	Qualitative (longitudinal), n = 24 (pre-service English teachers at a Southern U.S. university)
Schieble	A critical discourse analysis of teachers' views on LGBT literature	2012	United States	Qualitative (participant observations, archived transcripts from class web forums, and an open-ended survey), n = 38 (pre-service K-8 teachers in Midwestern U.S. university)
Martino & Cumming-Potvin	'They didn't have out there gay parents – they just looked like normal regular parents': Investigating teachers' approaches to addressing same-sex parenting and non-normative sexuality in the elementary school classroom	2011	Australia	Qualitative (in-depth interviews), n = 2 (elementary school teachers in Western Australia)
Puchner & Klein	The right time and place? Middle school language arts teachers talk about not talking about sexual orientation	2011	United States	Qualitative (interviews), n = 15 (public middle school English Language Arts teachers in the Midwestern U.S.)
Hermann-Wilmarth	More than book talks: Preservice teacher dialogue after reading gay and lesbian children's literature	2010	United States	Qualitative (reflection-on-action), n = 1 (elementary school Language Arts teacher)
Schneider & Dimito	Educators' beliefs about raising lesbian, gay, bisexual, and transgender issues in the schools: The experience in Ontario, Canada	2008	Canada	Quantitative (survey), n = 139 (teachers and school administrators in Ontario, Canada)

Fear of Backlash

Throughout many of the articles, teachers discussed how fear of backlash prevents them from being able to discuss LGBT+ topics in their classrooms. Out of the 28 articles reviewed, 23 articles discussed this theme. The most significant type of backlash that teachers perceived was from administrators and parents.

In several articles, teachers expressed fear about teaching LGBT+ topics due to their perception that it would incite anger from their superiors. Examining social studies teachers' views on addressing LGBT+

issues in Kentucky schools, Block (2019) found that many teachers were apprehensive due to their uncertainty about how it would be received. As one seventh-grade teacher explained, "[The] biggest roadblocks include support of the administration, conservative community members or stakeholders" (Block, 2019, p. 9). Other teachers in this study voiced similar concerns. Reygan and Francis (2015) interviewed sexuality educators in Free State, South Africa about their views on teaching sexual diversity. One teacher dreaded the response of her administration, saying that it would lead to conflict. However, this was not based on previous experience, but on her assumption about how the administration would react.

In their study about how middle and high school teachers address LGBT+ topics in the Midwestern U.S., Fredman, Schultz, and Hoffman (2013) describe instances where fear of backlash is based on explicit school policies. A high school math teacher explained that her school required teachers to gain parental approval before discussing potentially controversial issues, which she finds "kind of ridiculous because it's not like we're breaking the law" (Fredman et al., 2013, p. 66). The authors argue that such policies reinforce heteronormativity, marginalizing LGBT+ issues so that teachers cannot freely address them within standard class discussions.

In addition to fear of backlash from administrators, teachers discussed how parents might consider LGBT+ topics inherently sexual. Francis (2012) interviewed sexuality educators in Durban, South Africa about discussing sexual diversity within sexuality education. As one teacher shared: "I feel very careful about what I say in the sexuality education class because I know if I say something that may be perceived as inappropriate, I will be in the principal's office… The community around the school is very conservative and many do not believe that children should be taught about sex" (Francis, 2012, p. 11). South African sexuality educators in this study were disinclined to introduce the topic of sexual diversity into their course, which was already under greater scrutiny than other subjects.

While there were similarities across the articles, fear of backlash is contingent upon the sociocultural context in which teachers are embedded. Black men were denied access to the full privileges of patriarchy during apartheid, and many continue to struggle with intergenerational poverty, which may cause some to adhere to and enforce stricter definitions of masculinity to gain a sense of power in their lives (Connell, 2005; World Bank, 2018). Reygan and Francis (2015) interviewed sexuality educators in Free State, South Africa about teaching sexual diversity, and multiple teachers explained how Black South African parents would disapprove. Parents' identities were a factor in teachers' fear of backlash, with the common assumption being that Black South African parents were more

disapproving than White South African parents, underscoring the enduring legacy of apartheid.

Many other studies highlighted how fear of backlash manifested in a culturally specific manner (Dedeoglu et al., 2012; Hermann-Wilmarth, 2010; Malo-Juvera, 2015). In the U.S. context, fear of backlash was more common among educators in the South, likely due to the socially conservative nature of the region (Pew Research Center, 2014). In her study at a Southeastern university, Hermann-Wilmarth (2010) examined pre-service teachers' perspectives on teaching children's literature with LGBT+ themes. One participant asked, "How can I rationalize the need for gay and lesbian themed books in my classroom to a parent or community member who hates gay people?" (Hermann-Wilmarth, 2010, p. 188). This question speaks to the need for the pedagogy of discomfort, which urges teachers to explore these uncomfortable questions instead of shutting down transformative dialogue that might cause tension or conflict.

In their national study examining the presence and quality of LGBT-inclusive education policies and practices in Canada, Taylor et al. (2016) reject the notion that fear of backlash is a legitimate reason to avoid difficult discussions: "[In] the absence of serious self-reflection, teachers may believe that reluctance to offend socially conservative parents is sufficient reason not to teach in LGBTQ-inclusive ways - when educators would not accept that reasoning on any other human rights ground" (Taylor et al., 2016, p. 133). It would be considered unacceptable for teachers to refuse to teach about the U.S. civil rights movement due to fear of backlash from racist parents. Similarly, teachers should not avoid teaching about LGBT+ issues because they are afraid of criticism from queerphobic parents.

It is important to note that very few articles contained examples of actual backlash from administrators or parents. Schieble (2012) conducted a study with pre-service teachers in a Midwestern U.S. university and found that participants who disagreed with teaching LGBT+ literature tended to be vague in their online posts, often avoiding first-person pronouns to appear neutral on the topic: "Some families may not wish for their children to be exposed to a lifestyle that they don't agree with" (Schieble, 2012, p. 215). The distinction between parent and teacher beliefs is blurred. Puchner and Klein (2011) confirm this finding in their study on middle school English Language Arts (ELA) teachers in the Midwestern U.S., where they discuss how some teachers use the perception of parental backlash as a cover for their unwillingness to introduce LGBT+ topics in their classrooms.

The literature indicates that fear of backlash – whether that fear is rooted in objective reality or not – is a significant barrier that prevents many teachers from incorporating LGBT+ topics into their classrooms. This fear is precipitated by the belief that parents would be offended

by LGBT+ issues, and that school administrators would be unsupportive of their decision to teach these issues, reprimanding or even firing them as a result. Surveillance from administrators and parents constitutes a "panoptic modality of power" (Cumming-Potvin & Martino, 2012, p. 314); teachers perceive themselves to be constantly observed by a harsh and punitive audience, which may cause them to avoid grappling with controversial topics. Fostering more open dialogue about the importance of LGBT-inclusive education within the broader school community could be the first step to ameliorating this fear of backlash and implementing curricular justice.

Teacher Identity

In addition to fear of backlash, we found that in 22 articles, teacher identity affected whether teachers addressed LGBT+ topics in the classroom. Key aspects of teacher identity included: religion; sexual orientation and gender identity; being a friend or family member of an LGBT+ person; cultural identity; and their identity as teachers (e.g., whether they view themselves as change agents).

Peter, Taylor, and Short (2018) examined how religion affected Canadian teachers' abilities to "queer the classroom". Peter et al. found that educators from a religious background that did not support same-sex marriage reported more barriers that would prevent them from implementing LGBT-inclusive education in their classrooms. However, they found that educators who came from a religious background that did not support same-sex marriage but taught at schools that had more visible practices supporting the queer community and LGBT+ resources stated that they were more likely to implement LGBT-inclusive practices. Therefore, even if the teachers themselves belong to homophobic religious institutions, if the school is willing to prioritize the least privileged students, even the most religious educators could potentially incorporate LGBT-inclusive practices.

Another identity factor that influenced whether teachers could broach these topics in the classroom was their sexual orientation and gender identity. Meyer et al. (2014) looked at the comparison between lesbian, gay, bisexual, queer, and heterosexual educators in their perspectives on LGBT-inclusive education in Canada. Their findings show that nearly 85% of educators support LGBT-inclusive education, but only around 61% practice LGBT-inclusive education. A significant finding was that lesbian, gay, bisexual, and queer teachers (98.8%) have a higher likelihood of agreeing that it is important "to address LGBTQ issues" in comparison with their heterosexual colleagues (83.7%). Meyer et al. also found that queer teachers (83.6%) were much more likely to include sexual and gender diversity in their curriculum compared to their heterosexual colleagues

(55.2%). Thus, we see that teachers who identify as LGBT+ are more likely than heterosexual teachers to center the least privileged in their teaching practices.

However, it is not always easy to be an openly LGBT+ teacher and engage in this uncomfortable work. Schieble (2012) explores this dynamic in a study that examined pre-service teachers' online discussions in a children's literature course in a Midwestern U.S. university. Participants dialogued in a "safe" online environment on teaching literature with LGBT+ themes. The question of safety came into question when one participant, David, an openly gay man, offered to "sacrifice himself" in response to a post about whether being gay is a choice. He wrote:

I am gay. I am proud to be gay. I am proud that I was BORN gay. If homosexuality is a choice, then this means I am choosing to live a life of oppression… The bottom line is that we need to create an open environment for all children to learn and feel validated, with or without scientific evidence. If we choose to ignore one child over another, we risk compromising a student's academic lifestyle, which is the only lifestyle we should be judging (Schieble, 2012, p. 216).

Schieble takes away from this experience that one cannot approach these topics from a lens of safety, rather one must encourage and create opportunities for educators and students alike to lean into uncomfortable discussions specifically when dialoguing about identity.

While being a member of the community encourages LGBT+ teachers to create a more inclusive curriculum, being a friend or family member of an LGBT+ person also increases teachers' likelihood to engage with LGBT+ topics in education. In their survey of an undergraduate education program in Israel, one participant shared, "I am familiar with people with a non-heterosexual orientation because of my brother, so I can help by reflecting on what my brother went through" (Glikman and Elkayam, 2019, p. 52).

While identifying as LGBT+ or knowing someone from the LGBT+ community may be more common in Western countries, Dedeoglu et al. (2012) explored the impact of cultural identity on pre-service teachers' willingness to teach LGBT+ themed children's books in Ankara, Turkey. The participants expressed concerns about covering LGBT+ families in the classroom. As one teacher stated, "[Family] is the most important cultural value in Turkish society. If we abolish it Turkish society will face a disaster"

(Dedeoglu et al., 2012, p. 261). In this context, teachers exclude LGBT+ narratives as they believe non-traditional family structures could debase their cultural values.

Likewise, Reygan and Francis (2015) explore cultural identity in a study with sexuality education teachers in Free State, South Africa about their willingness to teach sexual diversity. One teacher shared, "I mean I'm an

Afrikaans… My view of [sexual diversity] is very conservative and I think that's probably going to influence the way that I teach the subject... It's very difficult to separate one's values from one's teaching" (Reygan & Francis, 2015, p. 115). This teacher is challenged and constrained by her own cultural identity and values.

While all the identities discussed are integral to how a person views the world, the final theme within this section is the epistemological role of teacher identity itself. What is the role of the teacher? What is or is not appropriate to teach? What are teachers obligated to teach? These questions seem to be constantly in the minds of pre-service and in-service teachers. Malo-Juvera (2015) conducted a study in the Southeastern U.S. with 76 ELA pre-service teachers, looking at their attitudes toward LGBT+ themed literature. Malo-Juvera received mixed messages from the group with one side stating, "I don't see LGBTQ specific literature as a necessity" and that it "only adds to the controversy." In an opposite stance, another group stated that "sexual orientation of any sort should be personally explored" and "there is no reason not to" include LGBT+ themed literature (Malo-Juvera, 2015, p. 17). Fredman et al. (2013) conducted a study that explored how middle or high school teachers in the U.S. Midwest navigate the school environment to create more inclusive classrooms for LGBT+ students. One participant described being an "advocate for children" and stated that they would discuss LGBT+ topics inside and outside the curriculum (Fredman et al., 2013, p. 73).

As we see, there are multiple sub-themes within the larger theme of teacher identity that prevent or enable teachers to create more inclusive classrooms, including religion, sexual orientation, and gender identity, being a friend or family member of someone in the LGBT+ community, and cultural identity. Most notably in this section, educators were often left to contemplate the role of a teacher. Encouraging educators to explore the emotions they have around SOGI identities and their own identities, including their identities as teachers, may help foster more inclusive classroom environments.

Lack of Knowledge or Comfort

A third cross-cutting theme that we found in 20 out of the 28 articles was that teachers were not addressing LGBT+ topics in their classrooms due to a lack of knowledge or comfort. This lack of knowledge or comfort stemmed from an absence of quality training for both pre-service teachers, in their colleges of education, and in-service teachers, through ongoing professional development. While many teachers were uncomfortable discussing LGBT+ topics, many also expressed an interest in learning this content to better support their students.

In the U.S., Fredman et al. (2013) examined how educators in the Midwest navigate social and academic

environments to incorporate inclusive pedagogical practices and cultivate safe schools for LGBT+ students. Their study revealed how educators felt unprepared to discuss LGBT+ topics. One participant explained how inclusive education training does not address LGBT+ issues:

We get training on all of these things, we get training on autism, and we get trained on kids who have LD [learning disabilities] and all these reading issues, I mean we get trained on all this stuff… I've never seen, how to do you deal with kids in classrooms that are struggling with their sexual identity? And you know I think that should be included (Fredman, Schultz, & Hoffman, 2013, p. 76).

Other teachers in this study echoed this desire and requested targeted training for "specific situations including dealing with comments in the hallways, classroom environment, bullying situations, [and] slurs" as well as incorporating LGBT+ topics into subject-related curricula. Therefore, teachers advocated for practical training that would be easy to integrate into their school environments.

In the Southern U.S., Hsieh's (2016) survey of pre-service art teachers revealed that all participants felt they were "lacking yet critically needed" resources to help LGBT+ students and to discuss LGBT+ topics in their classroom. As one participant stated, "I do not know how to find resources or support related to gay issues when my students need them from me," with another echoing, "I do not know how to give my students positive guidance on gay issues, such as gay rights, equality, or diversity." Still, Hsieh found that all teachers in their study were "willing to learn strategies for assisting LGBTQ students" and even willing to teach LGBT+ topics in public schools but lacked detailed strategies of how to do so successfully (Hsieh, 2016, p. 129).

In Malo-Juvera's (2015) study in the Southeastern U.S., pre-service English teachers were willing to address LGBT+ topics but were unprepared to discuss LGBT+ texts. One participant stated that they were "uncomfortable teaching it [a text featuring a transgender protagonist] because I could not relate to the character" (Malo-Juvera, 2015, p. 17). This statement highlights the potential disparities in favoring discussions related to sexual orientation over gender identity, an issue that requires attention to ensure all LGBT+ people are represented in the curriculum.

Numerous studies illustrated the disconnect between teachers' beliefs and practices around teaching LGBT+ topics in the classroom. Page (2017) found that while a majority (52.6%) of middle and high school teachers in Minnesota felt comfortable using LGBT+ literature in the curriculum, less than one in four (23.7%) reported utilizing it. Likewise, Thein (2013) found that primary and secondary language arts teachers in the U.S. had concerns about their ability to adequately teach LGBT+ topics. As one participant shared:

[It's] not that teachers don't care about those students; I just don't think many of us are that comfortable because we are not that knowledgeable in the area, which might cause us to be more withdrawn when it comes to those discussions… [With] teachers going down for everything and anything today, I would be apprehensive about unknowingly offending someone and possibly losing my job (Thein, 2013, p. 176).

This demonstrates that a lack of knowledge also links to a fear that addressing LGBT+ topics may have negative repercussions if done so incorrectly; thus, teachers remain silent on these issues.

Articles outside of the U.S. revealed a similar discomfort. Wiltse and Boyko (2015) explored Canadian teachers' perspectives on LGBT+ literature by examining how a group of teachers responded to an article that examined why teachers who hold anti-homophobic views still resist teaching LGBT+ texts and topics in their classrooms. A common reason was, "I would, but I don't know how." However, one participant challenged how lack of knowledge is used as an excuse: "I think some people just use that as a cop-out... You can learn about the topic and teach it effectively" (Wiltse and Boyko, 2015, p. 293). All participants, therefore, agreed that one can address LGBT+ topics if one is open to learning about them. Teachers can address this knowledge gap by educating themselves, instead of relying solely on traditional training mechanisms.

Francis (2012) found that sexuality educators in Durban, South Africa simply avoided issues of sexual diversity, even though relationships were already included in the sexuality education curriculum.

Teachers explained how a lack of training and conflicting values on teaching sexual diversity affected their implementation. As one participant explained, "I won't feel comfortable teaching about homosexuality because I have not studied it, but I teach about heterosexual relationships" (Francis, 2012, p. 9). Teachers reported feeling unsupported as they were unsure how to structure the content.

While most teachers throughout the articles spoke about their willingness to address LGBT+ topics, there was an implementation gap in how these topics were discussed. In Brant and Tyson's (2016) study of U.S. social studies teachers, the majority stated that they could teach about "historical events that involve gay or lesbian people" (87%). However, their perceived self-efficacy sharply decreased when asked whether they could "implement instructional activities to reduce prejudice about gay or lesbian people" (57%). This underscores that teaching general information about LGBT+ people is not the same as using the lesson as a tool to reduce prejudice. This can lead to an illusion of inclusion as LGBT+ topics may no longer be absent in the curriculum, but the dominating

cultural values and social inequalities will remain intact.

DISCUSSION

This article aimed to address the lacuna of systematic knowledge on how teachers address LGBT+ topics in education. While teachers have an ethical responsibility in creating inclusive and equitable classrooms for all learners, numerous barriers stand in their way. From our review of 28 articles across seven countries, we found three cross-cutting themes: 1) Fear of backlash; 2) Teacher identity, and 3) Lack of knowledge or comfort.

Regarding fear of backlash, many teachers spoke of the unsupportive school environments they were embedded within and the potential for conflict among parents, community members, and administrators. The perception that teaching these topics would ignite disruptive emotions followed by harsh, punitive actions created a climate of internalized fear and surveillance that regulated many teacher's curricula. Teachers also cited numerous myths that created barriers to inclusive education, including that primary-aged children are too young to learn about gender and sexuality, teaching these topics is inherently sexual, and that these topics do not apply to their subject. Therefore, many teachers exercised their power over the curriculum to remain in their comfort zone.

The prioritization of feeling comfortable over-representation thereby embodies dominant hegemonic cultural values as teachers choose to silence LGBT+ information. This speaks to the necessity of building a network of supportive stakeholders within school communities to help alleviate feelings of isolation.

There were many aspects under teacher identity that either created barriers or facilitators for teachers. In terms of facilitators, we saw many teachers strongly advocate for LGBT+ children. Teachers who openly identified as LGBT+ or had someone close to them who identified as LGBT+ greatly encouraged inclusive teaching practices. Even the most religious teachers were more likely to address these topics if their school culture was tolerant. On the other hand, teachers embedded within conservative sociocultural contexts stated that LGBT+ topics were not a necessity and that it only added to the controversy. When teachers were left to contemplate their epistemological role as teachers, some viewed it as their job to incorporate these topics into the curriculum while others did not. Thereby, engaging in the pedagogy of discomfort opened possibilities for both educators and learners to implement inclusive education.

Our third theme, lack of knowledge or comfort, illustrates how many teachers want to be provided with the strategies for

implementing LGBT-inclusive education. We found that many teachers have a desire to address LGBT+ topics, but widespread lack of supportive policies and teacher training limit implementation. However, it was noted that a lack of formal training should not be an excuse to remain silent on these topics when there are vast non-formal educational resources available to teachers. The fear of 'doing it wrong' further reinforces the need to engage in the pedagogy of discomfort. As LGBT+ topics are excluded from the curriculum, inequalities and power imbalances continue to threaten the safety and wellbeing of LGBT+ students. Furthermore, teachers' silence on these topics disempowers LGBT+ students whose identities remain absent from learning materials and class discussions.

To ensure all students are represented and validated in the classroom, teachers must use the existing resources available to them. Further, teachers must engage in the transformative process of critical inquiry to reconstruct the "multitude of habits, relations to power, knowledge, and ethics through which the conduct of educators and students is shaped by others and themselves" (Boler & Zembylas, 2003, p. 126). Schools are microcosms of greater society; therefore, creating truly inclusive classrooms can transform society. Quality teacher education is imperative to arm teachers with the knowledge and skills necessary to lean into their discomfort.

While we acknowledge the need to advocate for systemic support (e.g., policies, textbooks, library books) that will aid LGBT+ students, the nature of our findings speaks to a need to converse directly with teachers.

CONCLUSION

Research on teachers' perspectives on addressing LGBT+ topics in primary and secondary education is still in its early stages of development. While we found 28 articles from seven countries, further empirical research is needed to have a more comprehensive understanding of this topic. To start, greater geographical representation is necessary for the research. The relevant studies are primarily situated in Canada and the United States. It is imperative to know the barriers and facilitators to LGBT-inclusive teaching across a broad range of sociocultural contexts. Additionally, while there was a mix of quantitative and qualitative methodologies employed throughout the 28 articles, many consisted of case studies situated at a particular point in time (i.e., within a pre-service teacher education class, after a workshop or training). While this offers initial insight, we are unable to examine longitudinal data on how addressing LGBT+ topics may shift over time and their long-term impact on schools and societies. Thus, future studies are needed

to keep up with the rapid development of LGBT+ rights throughout the world.

Furthermore, this review highlights the lack of scholarship about teachers' perspectives on addressing transgender, gender nonbinary, and intersex topics in the classroom. In some cases, we found that teaching about sexual orientation was acceptable, but topics related to gender identity were deemed controversial and uncomfortable. Therefore, future research should illuminate how some identities under the LGBT+ umbrella is privileged in the classroom and do so through a lens of analyzing how LGBT+ identities intersect with other identities.

This research also illuminates the disconnect between research and practice. Practically speaking, academic articles like these should be used to inform policy to ensure political advancements facilitate socio-cultural progress as well. Often, LGBT+ research calls for teachers to be agents of change without taking their perspectives into account; thus, teachers remain voiceless in the call for educational transformation. We encourage researchers to also engage in the pedagogy of discomfort. By doing so, researchers can extend ourselves beyond our comfort zones by questioning our epistemological roles and ethical responsibilities. Research must extend beyond critiquing inherent problems and aim to provide practical solutions. Breaking some of these long-standing academic taboos may lead to a democratization of knowledge and research on LGBT+ topics.

Most importantly, teachers play a key role in fostering acceptance for LGBT+ students in their classrooms. As such, teachers have immense power to positively shape attitudes toward LGBT+ individuals in societies across the world. To achieve this aim, teacher education must utilize a transformative approach. Programs should engage teachers in meaningful discussions on why LGBT+ topics raise sensitivities for them, rather than teaching about LGBT+ issues in a didactic manner. This shift in delivery will help teachers unpack deeply rooted attitudes and beliefs that currently manifest in their discomfort with LGBT+ topics. By leaning into discomforting emotions, teachers can implement curricular justice in the classroom and potentially spark global change.

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IMPLEMENTING VIRTUAL CLASSROOMS: EXPLORING OUTCOMES, ISSUES, AND CHALLENGES IN ONLINE LEARNING

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ABSTRACT

The quality of online learning in educational institutions has been a growing concern since the shift from face-to-face instruction due to the COVID-19 pandemic. The study utilized mixed methods to investigate the perceptions and experiences of teachers and students in online learning based on their experiences. An online survey accompanied by an open-ended questionnaire was conducted to Filipino students and teachers in primary and higher education. Positive and negative perceptions and experiences of students were identified. Factors that contribute to those perceptions and experiences were also recognized. This research revealed that despite the challenges brought by online learning, Filipino teachers and students were satisfied with their online teaching and learning activities despite encountering issues. The flexibility and accessibility of school resources contributed to teachers' positive experiences, while the teachers' flexibility and availability of assistance contributed to students' positive experiences. The teachers' and students' negative experiences were caused by poor internet connectivity and limited interaction between teachers and students. The teachers likewise identified students' attitudes and heavy workload as their main concerns. Furthermore, the students' learning environment and poorly designed learning materials were included in their negative experiences. Findings from this study can be used by educators, administrators, and policymakers to understand both teachers' and students' perceptions of and experiences in online learning and ultimately improve online instructional practices.

Keywords - New normal; Online learning; Online teaching; Teacher experiences; Student experiences; Virtual classrooms

INTRODUCTION

The COVID-19 pandemic has greatly affected the field of education. Numerous schools were shut down worldwide. The school closures called educators and school administrators to alter their long-standing procedures of delivering education. The sudden shift in the learning environments challenged key education stakeholders. The changes in learning environments and modalities thus heavily altered the learning process and even required other participants (e.g. parents and other household members) to be involved in monitoring and delivering instruction.

As educational sectors strive to find solutions to the current pandemic challenges, considerations for a more pragmatic approach in decision-making by government, educational policymakers, educators, parents, and other stakeholders have led to the surge in technology investment and online teaching and learning recommendations (Adedoyin & Soykan, 2020; De' et al., 2020; Hodges et al., 2020). Despite the significance of emergency remote and online learning adoption across most educational institutions, there are still mixed perceptions of online learning during this pandemic (Agarwal & Kaushik, 2020; Deepika, 2020; Hasan & Bao, 2020; Unger & Meiran, 2020).

Whilst countries are at different points in the battle with COVID-19, some global leaders have had different opinions on when and how to reopen schools for the fall September 2020 semester. Though most governments and educational agencies in various countries have issued directives to educational institutions to adopt and deliver programs online until further notice that is not the case for other countries.

In some European countries such as Denmark, Sweden, Belgium, and Norway, children up to 11 went back to schools and nurseries. Meanwhile, the United States and Canada have issued government directives for the reopening of schools during the pandemic, which has led to mixed reactions by students, teachers, parents, politicians, and educational experts (Jarrett & Pomrenze, 2020; Lee, 2020; Young, 2020; Yousif, 2020). On the other hand, in some Asian countries like in South Korea and China, online classes were widely provided (Bicker, 2020). The Chinese education ministry instructed a quarter of a billion full-time students to continue learning through online platforms such as Tencent classroom and Zoom. This shift recorded the highest online teaching and learning in the history of Chinese education, with approximately 730,000, or 81% of K-12 students, attending classes via the Tencent online classroom in Wuhan (Li & Lalani, 2020a; Tencent, 2020).

In the Philippines, many believe that this rapid shift to distance learning will result in poor learning experiences and achievement.

Thoughts of academic freeze were raised, and the readiness of education stakeholders to distance learning was of great concern.

Nevertheless, with the support of the education leaders, education continued at all levels through distance learning delivery modalities. From primary education to higher education, the most common modalities implemented in the Philippines were modules and online learning. The internet was utilized to provide educational opportunities to many students. The Commission on Higher Education suggested to strengthen online platforms and blended learning such as but not limited to Google classroom, Messenger, Zoom, Edmodo, Facebook and YouTube (CHED, 2020). In addition, both will adopt numerous learning delivery options such as but not limited to face-to-face, blended learnings, distance learnings, and home-schooling and other modes of delivery (CHED, 2020; DepEd, 2020).

However, the shift in modalities may be easier said than done. According to the report of Akamai (2017), the Philippines has the lowest internet connectivity in Asia. Besides, such challenges would be equity gaps, students' security and safety, quality of learning compromised and poor assessment results (Winthrop, 2020). Changes on the grading system, assessment and evaluation, performance tasks, and school-wide and extracurricular activities will also be a challenge. Teacher training to online instruction, blended learning and distance learning is also recommended in order to adjust to the new instructional format (Toquero, 2020). Teacher competencies in both pedagogy and technology should be reinforced. The transition from the four corners of the classroom to the borders of virtual reality, necessitates every learning institution to study how successful online learning is in providing quality education and outcomes-based education to students (Basilaia & Kvavadze, 2020).

The purpose of this study was to investigate Filipino teachers' and students' perceptions and experiences in online learning and for the educational leaders and policymakers to consider the implications of the findings.

THEORETICAL FOUNDATIONS

This study was guided by Bridges' Transition Model (Bridges, 1991), wherein an individual's perceptions and beliefs are considered as they cope with change. According to Bridges (1986), the term "change" varies from "transition" in that the former is prompted by external forces or circumstances while the latter is more internal – happening within a person's mind as they experience or adapt to change. Transition does not automatically occur when change is experienced. Instead, the transition occurs much more slowly than change and requires people to understand

and go through tedious and often upsetting processes (Bridges & Mitchell, 2000).

Transition is marked by three stages: 1) Endings; 2) The neutral zone; and finally, 3) New beginnings. The first stage, "Endings," is marked by saying goodbye to and letting go of the old ways of doing things or how they used to be. Accepting that things no longer work or that they will not be the same prompts one's entry into the second stage, "The neutral zone." This second stage is where the transformation from the old to the new occurs; this transformation takes some time. The last and final stage, "New beginnings," requires people to behave and act in new ways so that they may begin to move forward (Bridges & Mitchell, 2000).

The current pandemic has prompted numerous institutions across all sectors to adopt new models and modalities. The Philippine education sector experienced an upheaval in its shift from face-to-face to remote learning, which resulted in the reexamination and modification of teaching strategies. Through the lens of the Transition Model, the growth or change into remote learning was unexpected and brought about by an external force. However, how teachers and students alike handle this change – the "transition" – varies. Therefore, various stakeholders' perceptions, feelings, and beliefs in online or remote learning (including teachers and students) must be discussed so that educational institutions may continue to cope and adapt to the numerous changes brought about by the COVID-19 pandemic.

METHODOLOGY

The study sought to investigate Filipino teachers' and students' perceptions and experiences in online learning. The research design selected for this study was mixed-method in nature. Random sampling was used and data were collected through an online survey and open-ended questionnaire. The study was limited to Filipino teachers' and students' areas of concern and did not focus on organizational issues like teachers' salary expenditures and tuition fees.

An online survey accompanied by qualitative questions was launched to gather data from Filipino teachers and students about their perceptions and experiences in online learning. A total of 529 students and 95 teachers from primary and higher education and from various private and public schools in Metro Manila and other Philippine provinces responded to the survey.

RESULTS AND DISCUSSION

The purpose of this study was to determine Filipino teachers' and students' perceptions of and experiences in online learning. The factors which shaped teachers' and students' online learning

experiences were also identified. The findings of this study were grouped into two clusters: teachers' perceptions and experiences, and students' perceptions and experiences in online learning. Overall, the results suggest that despite the immediate implementation of online learning and challenges faced, Filipino teachers and students were satisfied with their teaching and learning activities. The major recurring themes about teachers' experiences are flexibility, accessibility of school resources, internet connectivity issues, limited teacher and student interaction, and students' attitudes. For the students, the salient themes include flexibility, availability of assistance from the teachers, learning environment, internet connectivity issues, limited teacher and student interaction, and poorly designed learning materials.

Teachers' Perceptions and Experiences

Generally, the data gathered showed that the teachers had relatively favorable attitudes toward online teaching, though some challenges existed during its implementation. One factor identified is that online education is student-centered. They were able to easily tailor their teaching contents and processes based on the needs of the learners and their course. Many online tools or platforms were readily available, which was essential for efficient and effective teaching and learning environment. The teachers believed that online learning helped students receive education even in their homes and in times of crisis. There was also mention of technical difficulties, which teachers supposed slowed down the teaching and learning process.

Indeed, it was challenging for teachers to shift from face-to-face to online teaching, as well as change their traditional methodologies. They have experienced both the positive and negative impacts of online teaching during a time of crisis, which contributed to their perceptions of online teaching/learning in general. The most salient themes garnered from the results are as follows:

Flexibility

Filipino teachers acknowledged that one of the strengths of online teaching is its great deal of flexibility in terms of time and setting. For instance, especially for higher education, teachers were not required to meet their classes every day because of synchronous and asynchronous arrangements. Asynchronous sessions allowed teachers to respond to students' queries without the time constraint of a face-to-face class. In addition, the teachers enjoyed the convenience of not being required to go to school, the time that was allotted for their commute may be used to do other things. With the flexibility of online teaching, they could accommodate more work and manage to do their responsibilities at home.

Accessibility of School Resources

Teachers shared that during online teaching, their school administrators assisted them by giving them free use

school facilities and resources. With their support, some issues such as the required specifications of gadgets for specific applications were resolved. They were also able to prepare learning materials with fewer concerns because of the resources and references made available to them.

Internet Connectivity Issues

More than half of the teachers surveyed reported that internet connectivity issues

– on their part as well as on the part of their students – was the main factor that affected their online teaching experience. They experienced getting disconnected in their online classroom due to unstable internet connections. Likewise, instructions for online activities were misunderstood because of the intermittent signal. Overall, this was the primary concern of the teachers, and their experience of poor internet connectivity during classes gave them stress and anxiety.

Limited Teacher and Student Interaction

Despite making themselves available to respond to learners' concerns, teachers still felt that online teaching had limited the interaction between them and the learners. Due to the restrictions in the time allotted for synchronous online classes and their respective institutions' policies on screen time, teachers had to adjust their schedules accordingly. They were pressured to deliver their lessons and meet the session objectives during the allotted time for synchronous classes, which compared to face-to-face classes, was quite limiting. With that, some queries and concerns of the students were left unattended.

Students' Attitudes

Teachers surveyed were glad that some students showed eagerness and diligence to comply with their course requirements.

However, many students exhibited negative behaviors towards online learning. These students did not submit or complete their tasks and did not cooperate in online discussions and activities. The teachers felt that engaging their students and motivating them to participate in online classes is one of the most significant challenges in online teaching.

Students' Perceptions and Experiences

The results revealed that student respondents were split in their perceptions towards online classes. The percentage of respondents liking online classes was almost equal to the percentage of those who disliked it. Some students were satisfied with their online learning experience and found this set-up beneficial for them. However, others still preferred to attend face-to-face classes and believed that online learning was too problematic for them. They expressed concern about their abilities to learn independently and manage their time for their tasks. The survey results also

revealed the initial shock that students felt about switching from offline to online learning modalities. Salient themes of students experience of online learning are as follows:

Flexibility

Surveyed students acknowledged that online learning is convenient for them because it is self-paced. They prepared their schedule to complete their tasks, and they were not limited by time and space. Some of them were more comfortable staying at home while studying because they were freed from the stress of the commute to and from school. They appreciated recorded discussions because they helped them catch up when they did not understand during their synchronous classes at their convenience.

Availability of Assistance from The Teachers

The respondents shared that they were grateful for their teachers who were responsive to their questions and clarifications outside of synchronous classes. They felt comfortable with the new mode of learning because their teachers were available and willing to help them outside of class hours.

Poor Internet Connectivity

Students identified poor internet connectivity as the main factor that affected their experience of online learning. Many had difficulty joining the virtual meetings and often got disconnected due to weak internet signals. This made it difficult to follow and fully participate in class discussions. When some would experience connectivity issues, they had to watch the recorded class sessions, which proved to be inconvenient and time-consuming.

Limited Teacher and Student Interaction

The surveyed students held similar views to teachers in their belief that online learning has limited their interaction with their teachers. Due to the limited time allotted for synchronous sessions, they could not share their ideas and raise their concerns in class. They also mentioned that this limited interaction in online classes had greatly affected their learning experience. For instance, they could not conduct experiments and other hands-on activities in classes with laboratory exercises.

Learning Environment

Students reported that the change in learning environments was also one of their primary concerns. Though some were more comfortable studying at home, many students found it challenging. For example, staying at home made their family members expect that they were able to do more household chores, thus taking away from rest or study time. Likewise, distractions at home caused many students to be unable to focus during online classes or schoolwork. Some even believe that their home environment is not conducive to learning.

Poorly-Designed Learning Materials

Respondents mentioned that their learning materials were lacking in that they did not allow for effective self-paced and asynchronous learning. For example, some stated that the modules were not thorough – only being composed of short discussions about the issues and a lot of activities. The multitude of tasks and assessments from various subjects caused many students stress and anxiety. Another cause for stress is when their course content was not organized and their teachers' expectations were unclear.

CONCLUSIONS AND POLICY

Directions

The COVID-19 pandemic has changed the way stakeholders deliver and receive an education. This study investigated Filipino teachers' and students' perceptions and experiences in online learning. Results from the study reveal that both Filipino teachers and students had positive and negative experiences with the online learning modality. Factors that contributed to their positive experiences include: flexibility of the medium, support from teachers and schools, and accessibility of learning resources. On the other hand, factors such as limited teacher-student interaction, change in the learning environment, and poor internet connectivity contributed to the respondents' negative experiences.

The study, however, can still be improved to increase the validity and reliability of the results:

1. The number of survey respondents, especially for teachers, could have been increased for more comprehensive results.

2. Other modes of data gathering can be utilized to clarify some results. Students and teachers may not have been completely honest in their answers in the survey.

3. A comparative study could be done on public and private schools to see the juxtaposition of the two sectors. Private and public-school teachers may have different experiences due to availability of materials, funding, etc.

The challenge herewith is on how to provide and deliver quality education amidst exceptional times, like the COVID-19 pandemic, and on what extent educational institutions are prepared for another crisis in the future. Educational institutions need to take proactive steps to prepare stakeholders for online learning and ensure the quality of online education. However, it is essential to acknowledge that a one-size-fits-all approach is inappropriate for all institutions. Each institution should develop a plan to meet their teachers' and students' specific needs for online education.

Some steps that might be taken are the following:

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- Assess the readiness of students to take online classes and the readiness of teachers for online teaching,
- Provide assistance for learners who do not have access to online technology,
- Develop a step-by-step guide that can help teachers and students on how to access and utilize e-learning tools,
- Train faculty members to develop instructional materials for online teaching and for delivering lessons to overcome problems in students' motivation and participation,
- Intensify advocacy programs on the importance and roles of parents in their children's education, and

- Provide sufficient training and assistance to teachers to improve their pedagogical and technical competencies and ensure effective online education delivery.

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COMPONENTS OF RESEARCH JOURNAL MANUSCRIPT

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For manuscript submission, the article should be about 3,500 to 4,000 words in length excluding the list of references and attached annexes, single-spaced and with tables and figures. The manuscript should follow APA format.

All manuscript submissions should be formatted in the following sections:

1. **Title**

   The title of your manuscript is what people usually read first. It is, therefore, important to have a well-written title capturing the reader's attention and providing a clear statement of what to expect. Ensure that the article title indicates and describes the topic, scope and purpose of the study. It should be informative and specific, limiting only to 10 to 15 substantive words. Also, avoid using abbreviations and formulae where possible.

2. **Abstract**

   An abstract should be able to concisely summarize the academic text in one paragraph of 250 words or less. It should be able to clearly and accurately convey the following; the topic of the study, overall purpose of the paper, framework and design, findings and trends found in the study and the conclusion reached. With a precise and complete abstract, readers will be able to decide quickly if an article is pertinent and relevant to their own research.

3. **Keywords:**

   The abstract must be followed by at least four (4) keywords that define the field, subfield, topic, major concepts and research issues covered by the article. This is a tool that helps indexers and search engines find relevant papers, thus increasing the number of people reading and citing one's manuscript.

4. **INTRODUCTION**

   A good introduction provides the information readers will gain from the article. Introductory paragraphs will leave initial impressions to the readers about the logic of the paper, style of writing, overall quality and the plausibility of findings and conclusions. It should build up starting from broad generalization down to the specific and particular topic of inquiry. The one-page introduction should be able to identify and justify the research issue on hand, establish the objectives of the study, provide an overview of the framework used in the paper, explain briefly the methodological approach and outline the case context. Ensure that both the Abstract and Introduction

are nontechnical but precise and clear enough for readers to understand the contribution of the manuscript.

5. THEORETICAL FOUNDATIONS

A theory-driven research is critical in any academic text. Without a theory, the structure and vision of the study will become unclear. The theoretical foundation is designed to provide substantial evidence consisting of synthesized concepts and research foundations relevant to the study. This segment consists of the literature review and theoretical framework.

Serving as the grounding base or anchor, literature review should be a brief, precise and logical discussion of available literature upon which the study is framed. Subheadings can be added and included in the literature review. Theoretical Framework, on the other hand, is the enumeration of theoretical arguments from which all knowledge is constructed for a research study.

6. METHODS AND MATERIALS

Research methods, approach and design used in the study should be identified and justified taking into account its applicability to the research. With this, readers can critically evaluate a manuscript's overall validity and reliability.

This section should include the following:

a. Identification of research design;
b. Identification of research instruments;
c. Discussion of analytical framework; and
d. Selection and justification of research locale.

7. PRESENTATION AND ANALYSIS

To help provide proof and better understanding, presentation and interpretation of data is critical. In this section, data analysis is presented through the use of analytical and logical reasoning to determine patterns, relationship or trends, which eventually helps in arriving at conclusions.

8. CONCLUSION AND RECOMMENDATION

The conclusion should explain the entire gist of the manuscript, emphasize key points and provide a summary of arguments and objectives. It should be based on the fitness of data and theoretical arguments of the paper. Keep in mind that there should be no omitting of discussions but only insights and judgments of the results obtained. In addition, recommendations should be presented directly to practitioners and professionals in the field and must focus on the practical value of the study as well as the limitations.

9. **List of References**

Referencing is the appropriate acknowledgment of at least 30 to 40 credible and scholarly materials discussed in the study. This shows that the manuscript has been through thorough and rigorous research and this would allow the readers to refer back to any external material mentioned. The style format of references should be based from the American Psychological Association (APA) with the hanging indention of 0.2. Majority of the works should come from published printed and online journals and materials.

10. **Annex**

If applicable, attach an annex to your manuscript. This is not part of the body of the research but is a supplement or an attachment to the paper. This contains other detailed information such as graphics, tables and other raw data. With this, readers will be able to further understand the essential background information of the study.

RESEARCH JOURNAL MANUSCRIPT SPECIFICATIONS

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Manuscript Sections should include the following:

1. Title Page
2. Abstract
3. Introductions
4. Theoretical Foundations
5. Methods and Materials
6. Presentation and Analysis
7. Conclusion and Recommendation
8. References
9. Annexes

GENERAL SPECIFICATIONS:

Format of text. The article should be about **3,500 to 4,000 words** in length excluding the list of references and attached annexes, single-spaced and with tables and figures. In any case that unique fonts are necessary, these should be embedded in the document.

Tables and Figures. Use Arabic numerals in numbering provided tables. Appropriately provide a table caption (title) to specify the components of the table. The tables should be cited as references in text in a consecutive order. Should the table be identified in any previously published material, provide the original source in the form of a reference at the end of the table caption. Footnotes to tables should be indicated by superscript lower-case letters (or asterisks for significance values and other statistical data) and included beneath the table body. **For Figures in the manuscript**, ensure that the format should have a minimum resolution of 300dpi. Fonts should be embedded in the files to avoid altercation of display. Name your figure files with "*Figure*" and figure number. Graphs, tables, and figures presented should have a detailed explanation provided in the Annexes section.

Numbering. The manuscript numbering should follow the **APA style**; words should be used on numbers zero to nine and numerals for 10 onwards. Be consistent all throughout the manuscript. Here are the other exceptions on the rule above:

a. Corresponding numbers used to start a sentence must be in word format;
b. Common fractions and set expressions are in word format. (e.g., three-quarters); and
c. Use numerals and "%" on figures representing percentages, except those used to start a sentence;
d. Years are still written in numerals;
e. Use numerals for units of measurement (e.g., 2 cm);
f. Statistical numbers are represented in numerals;
g. Numerals are used for precise ages, times, dates, scores, points on a scale, and amounts of money.

Spelling. The spelling rule in the manuscript should follow the APA style. American English should be used and should conform to the *Merriam-Webster's Collegiate Dictionary* (2005).

Footnotes. This format shall only be used for Tables and Figures.

Dates. Use the date format provided: 29 September 2020.

Quotations. Single Quotation marks should be used on quotation in texts. If the quotation is a quote within a source reference, it is necessary to use the double quotation marks. For citations longer than 30 words, indent the quotation and italicize it.

Headings. Use no more than three levels of displayed headings as follows. For chapter titles such as "Method" or "Presentation and Analysis", use Heading 1.

Heading level	APA Format
Heading 1	**Centered, Bold, Title Case Capitalization**
Heading 2	**Left-Aligned, Bold, Title Case Capitalization**
Heading 3	**Indented, bold, Sentence case capitalization a final period.** The body text begins immediately after the period.

*Title case capitalization: Capitalize the first, last, and principal words.
*Sentence case capitalization: Capitalize only the first word and any proper nouns.

1. TITLE PAGE

The title of your manuscript is what people read first. It is, therefore, important to have a well-written title capturing the reader's attention and providing a clear statement of what to expect. Ensure that the article title indicates and describes the topic, scope and purpose of the study. It should be informative and specific, limiting only to 10 to 15 substantive words. Also, avoid using abbreviations and formulae where possible.

a. **Article Title and Subtitle.** Article titles should be set in sentence case but proper nouns are capitalized. The world limit of the title should not exceed **n words (or n-n characters)**. The prescribed format are as follows:

i. Use bold, roman size 14 and do not include an end period.
ii. Capitalize the first word after a colon or em-dash unless it is a lowercase abbreviation.
iii. Avoid the use of abbreviations in a title unless they include the name of a group that is best known by its acronym.
iv. Non-English words not found in dictionaries must be italicized.

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A sample title and subtitle for the research journal manuscript submitted

b. **Author Names and Affiliation.** Author names should be written in full, ranged left.

i. Do not use "and" or "&" between the last two authors;
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iii. It should be linked to the corresponding author with superscript Arabic numerals; and
iv. Include the country name and address. List department, institution, city and country.

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First Author,[a] Second Author,[a] Third Author,[b] Fourth Author[a,b,*]
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2. ABSTRACT

Abstract. This is an example of an abstract. It should consist of a single paragraph containing no more than **250 words (or n characters)**. Note that this is not an introduction but a brief summary of the paper. Abstract should include a complete and concise description of key methodological features of the study such as the objectives, methodology used, results obtained, and their significance.. Do not include reference citations in an abstract.

a. Keywords. The abstract must be followed by at least **four (4) keywords** that define the **field, subfield, topic, major concepts and research issues** covered by the article.

Keywords should be set in **lowercase** except for proper nouns, in alphabetical order, separated by commas and with no end period.

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Abbreviations listed as keywords must be written in UpperCase format.

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3. INTRODUCTION

A good introduction provides the information readers will gain from the article. Introductory paragraphs will leave initial impressions to the readers about the logic of the paper, style of writing, overall quality and the plausibility of findings and conclusions. It should build up starting from broad generalization down to the specific and particular topic of inquiry.

The one-page introduction should be able to identify and justify the research issue on hand, establish the objectives of the study, provide an overview of the framework used in the paper, explain briefly the methodological approach and outline the case context. Ensure that both the Abstract and Introduction are nontechnical but precise and clear enough for readers to understand the contribution of the manuscript.

4. THEORETICAL FOUNDATIONS

A theory-driven research is critical in any academic text. Without a theory, the structure and vision of the study will become unclear. The theoretical foundation is designed to provide substantial evidence consisting of synthesized concepts and research foundations relevant to the study. This segment consists of the literature review and theoretical framework.

Serving as the grounding base or anchor, literature review should be a brief, precise and logical discussion of available literature upon which the study is framed. Subheadings can be added and included in the literature review. Theoretical Framework, on the other hand, is the enumeration of theoretical arguments from which all knowledge is constructed for a research study.

5. METHOD

In this section, research methods, approach and design used in the study should be identified and justified taking into account its applicability to the research. It should clearly specify the study's approach and why it was performed in that custom. With this, readers can critically evaluate a manuscript's overall validity and reliability.

a. **Materials.** This section should include the following:

i. Identification of research design;
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iii. Discussion of analytical framework; and

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6. Presentation and Analysis

To help provide proof and better understanding, presentation and interpretation of data is critical. In this section, data analysis is presented through the use of analytical and logical reasoning to determine patterns, relationships or trends, which eventually helps in arriving at conclusions.

Hereafter, the analysis shall be presented in an order of their significance. Following a logical sequence with texts, tables, and figures to summarize the findings. Take note that in this section, the analysis must be concise and rationalized.

7. Conclusion and Recommendations

The conclusion should explain the entire gist of the manuscript, emphasize key points and provide a summary of arguments and objectives. This should be able to articulate the purpose of the study. It should be based on the fitness of data and theoretical arguments of the paper. Keep in mind that there should be no omitting of discussions but only insights and judgments of the results obtained. Likewise, reiteration of any data discussed in other parts of the manuscript such as the Introduction and Analysis is discouraged.

In addition, recommendations should be presented directly to practitioners and professionals in the field and must focus on the practical value of the study as well as the limitations.

8. List of References

Referencing is the appropriate acknowledgment of at least 30 to 40 credible and scholarly materials discussed in the study. This shows that the manuscript has been through thorough and rigorous research and this would allow the readers to refer back to any external material mentioned.

The style format of references should be based from the American Psychological Association (APA) with the **hanging indention of 0.2**. Majority of the works should come from **published printed and online journals and materials.**

All the references should clearly mention the names of the author, year of publication, title of the reference article/book, name of the journal/publisher , volume number (with issue no. in brackets, if applicable)/edition and page number, Retrieval source. The references should be listed in alphabetical order; the number is enclosed in Square Bracket [].

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Jerrentrup, A., Mueller, T., Glowalla, U., Herder, M., Henrichs, N., Neubauer, A., & Schaefer, J. R. (2018). Teaching medicine with the help of “Dr. House.” PLoS

ONE, 13(3), Article e0193972. Retrieved from: https://doi.org/10.1371/journal.pone.0193972

b. Book References

Jackson, L. M. (2019). The psychology of prejudice: From attitudes to social action (2nd ed.). American Psychological Association. Retrieved from: https://doi.org/10.1037/0000168-000

c. **Website/Blog/Online References**

Smith, T., & Williams, B. M. (2019). How to structure a dissertation. Retrieved from https://www.scribbr.com/category/dissertation/

d. Newspaper Articles

Sprina A., & Earl, C. (2018, May 22). 'Just not blonde': How the diversity push is failing Australian fashion. *The Guardian: Australian Edition.* Retrieved from:https://www.theguardian.com/fashion/2018/may/22/just-not-blonde-how-the-diversity-push-is-failing-australilan-fashion.

e. Conference paper or Position paper

Author, A., & Author, B. (Year, Month date). Title of paper [Paper presentation]. Title of Conference: Subtitle of Conference, Location. DOI or URL

Author, A., & Author, B. (Year, Month date). Title of session [Paper presentation]. In A. Editor, & B. Editor. Title of Published Proceedings. Title of Conference: Subtitle of Conference, Location (inclusive page numbers). Publisher.

f. Scientific or technical report retrieved from an institutional archive:

Amendt, T., & Bousquet, Y. (2006). *Creating a culturally affirming learning community* (Project #76). Saskatoon, Canada: Dr. Stirling McDowell Foundation for Research into Teaching.

Banks, C. (2003). *The cost of homophobia: Literature review on the human impact of homophobia on Canada*. Retrieved from University of Saskatchewan, Community-University Institute for Social Research website:http://www.usask.ca/cuisr/docs/pub_doc/health/BanksHumanCostFINAL.pdf

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g. Database on the Internet

Waring, G. & Levy, D. (2009). Challenging adverse reactions in children with food allergies. Paediatric Nursing, 22, 16-22. Retrieved from http://paediatricnursing.rcnpublishing.co.uk/

In the APA in-text citation format, write the author's last name and year of publication enclosed in parenthesis. For multiple authors, separate the authors' last names in comma; the final name in the list is preceded by an ampersand ("&"). The use of "et. al." is most applicable on sources with six (6) or more authors, list only the first author followed by "et al". Please be guided by the punctuations used in in-text citation provided in this example: (Santos et al., 2018). Other rules are indicated below:

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ii. In cases where the author is not stated, the author may opt to provide in an enclosed parentheses the title in double quotation marks and year of publication. Italicize the title of periodicals, books, reports, and brochures.
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iv. Citing multiple sources from the same author, retain the last name of the author and add the other year of publication of these sources and separate them with a comma.
v. For same year publications from the same author(s), add a suffix after the publication year. (e.g., Relevant findings by Santos (2009a) shows that…)
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If applicable, attach an annex to your manuscript. This is not part of the body of the research but is a supplement or an attachment to the paper. This contains other detailed information such as graphics, tables and other raw data. With this, readers will be able to further understand the essential background information of the study.

REVIEW PROCESS AND POLICIES

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The Asian Center of Education, Research and Training for Innovation (ACERT) has carefully developed and adopted process and policies integral to relevant, original and of high ethical standard research articles. In submitting manuscripts to SIBOL, all authors must agree to abide by the following editorial and journal procedures and policies set by ACERT.

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SIBOL adopts the double-blind review, wherein both the reviewer and authors' identities are concealed throughout the review procedure. To ensure that this approach will be facilitated, submit the title page containing the contributor's details and blinded manuscript with no author's details as separate files.

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The editors are the ones with the final say on whether the paper will be accepted or rejected. The reviewers will provide constructive and prompt evaluation of the submitted papers based on the significance of its contribution and the study's analysis and presentation. Feedback and comments will be given to the authors and contributors giving them a chance to make revisions accordingly.

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Author-contributors are expected to uphold the integrity of the research journal. Authors should refrain from misrepresenting research outcomes, which could damage the trust in the journal, the professionalism of authorship, and in fullness, the entire research endeavor. ACERT believes in ethical publishing, thus maintaining the probity of the research and what it represents. This can be done through following good scientific practices, which include:

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- Authors should avoid false statements about an entity, individual person or company.
- Declare any competing interest or conflict of interest, may it be financial or non-financial in nature.
- Ensure that all authors meet criteria for authorship and appropriate acknowledgments are made in the manuscript. Additional and removal of authors during revision stages is generally not permitted, but can be warranted as long as reason for changes are provided and accepted.
- Provide informed consent and provide assurances that participants' rights are protected.

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- Sign a copyright agreement before publication as part of the legal requirements.

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given, coherence of the objectives, the way it was designed and approached, totality of the findings and analysis and how comprehensive the conclusions and recommendations are drawn, The editor, who has the final decision, considers all the comments and feedback before he or she decides to accept or reject the research.

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