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Pedagogical Practices in Facilitating Teaching and Learning: A Qualitative Study of Grade 12 Instruction in Senior High School at Doña Josefa E. Marcos High School

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Abstract

Effective pedagogy plays a vital role in fostering learners' academic engagement, critical thinking, and holistic development in Senior High School education. With the continued implementation of the Philippine K-12 curriculum, teachers are expected to adopt learner-centered, innovative, and context-responsive instructional practices that address the diverse needs of Grade 12 learners. This qualitative study explored the pedagogical practices employed by Grade 12 teachers in facilitating teaching and learning at Doña Josefa E. Marcos High School, Cordon South District. Specifically, it examined how teachers plan, implement, and evaluate instructional strategies in teaching Creative Writing, Effective Communication, and Civic Engagement. Anchored on Constructivist Learning Theory and Vygotsky's Social Constructivist Theory, the study employed a phenomenological research design. Twelve Grade 12 teachers were purposively selected as participants. Data were collected through semi-structured interviews, document analysis, and field observations and analyzed using Braun and Clarke's six-phase thematic analysis. The findings revealed four major themes: designing learner-centered and contextualized instruction, promoting active engagement through collaborative learning, adapting pedagogical practices to diverse learner needs, and engaging in reflective teaching for continuous instructional improvement. Participants emphasized that meaningful learning extends beyond content delivery and requires instructional flexibility, authentic learning experiences, effective assessment, technology integration, and responsiveness to learners' interests, abilities, and real-life contexts. Despite challenges such as limited resources, diverse learner readiness, and time constraints, teachers demonstrated resilience and instructional creativity in sustaining quality instruction. The study contributes to the growing body of qualitative research on pedagogical innovation in Philippine Senior High Schools and provides valuable insights for teacher professional development, curriculum enhancement, instructional leadership, and future educational research.

Keywords: pedagogy, teaching and learning, learner-centered instruction, Senior High School, phenomenology, instructional practices, Grade 12

Introduction

Pedagogical practice serves as the foundation of effective teaching and meaningful learning in contemporary education. As educational systems continue to evolve in response to technological advancement, globalization, and the changing demands of the twenty-first century, teachers are expected to move beyond traditional lecture-based instruction toward more learner-centered, inquiry-driven, and reflective teaching approaches. Pedagogy encompasses not only instructional strategies but also the knowledge, beliefs, decision-making processes, and professional competencies that teachers employ to facilitate students' cognitive, social, emotional, and ethical development. Consequently, understanding teachers' pedagogical practices has become increasingly important in improving instructional quality and promoting meaningful student learning.

Within the Philippine educational landscape, the implementation of the K-12 curriculum has significantly transformed classroom instruction by emphasizing outcomes-based education, higher-order thinking skills, contextualized learning, authentic assessment, and lifelong learning competencies. Senior High School teachers, particularly those teaching Grade 12 learners, carry the responsibility of preparing students for higher education, employment, entrepreneurship, and civic participation. This responsibility requires teachers to employ instructional approaches that are flexible, relevant, inclusive, and responsive to the diverse learning needs of students. Subjects such as Creative Writing, Effective Communication, and Civic Engagement further require instructional approaches that encourage creativity, collaboration, critical thinking, communication, and reflective practice.

Recent educational research emphasizes that learner-centered pedagogy significantly enhances students' motivation, academic engagement, classroom participation, and overall learning outcomes. Effective pedagogical practices encourage students to construct knowledge actively through collaboration, inquiry, problem-solving, experiential learning, and authentic assessment rather than merely receiving information passively. Furthermore, technology integration, differentiated instruction, project-based learning, and formative assessment have become essential components of contemporary classroom instruction, enabling teachers to personalize learning experiences and foster independent learning among students.

Despite these developments, teachers continue to encounter various instructional challenges. Diverse learner abilities, limited instructional resources, curriculum demands, large class sizes, and the integration of digital technologies require teachers to continuously adapt their instructional practices while maintaining educational quality. These realities highlight the importance of understanding how teachers navigate classroom complexities and implement pedagogical strategies that effectively facilitate teaching and learning. Investigating teachers' lived experiences provides valuable insights into the realities of classroom instruction and the professional decision-making processes that shape educational practice.

Although numerous international studies have examined effective teaching strategies and learner-centered instruction, limited qualitative research has explored the lived pedagogical experiences of Senior High School teachers within the Philippine context, particularly in public secondary schools located in provincial settings. Existing studies often focus on quantitative measures of instructional effectiveness, leaving a gap in understanding how teachers personally experience, interpret, and continuously refine their pedagogical practices in everyday classroom settings.

Doña Josefa E. Marcos High School, located in the Cordon South District, serves diverse learners with varying educational needs, interests, and aspirations. As Grade 12 students prepare for post-secondary education and employment, teachers play a vital role in designing meaningful learning experiences that cultivate academic competence, communication skills, creativity, social responsibility, and lifelong learning habits. Understanding the pedagogical practices employed by these teachers offers important implications for instructional improvement, teacher professional development, and educational leadership within Senior High School education.

This study therefore explored the pedagogical practices employed in facilitating teaching and learning among Grade 12 teachers at Doña Josefa E. Marcos High School. By examining teachers' lived experiences, instructional approaches, classroom decision-making, and reflections on effective teaching, the study sought to contribute to the growing body of qualitative research on pedagogy while providing evidence-based recommendations for strengthening instructional practices in Philippine Senior High Schools.

Review of Related Literature

Pedagogical practices have undergone significant transformation over the past decades as educational systems shift from teacher-centered instruction toward learner-centered and competency-based approaches. Contemporary pedagogy emphasizes active participation, collaboration, critical thinking, creativity, and authentic learning

experiences that prepare students for lifelong learning. Effective teaching is no longer viewed solely as the transmission of knowledge but as the facilitation of meaningful learning experiences where learners actively construct understanding through interaction, reflection, and application. Recent studies consistently highlight that pedagogical effectiveness depends on teachers' ability to design responsive learning environments that accommodate learners' diverse needs, interests, and abilities.

Learner-centered pedagogy has become one of the most influential educational reforms worldwide, including in the Philippines. This instructional approach encourages students to become active participants in knowledge construction while teachers assume the role of facilitators, mentors, and learning designers. Research indicates that learner-centered classrooms promote deeper understanding, greater learner autonomy, improved communication skills, and higher academic engagement. Nevertheless, successful implementation requires teachers to balance student independence with appropriate instructional guidance, particularly in contexts where learners possess varying levels of academic readiness.

Constructivist teaching continues to serve as a dominant pedagogical framework in secondary education. Constructivism proposes that learners develop understanding through meaningful experiences, social interaction, and reflection rather than passive reception of information. Teachers create authentic learning opportunities that connect classroom concepts with real-world situations, enabling students to solve problems, collaborate with peers, and evaluate multiple perspectives. Studies conducted in Philippine Senior High Schools demonstrate that classrooms grounded in constructivist principles foster higher learner participation and stronger engagement, although continued enrichment of instructional practices remains necessary to maximize learning outcomes.

Instructional innovation has likewise become an essential component of effective pedagogy. Teachers increasingly integrate collaborative learning, inquiry-based instruction, project-based learning, differentiated instruction, and authentic performance assessments to address diverse learner characteristics. These strategies encourage students to develop higher-order thinking skills while allowing teachers to personalize instruction according to learners' readiness, interests, and learning profiles. Recent qualitative investigations among Senior High School teachers revealed that differentiated instruction and collaborative learning significantly enhance student motivation, classroom participation, and learning autonomy despite implementation challenges related to time and classroom diversity.

Technology integration has further transformed teaching and learning across educational settings. Digital platforms, multimedia resources, collaborative online applications, and learning management systems enable teachers to provide interactive, flexible, and accessible learning experiences. Technology supports creativity, communication, feedback, and collaborative learning, particularly in subjects requiring writing, communication, and civic participation. However, effective technology integration depends not only on the availability of digital resources but also on teachers' pedagogical competence in selecting technologies that genuinely enhance learning rather than merely digitizing traditional instruction. Recent literature emphasizes that technology should complement sound pedagogy through purposeful instructional design.

Assessment practices have likewise evolved from purely summative evaluation toward continuous formative assessment that supports learning throughout the instructional process. Authentic assessment enables teachers to monitor learners' progress, provide timely feedback, and adjust instruction according to students' learning needs. Performance-based assessments, portfolios, reflective journals, presentations, and collaborative projects allow students to demonstrate meaningful understanding beyond traditional examinations. Studies among Philippine Senior High School teachers found that differentiated and student-centered assessment promotes learner engagement while encouraging reflective learning and authentic knowledge application.

Teacher reflection remains another critical element of pedagogical effectiveness. Reflective practitioners continuously evaluate their instructional decisions, classroom experiences, and learner outcomes to improve future teaching practices. Reflection enables teachers to recognize instructional strengths, identify areas requiring improvement, and respond more effectively to classroom challenges. Research suggests that teachers who engage in continuous professional reflection demonstrate greater instructional flexibility, stronger classroom management, and higher confidence in implementing learner-centered pedagogies. Reflective teaching also promotes professional growth by encouraging educators to integrate evidence-based instructional strategies into everyday classroom practice.

Within the Philippine educational context, implementing learner-centered pedagogy presents unique opportunities and challenges. While national educational reforms encourage active learning, authentic assessment, and collaborative instruction, teachers often encounter practical constraints including large class sizes, curriculum demands, limited instructional resources, and varying learner preparedness. Research examining learner-centered education in the Philippines argues that effective pedagogy should not be viewed as a strict contrast between teacher-centered and learner-centered instruction but rather as a balanced instructional approach that responds appropriately to learners' contexts and educational needs.

Despite the growing body of literature on effective teaching, relatively few qualitative studies have examined the lived experiences of Senior High School teachers implementing pedagogy within specific Philippine school contexts. Most existing investigations utilize quantitative methodologies that measure instructional effectiveness without exploring teachers' personal perspectives, instructional decision-making, and classroom realities. Understanding these lived experiences is essential because pedagogy is influenced not only by instructional knowledge but also by teachers' beliefs, experiences, professional identity, and responsiveness to learners' diverse needs. Consequently, qualitative inquiry provides deeper insight into how teachers facilitate meaningful teaching and learning within authentic classroom environments.

The present study addresses this gap by exploring the pedagogical practices of Grade 12 teachers at Doña Josefa E. Marcos High School. Through an examination of teachers' lived experiences, instructional approaches, and reflections, the study contributes context-specific evidence that may strengthen instructional leadership, teacher professional development, and pedagogical innovation within Philippine Senior High School education.

Theoretical Framework

This study is anchored on Constructivist Learning Theory developed by Jean Piaget (1972) and expanded through the social constructivist perspective of Lev Vygotsky (1978). Constructivism posits that learning is an active process wherein learners construct knowledge through interaction with their environment, prior experiences, reflection, and collaboration with others. Rather than receiving information passively, students actively organize and reconstruct knowledge by engaging in authentic learning experiences. Within this framework, teachers serve as facilitators who design meaningful learning opportunities, encourage inquiry, guide problem-solving, and promote collaborative learning.

The study is likewise supported by Bandura's Social Learning Theory (1977), which explains that learning occurs through observation, modeling, interaction, and social engagement. Students acquire knowledge, attitudes, behaviors, and skills by observing teachers and peers within meaningful learning environments. Effective teachers therefore create supportive classroom cultures characterized by communication, collaboration, constructive feedback, and positive modeling. These interactions strengthen learners' confidence, motivation, and self-efficacy while promoting deeper understanding.

Together, Constructivist Learning Theory and Social Learning Theory provide a comprehensive framework for understanding pedagogical practices in Senior High School classrooms. The theories emphasize that effective teaching extends beyond content delivery toward facilitating collaborative, reflective, learner-centered, and authentic educational experiences that promote meaningful and lifelong learning.

Conceptual Framework

The study is guided by an Input–Process–Output (IPO) framework.

Input consists of the pedagogical experiences of Grade 12 teachers, instructional planning, learner characteristics, classroom environment, teaching resources, and curriculum requirements.

Process includes lesson planning, learner-centered instructional strategies, classroom interaction, technology integration, authentic assessment, classroom reflection, and thematic analysis of teachers' lived experiences through interviews, observations, and document analysis.

Output is the development of an evidence-based pedagogical framework highlighting effective teaching practices that facilitate meaningful learning among Grade 12 students and provide recommendations for instructional improvement, teacher professional development, and educational leadership in Senior High School settings.

Research Objectives

The primary purpose of this qualitative study was to explore the pedagogical practices employed by Grade 12 teachers in facilitating teaching and learning at Doña Josefa E. Marcos High School, Cordon South District.

Specifically, the study sought to:

1. Explore the lived experiences of Grade 12 teachers in facilitating teaching and learning.
2. Identify the pedagogical practices employed in teaching Creative Writing, Effective Communication, and Civic Engagement.
3. Examine the instructional challenges encountered by teachers in implementing learner-centered pedagogy.
4. Determine the adaptive strategies employed by teachers to address instructional challenges.

5. Develop implications for strengthening pedagogical practices and instructional support in Senior High School education.

Methodology

This study employed a qualitative phenomenological research design to explore the lived experiences of Grade 12 teachers regarding their pedagogical practices in facilitating teaching and learning. The study was conducted at Doña Josefa E. Marcos High School, Cordon South District, Schools Division of Isabela, a public secondary school offering Senior High School programs. The participants consisted of twelve (12) Grade 12 teachers who were purposively selected based on their teaching experience in Creative Writing, Effective Communication, Civic Engagement, and other related subjects. Data were collected using a researcher-developed semi-structured interview guide, validated by experts in qualitative research and curriculum and instruction. Permission was obtained from the Schools Division Office, school administration, and participants before conducting individual interviews lasting approximately 45–60 minutes. Interviews were audio-recorded with participants' consent, supplemented by document review and field notes, and subsequently transcribed verbatim for member checking. Data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis, which involved familiarization with the data, coding, theme generation, theme review, theme definition, and report writing. To ensure the rigor of the study, Lincoln and Guba's (1985) criteria of credibility, transferability, dependability, and confirmability were observed through member checking, triangulation, peer debriefing, audit trails, and reflexive journaling. Ethical principles were likewise strictly upheld by securing informed consent, ensuring voluntary participation, maintaining confidentiality through pseudonyms, protecting research data, and accurately representing participants' experiences throughout the study.

Findings and Discussion

The analysis of the interview transcripts revealed four interrelated themes describing the pedagogical practices employed by Grade 12 teachers in facilitating teaching and learning at Doña Josefa E. Marcos High School. These themes illustrate how teachers create meaningful learning experiences while responding to the diverse needs of Senior High School learners

Theme 1. Designing Learner-Centered and Contextualized Instruction

One of the strongest findings of the study was that Grade 12 teachers consistently designed instruction that placed learners at the center of the teaching-learning process. Rather than relying solely on lectures, participants intentionally planned learning experiences that connected lessons to students' interests, experiences, aspirations, and community realities. Teachers believed that learning becomes meaningful when students recognize the relevance of classroom discussions to their everyday lives.

Participants described beginning lessons by activating prior knowledge, presenting authentic situations, encouraging inquiry, and allowing students to relate concepts to personal experiences before introducing new ideas.

One participant shared:

Participant 3: *"Before introducing a lesson, I always ask students about their own experiences. When they realize that the lesson connects to their lives, they become more interested in participating."*

Similarly, another participant explained:

Participant 7: *"Creative Writing becomes easier when students write about their own family, culture, dreams, and experiences instead of forcing them to follow unrealistic topics."*

Teachers emphasized that contextualized instruction encouraged students to appreciate learning because classroom discussions reflected familiar situations within their community. Lessons became more engaging when local events, cultural practices, social issues, and community concerns were integrated into classroom activities.

For Civic Engagement, participants frequently used current local issues as discussion starters. Students analyzed environmental concerns, youth participation, volunteerism, disaster preparedness, and community development initiatives before relating these topics to civic responsibility.

Participant 10 explained:

"Instead of discussing citizenship only from the textbook, I ask students to observe community issues around them. They become more interested because they can actually see the problems happening in their barangay."

Teachers handling Effective Communication also contextualized communication activities by using workplace situations, interviews, community meetings, school programs, and public speaking scenarios that learners might encounter after graduation.

Participant 5 shared:

"Students practice communication better when the activity resembles real situations. We simulate job interviews, meetings, and public speaking because these are situations they will experience after Senior High School."

Participants further explained that learner-centered instruction required careful instructional planning. Rather than preparing lessons that focused exclusively on content coverage, teachers carefully identified opportunities for discussion, collaboration, creativity, reflection, and application.

One participant stated:

Participant 1: *"The lesson plan is only a guide. During the class, I observe how students respond and sometimes adjust my activities depending on their understanding."*

This finding demonstrates that participants viewed lesson planning as a flexible rather than rigid process. Teachers continuously monitored learners' responses and modified instruction whenever necessary.

The findings support Constructivist Learning Theory, which emphasizes that learners actively construct knowledge through meaningful experiences and prior understanding. Teachers served as facilitators who created opportunities for inquiry, reflection, and knowledge construction instead of merely transmitting information.

The findings likewise support UNESCO's learner-centered pedagogy framework, which highlights that students learn more effectively when instruction builds upon their experiences and encourages active participation. By contextualizing instruction and encouraging learner participation, teachers fostered meaningful engagement and deeper understanding.

Similarly, the OECD's framework on high-quality teaching emphasizes that effective instruction requires connecting learning with authentic contexts while promoting cognitive engagement and learner autonomy. Teachers in the present study demonstrated these characteristics by designing lessons that extended beyond textbook content toward authentic learning experiences.

Overall, learner-centered and contextualized instruction emerged as a defining characteristic of effective Grade 12 pedagogy. Teachers recognized that meaningful learning occurs when instruction reflects students' realities, promotes inquiry, and encourages learners to actively construct understanding through authentic experiences.

Theme 2. Promoting Active Engagement through Interactive and Collaborative Learning

Another major finding revealed that participants consistently promoted active student engagement through interactive and collaborative instructional approaches. Rather than positioning themselves as the sole source of knowledge, teachers encouraged students to participate in discussions, collaborative learning activities, peer evaluation, presentations, simulations, writing workshops, and project-based tasks.

Participants believed that students learn more effectively when they actively communicate ideas, solve problems collaboratively, and receive constructive feedback from both teachers and classmates.

Participant 6 explained:

"Students remember lessons better when they discuss ideas with classmates instead of simply listening to lectures. Group discussions allow them to hear different perspectives."

Teachers handling Creative Writing frequently organized writing workshops where students shared drafts, exchanged feedback, revised compositions, and reflected on their own writing process.

Participant 2 stated:

"During writing workshops, students become more confident because they receive suggestions from classmates before submitting their final work. They realize that writing improves through revision."

Participants emphasized that collaborative learning also developed communication, leadership, responsibility, and teamwork. Students learned to negotiate ideas, respect different opinions, and solve disagreements constructively.

One participant commented:

Participant 9: *"Group activities teach students how to communicate respectfully even when they disagree. These are important life skills beyond academics."*

Teachers further explained that classroom discussions were designed to encourage critical thinking rather than memorization. Open-ended questions, debates, reflective writing, and problem-solving tasks required learners to justify their opinions using evidence and logical reasoning.

Participant 11 shared:

"I rarely ask questions that have only one correct answer. Instead, I ask students to explain why they think that way because reasoning is more important than memorizing."

Similarly, teachers handling Civic Engagement frequently implemented community-based projects that required learners to investigate actual social concerns and propose practical solutions.

Participant 8 narrated:

"Students conducted interviews in the community regarding environmental concerns. Afterwards, they presented realistic recommendations based on their findings."

Participants also recognized that active engagement required the teacher's continuous facilitation. Simply assigning group work did not automatically produce meaningful learning. Teachers regularly monitored discussions, clarified misconceptions, encouraged quieter students to participate, and redirected conversations whenever necessary.

Participant 4 emphasized:

"The teacher should not simply watch students work. We need to guide discussions, ask follow-up questions, and help learners think deeper."

This finding reflects Vygotsky's Social Constructivist Theory, which argues that learning develops through interaction with more knowledgeable individuals and collaborative dialogue. Teachers provided scaffolding by asking probing questions, giving feedback, clarifying concepts, and encouraging peer interaction.

Kolb's Experiential Learning Theory also supports these findings because many classroom activities involved direct experience followed by reflection and application. Writing workshops, role-playing, debates, oral presentations, simulations, and community investigations enabled students to learn through authentic experiences rather than passive observation.

The findings are likewise consistent with contemporary educational research indicating that collaborative learning promotes higher levels of engagement, communication skills, problem-solving abilities, and academic achievement. Students who actively participate in classroom learning generally demonstrate stronger motivation and deeper conceptual understanding compared to learners who primarily receive teacher-centered instruction.

Participants acknowledged that collaborative learning sometimes presented challenges such as unequal participation, limited classroom time, and varying learner abilities. Nevertheless, they addressed these concerns by assigning specific responsibilities, rotating leadership roles, providing clear rubrics, and monitoring individual contributions throughout the learning process.

Active engagement through interactive and collaborative learning emerged as a fundamental pedagogical practice among Grade 12 teachers. Participants consistently viewed meaningful learning as a socially constructed process that requires communication, reflection, cooperation, authentic participation, and continuous teacher facilitation rather than passive reception of information.

Theme 3. Adapting Pedagogical Practices to Diverse Learning Needs

A significant finding of the study revealed that effective pedagogy requires teachers to continuously adapt instruction according to learners' varying academic abilities, learning preferences, interests, motivation, and classroom circumstances. Participants consistently acknowledged that Grade 12 students differ in their readiness, communication skills, confidence, and learning pace; therefore, using a single teaching approach for all learners would not produce meaningful learning outcomes.

Teachers described differentiating instruction by modifying learning activities, providing additional learning support, varying instructional resources, and allowing multiple ways for students to demonstrate understanding.

Participant 5 explained:

"Every class is different. Some students easily understand the lesson, while others need more examples and guidance. I always adjust my strategies depending on how the students respond during the discussion."

Another participant shared:

Participant 8: *"I prepare activities with different levels of difficulty because not all students learn at the same pace. My goal is for every learner to experience success regardless of their ability."*

Several participants explained that they intentionally combined individual activities, pair work, and group tasks to accommodate diverse learning styles. Visual presentations, videos, storytelling, graphic organizers, reflective writing, oral discussions, and experiential activities were alternated throughout instruction to maintain student engagement.

Participant 2 stated:

"Some students express themselves better through writing, while others communicate confidently during oral presentations. I provide different opportunities so everyone can participate according to their strengths."

Teachers handling Creative Writing emphasized that creativity cannot be developed through rigid instructional procedures. Instead, they encouraged learners to express themselves freely while providing individualized guidance throughout the writing process.

Participant 10 explained:

"Creative writing is personal. I avoid comparing students because each learner has a unique voice. Instead, I focus on helping them improve from their own starting point."

Similarly, participants teaching Effective Communication modified classroom activities according to learners' confidence levels. Students who were initially hesitant to speak in front of the class were gradually introduced to oral presentations through pair-sharing, small-group discussions, and guided speaking activities.

Participant 3 shared:

"Some learners experience anxiety during public speaking. I begin with partner activities before asking them to present in front of the whole class. Little by little, they become more confident."

Participants also recognized technology as a valuable instructional support. They integrated multimedia presentations, educational videos, collaborative online platforms, interactive quizzes, and digital communication tools to enrich classroom instruction and increase learner engagement.

Participant 7 explained:

"Technology captures students' attention, but I only use it when it supports the lesson objectives. Digital tools should help learning rather than distract students."

Despite these efforts, participants acknowledged several instructional challenges. Large class sizes, limited instructional materials, inconsistent internet connectivity, limited technological resources, and varying learner preparedness often required teachers to modify their instructional plans.

Participant 11 stated:

"Sometimes the lesson needs to change because the available resources are different from what I originally planned. Teachers need to become flexible."

Participants further emphasized that adaptability requires continuous classroom observation. Teachers closely monitored students' responses, identified learning difficulties, and adjusted instruction whenever necessary.

Participant 6 commented:

"Teaching is not about strictly following the lesson plan. It is about observing learners and making adjustments so everyone has the opportunity to understand."

These findings affirm the principles of differentiated instruction, which recognize learner diversity as an essential consideration in instructional planning. Rather than treating differences as obstacles, participants viewed learner diversity as an opportunity to design more inclusive educational experiences.

The findings also support Vygotsky's concept of scaffolding. Teachers provided additional explanations, guided practice, structured questioning, peer assistance, and individualized feedback until students gradually developed independent learning abilities. This instructional support enabled learners to perform tasks beyond their initial level of competence.

Moreover, the findings reinforce contemporary perspectives on inclusive pedagogy, which emphasize that effective teaching requires responsiveness to learners' varying academic, social, and emotional needs. Teachers in the present study demonstrated instructional flexibility by continuously adapting teaching methods, learning activities, assessment approaches, and classroom interactions according to learners' evolving needs.

Overall, pedagogical adaptability emerged as an essential characteristic of effective Grade 12 instruction. Teachers recognized that meaningful learning occurs when instructional practices remain flexible, inclusive, and responsive to learner diversity rather than following predetermined routines.

Theme 4. Reflective Teaching for Continuous Instructional Improvement

The final theme revealed that participants regarded reflective teaching as an indispensable component of effective pedagogy. Teachers consistently described reflection as a professional responsibility that enabled them to evaluate instructional effectiveness, examine student learning, identify classroom challenges, and improve future teaching practices.

Participants explained that teaching does not conclude when a lesson ends. Instead, each classroom experience provides valuable insights that inform subsequent instructional decisions.

Participant 1 reflected:

"After every lesson, I ask myself whether my students truly understood the topic. If many learners are still confused, I know I need to improve my teaching strategy the next day."

Teachers reported reviewing learners' written outputs, classroom participation, assessment results, and informal conversations to determine whether instructional objectives had been achieved.

Participant 9 explained:

"Students' outputs tell me whether my teaching was effective. If most learners make the same mistake, I understand that I need to explain the lesson differently."

Several participants highlighted the importance of learner feedback in improving instruction. Teachers encouraged students to share their opinions regarding classroom activities, instructional pacing, assessment methods, and learning experiences.

Participant 4 shared:

"Sometimes students tell me which activities helped them learn better. Their suggestions help me improve future lessons."

Participants also emphasized professional collaboration as an important source of instructional reflection. Grade-level meetings, learning action cells (LAC), peer observations, and informal discussions with colleagues provided opportunities to exchange teaching strategies and address classroom challenges collectively.

Participant 12 stated:

"I learn many teaching strategies from my fellow teachers. Sharing experiences helps us solve common classroom problems."

Teachers likewise recognized the importance of continuous professional development. Attendance in seminars, workshops, graduate studies, and professional learning communities expanded their instructional knowledge and exposed them to emerging pedagogical approaches.

Participant 5 explained:

"Education continues to change. We cannot rely only on the strategies we learned years ago. Professional development helps us become better teachers."

Participants further described reflection as an ongoing process occurring both during and after instruction. While teaching, they observed learners' reactions, modified explanations, adjusted classroom pacing, reorganized activities, and provided additional examples whenever students experienced difficulty.

Participant 2 narrated:

"Sometimes I realize in the middle of the lesson that students are not following the discussion. I immediately simplify the explanation or use another activity that is easier to understand."

Following classroom instruction, teachers revisited lesson plans, analyzed assessment results, and documented observations to strengthen future instructional planning.

Participant 8 stated:

"Every class teaches me something new. Reflection allows me to identify what worked well and what should be improved next time."

These findings strongly support Schön's Reflective Practice Theory, which emphasizes reflection-in-action and reflection-on-action as essential characteristics of professional practice. Teachers in the present study continuously evaluated their instructional decisions both during classroom implementation and after lesson completion.

The findings also align with current educational literature emphasizing that reflective teachers demonstrate greater instructional effectiveness because they continuously refine pedagogical practices based on evidence gathered from classroom experiences. Reflection enables teachers to identify learner misconceptions, evaluate instructional effectiveness, and implement improvements that enhance student learning.

Furthermore, collaborative reflection contributed significantly to teachers' professional growth. Sharing classroom experiences with colleagues encouraged the exchange of innovative teaching strategies while strengthening collective responsibility for instructional quality.

Participants likewise recognized that reflective practice promotes lifelong professional learning. Rather than viewing teaching expertise as fixed, they considered pedagogical competence as continuously developing through experience, feedback, collaboration, and professional development.

Hence, reflective teaching emerged as a defining characteristic of effective pedagogy among Grade 12 teachers. Participants viewed reflection as an essential process for sustaining instructional quality, responding to learners' changing needs, and continuously improving classroom practice.

Synthesis of the Findings

The four themes collectively illustrate that effective pedagogy in Grade 12 education is a dynamic, learner-centered, and reflective process. Teachers do not merely deliver curriculum content; rather, they intentionally create learning environments that encourage participation, collaboration, creativity, critical thinking, communication, and authentic application of knowledge.

Participants demonstrated that meaningful teaching begins with contextualized instructional planning that recognizes learners' experiences and community realities. This learner-centered foundation is strengthened through interactive and collaborative learning opportunities that actively engage students in constructing knowledge.

Effective pedagogy likewise requires adaptability. Teachers continuously modify instructional strategies, learning resources, assessments, and classroom interactions to accommodate diverse learner characteristics while responding to changing classroom conditions.

Finally, reflective practice serves as the driving force behind continuous instructional improvement. Through systematic reflection, learner feedback, professional collaboration, and ongoing professional development, teachers refine their pedagogical practices and sustain meaningful learning experiences.

Taken together, these findings affirm that effective teaching is not defined by a single instructional strategy but by

teachers' ability to thoughtfully integrate learner-centered planning, active engagement, instructional adaptability, and reflective practice into a coherent and responsive pedagogical approach. Such practices ultimately contribute to improved learner participation, deeper understanding, enhanced communication skills, greater creativity, and lifelong learning among Grade 12 students.

Conclusion

This qualitative phenomenological study explored the pedagogical practices employed by Grade 12 teachers in facilitating teaching and learning at Doña Josefa E. Marcos High School. Through in-depth interviews, the study examined teachers' lived experiences, instructional approaches, classroom challenges, and reflective practices in teaching Creative Writing, Effective Communication, and Civic Engagement.

The findings revealed that effective pedagogy is characterized by four interrelated practices: (1) designing learner-centered and contextualized instruction, (2) promoting active engagement through interactive and collaborative learning, (3) adapting pedagogical practices to diverse learning needs, and (4) engaging in reflective teaching for continuous instructional improvement. These pedagogical practices enabled teachers to create meaningful learning experiences that fostered students' academic achievement, communication skills, creativity, critical thinking, collaboration, and civic responsibility.

The study further demonstrated that effective teaching extends beyond content delivery. Teachers continually adjusted instructional strategies according to students' readiness, interests, classroom responses, and available resources. Their instructional decisions reflected flexibility, responsiveness, and a commitment to providing equitable learning opportunities despite challenges such as varying learner abilities, limited instructional materials, technological constraints, and time limitations.

Moreover, reflective practice emerged as a fundamental component of pedagogical effectiveness. Participants consistently evaluated their instructional decisions, sought feedback from learners and colleagues, and participated in professional development activities to improve classroom instruction. Reflection allowed teachers to strengthen learner engagement, refine assessment practices, and continuously improve instructional quality.

Overall, the study affirms that learner-centered pedagogy, instructional adaptability, collaboration, authentic assessment, and reflective teaching collectively contribute to meaningful teaching and learning in Senior High School. These pedagogical practices support the holistic development of Grade 12 learners while preparing them for higher education, employment, entrepreneurship, and responsible citizenship.

Implications of the Study

The findings have important implications for educational practice, teacher development, school leadership, and educational policy.

For classroom teachers, the study highlights the importance of designing learner-centered instruction that encourages collaboration, inquiry, creativity, communication, and authentic learning experiences. Teachers should continuously adapt instructional strategies according to learners' diverse needs while integrating contextualized examples that connect classroom instruction to students' real-life experiences.

For school administrators, the findings emphasize the need to strengthen instructional leadership by supporting collaborative lesson planning, Learning Action Cell (LAC) sessions, peer coaching, mentoring programs, and classroom observation systems that promote reflective teaching and instructional innovation.

For professional development providers, the study suggests prioritizing training programs on learner-centered pedagogy, differentiated instruction, formative assessment, technology integration, inclusive education, and reflective practice. Professional learning opportunities should be sustained, context-responsive, and directly applicable to classroom instruction.

For curriculum developers, the findings indicate the value of designing curriculum resources that promote authentic learning tasks, interdisciplinary collaboration, experiential learning, and contextualized instructional materials aligned with the competencies of the Senior High School curriculum.

Finally, for educational researchers, the study contributes to the growing body of qualitative literature on pedagogy within the Philippine Senior High School context. Future investigations may examine pedagogical practices across different learning areas, educational settings, or regions using qualitative, mixed-methods, or comparative research designs.

Recommendations

Based on the findings of the study, the following recommendations are offered:

1. **Strengthen learner-centered pedagogy.** Teachers should continue implementing instructional approaches that encourage collaboration, inquiry, creativity, critical thinking, communication, and authentic learning experiences.

2. **Promote differentiated instruction.** Schools should provide teachers with professional development opportunities that enhance their ability to address diverse learner needs through differentiated teaching strategies and inclusive classroom practices.
3. **Enhance technology integration.** Educational institutions should improve teachers' access to digital resources and provide continuous training on the pedagogically sound integration of educational technologies.
4. **Institutionalize reflective teaching.** School leaders should encourage regular reflective practice through Learning Action Cell (LAC) sessions, peer observations, mentoring, action research, and collaborative lesson study.
5. **Support contextualized instruction.** Teachers should continue developing locally relevant learning materials and classroom activities that connect curriculum competencies with learners' community experiences and cultural contexts.
6. **Strengthen authentic assessment practices.** Teachers should utilize performance-based assessments, portfolios, project-based learning, reflective journals, and collaborative tasks that provide meaningful evidence of student learning.
7. **Conduct further qualitative studies.** Future researchers may explore pedagogical practices across different Senior High School specializations, public and private schools, or compare instructional experiences across different educational contexts to enrich understanding of effective pedagogy.

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