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## The Adoption of Bridging Leadership Towards Co-Created Innovation for a Selected Government School

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### Abstract

**Aim:** This study focused on studying the adoption of bridging leadership towards co-created innovation for a selected government school in compliance with DepEd Order No. 34, series 2022.

**Methodology:** The research used a qualitative method and document analysis to analyze the implementation of co-created innovation in the school.

**Results:** Results showed that the school addressed challenges of learning delivery modalities during the pandemic, ensuring safety for students and teachers. The Learning Recovery and Continuity Plan (LRCP) was formed by the School Head, Master Teachers, and stakeholders, following five principles: safety and prevention, ensuring learning continuity, facilitating safe learning spaces, sensitivity to equity considerations, and linkages to existing educational thrusts. This strategy not only directly benefits students but also enhances the entire school community by promoting a sense of shared purpose and collective responsibility. The school administration adopted the concept of co-creation leadership to encourage a welcoming and cooperative atmosphere among educators, parents, and students. Involving all interested parties in the decision-making process increased the sense of ownership, created a common goal, and increased accountability for the school's accomplishments. The adoption of a Co-Created Innovation resulted in favorable outcomes, including heightened teacher autonomy, enhanced student participation, and active family engagement in their children's education. The establishment of ownership, co-ownership, and co-creation fostered a dynamic and all-encompassing learning atmosphere in which collaboration flourished, and every individual had a vested interest in the achievement of the school. The implementation of bridging leadership and co-created innovation in a government school has led to enhanced student performance and a more cohesive school community. As a result, student achievement improved, and the school community grew stronger, demonstrating the power of Bridging Leadership in a school setting.

**Conclusion:** The study showed that a selected government school complied with DepEd Order No. 34, series 2022 allowing school to offer blended learning modality and full distance learning options to their students. A *Co-Created Innovation* applying Bridging Leadership was implemented by the school head of a selected government school.

**Keywords:** Bridging leadership, co-created innovation, government school, learning modality

### INTRODUCTION

On 17 October 2022, Department of Education (DepEd) issued an amendatory DepEd Order (DO) to DO 34, s. 2022 mandating all public schools across the country to implement five days of in-person classes starting 02 November 2022. The exceptions are (1) public schools expressly granted exemptions by the Regional Director concerned, and (2) public schools with canceled classes because of disasters and calamities. DepEd also expedited the review of blended learning program to ensure that it would benefit the learners and essentially address learning issues (Department of Education, 2022).

The school's compliance to DepEd Order No. 34, s. 2022 requires planning and action to be participated by all members of the school organization. From March 2020 where education was forced to be conducted online in a virtual classroom, gradually moved to blended learning (combination of online and face-to-face), to full in-person



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classes starting November 2022, the sudden change or shift of learning platform presents huge challenge to be faced by every school in order to deliver quality education to students. A good leader need not solve this alone but instead convene all stakeholders and engage them to arrive at a common vision and collective response to the situation (Carvajal & Sanchez, 2024; Carvajal, et al., 2024a; Dizon & Sanchez, 2020; Dugay & Pasia, 2023; Paraiso, et al., 2024; Sanchez, 2022; Sanchez, 2020; Sanchez, 2023a). An ideal outcome could be achieved by adopting an innovation to be carried out through new institutional arrangements. Eventually, these arrangements become formal processes that lead to a reform-conducive policy environment and responsive programs and services (Abenojar, 2024; Amihan & Sanchez, 2023; Carvajal, et al., 2024b; Carvajal, Sanchez & Amihan, 2023). Other stakeholders are invited to the coalition regularly, and new bridging leaders are developed to sustain the transformation process toward societal equity.

**Objectives**

This study aimed to study the adoption of bridging leadership towards co-created innovation for a selected government school, specifically addressing the following questions:

1. What options were implemented by the selected government school in compliance to DepEd Order No. 34, series 2022 General Guidelines No. 16 (A-C)?
2. How did the school administrator of selected government school adopt Bridging Leadership in executing the three segments:
  - 2.1. Ownership
  - 2.2. Co-ownership
  - 2.3. Co-creation?
3. What co-created innovation was implemented that brought about new institutional arrangement for the selected school?

**Theoretical Framework**

This study is guided by the Bridging Leadership Framework which involves three main segments: OWNERSHIP (Building Ownership of the response), CO-OWNERSHIP (Developing Co-Ownership with other stakeholders), and CO-CREATION (together engaging in the Co-Creation of a new reality). Figure 1 illustrates the Bridging Leadership Framework

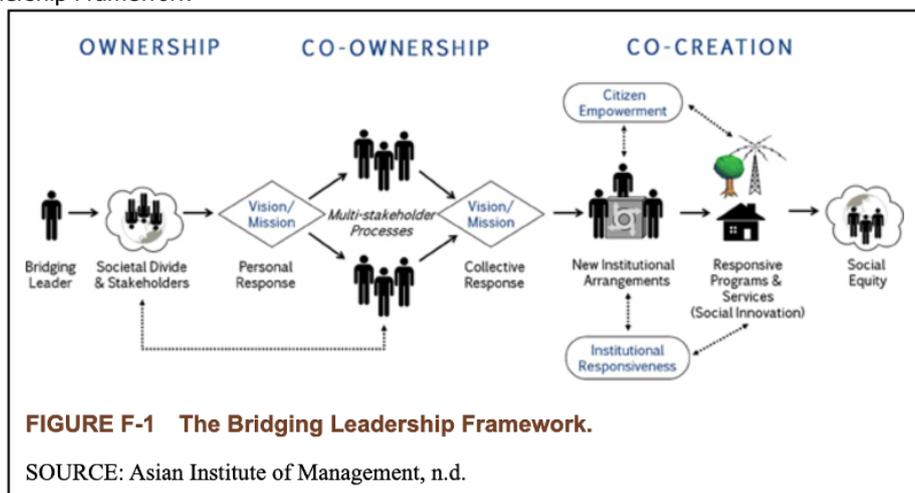


Figure 1. The Bridging Leadership Framework  
Source: Asian Institute of Management, n.d.



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The *Ownership* segment is focused on self-awareness and involves developing a sense of personal ownership of the problem and the response to it. The bridging leader acknowledges his leadership capital and examines how these can be put to use to solve the problem (Amihan, Sanchez & Carvajal, 2023; Balane, 2023; Bation & Nambatac, 2024; Sanchez, et al., 2024a; Sanchez & Sarmiento, 2020). The analysis brings to fore the need to take a personal response and commit his leadership capital to the resolution of the problem. The bridging leader recognizes that the complexity of the problem cannot be solved by him alone.

The *Co-ownership* segment involves convening the stakeholders to arrive at a collective response to the problem. In this segment, stakeholders must have a deeper understanding of the issue, recognize how they are part of the problem and the solution, and acknowledge the need for collective response. A constructive dialogue can be facilitated on this segment to arrive at a common understanding of the issue, managing conflicts and coming up with a collaborative response. The process can be fraught with tension and difficulties as interests compete with one another. But in building common ground, trust is built among diverse stakeholders. Giving due regard to this aspect enables the leader to expand the ownership of the problem from himself to a group, paving the way for collective action. (Bation, et al., 2024; Cabiling-Ramos, et al., 2024; Salendab & Sanchez, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023; Sanchez, et al., 2024b)

The *Co-creation* segment is the actual work of collaboration. The stakeholders adopt an innovation that leads to the outcome and carries it out through new institutional arrangements with clear goals, outputs and targets that will lead to the resolution of the problem. The bridging leader and the coalition of stakeholders ensure that these institutional arrangements have clear and measurable goals with the required capability and resources to demonstrate results. Both parties must maintain the commitment as resolving the problem may take some time.

## METHODS

### Research Design

This qualitative study employed document analysis to investigate the adoption of Bridging Leadership for fostering co-created innovation in a specific government school within the Division of City Schools of Manila during the 2022-2023 academic year, as outlined in the Department of Education's Learning Continuity Plan (DepEd Order No. 34, s. 2022). The research focuses on how the school responded to the transition to face-to-face learning, examining the roles and practices of key stakeholders, including the School Head, Teachers, Parent-Teacher Association, and other community members, in adhering to DepEd Order No. 34, s. 2022, and promoting co-created bridging leadership. Additionally, it analyzed the dimensions of bridging leadership—specifically ownership, co-ownership, and co-creation—and their contributions to fostering co-created innovation within the school environment.

### Data Collection

Data collection involved close collaboration with school administrators, master teachers, grade chairmen, regular classroom teachers, and members of the Parent-Teacher Association.

### Data Analysis

Document analysis was employed to assess the school's compliance with DepEd Order No. 34, s. 2022, and to explore how bridging leadership was implemented through ownership, co-ownership, and co-creation initiatives. A qualitative-descriptive approach guided the analysis of data, focusing on how the adoption of Bridging Leadership influenced educational practices within the school. Document content was systematically coded and categorized into thematic patterns, following established procedures in qualitative research (Poekert et al., 2020). Relevant literature on Bridging Leadership and educational leadership provided scholarly context, informing the interpretation of findings (Bakken, 2019; Connor et al., 2021).

### Ethical Considerations

Ethical considerations were central to this study. Informed consent was obtained from all participants, ensuring clarity regarding the study's purpose, methods, potential risks, and benefits. Measures were taken to uphold



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the confidentiality and anonymity of participants' data, protecting them from any potential harm throughout the research process. Permission to conduct the study was obtained through a formal letter request from the Schools Division Superintendent of Manila.

## RESULTS and DISCUSSION

### 1. Options Implemented by a Selected Government School in Compliance in DepEd Order No. 34 Series 2022 General Guidelines No. 16 (A-C)

Table 1: Options Implemented by the Selected Government School

Inclusive Month	Option Implemented	Memorandum Issued and Process of Implementation (Discussion of the Implementation Operation)
August 2022	Blended Learning Full Blast F2F	DepEd Order No. 34 series 2022; DepEd Order No. 35 series 2022 Implement 4 days on in-person and 1 of distance learning scheme on August 22, 2022 Transition of scheme on Nov 2, 2022
September 2022	3days –2days MWF – face to face TTh – modular	Two shifts morning and afternoon classes for Kinder, Grade 1 to 3
	4 days – 1 day MTThF – face to face W – modular	Two shifts morning and afternoon classes for Grade 4 to 6
October 2022	3days –2days MWF – face to face TTh – modular	Two shifts morning and afternoon classes for Kinder, Grade 1 to 3
	4 days – 1 day MTThF – face to face W – modular	Two shifts morning and afternoon classes for Grade 4 to 6
November 2022	Implementation of purely face-to-face starting November 2, 2022.	DepEd Order No. 31 s. 2012; DepEd Order No. 20 s. 2014; DepEd-NCR Memorandum No. 105 s. 2015 dated May 29, 2015)
December 2022	Full Face-to-Face	DepEd Order No. 31 s. 2012; DepEd Order No. 20 s. 2014; DepEd-NCR Memorandum No. 105 s. 2015 dated May 29, 2015); DepEd Order 36, s. 2012
January 2023	Full Face-to-Face	DepEd Order No. 31 s. 2012; DepEd Order No. 20 s. 2014; DepEd-NCR Memorandum No. 105 s. 2015 dated May 29, 2015)

In *August 2022*, school continues to address the challenges of learning delivery modalities amidst pandemic in consideration of safety of the students and teachers.

The Learning Recovery and Continuity Plan (LRCP) of school for S.Y 2022-2023 is guided with its' vision statement of to equip learner's potentials and skills to become productive, value knowledge, and contribute to the success, improvement, and excellence of wider society and mission of to educate and to prepare learner's intellectual, emotional, and physical well-being with equal opportunities and high quality of learning in partnership with parents, communities, and other stakeholders.



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In the spirit of shared leadership and governance, school's LRCP was formulated by collaborative effort of School Head, PSDS, Master Teachers and Mentors. The strategic plan of a selected government school in delivering learning modalities among students which follows the five principles: (1) safety and prevention, (2) ensuring learning continuity, (3) facilitating safe learning and working spaces, (4) sensitivity to equity considerations, and (5) linkages to existing educational thrusts.

The LRCP is data driven from the School Improvement Plan, Program, Project and Activities to address the needs, bridging the gaps and intervention responsive to the challenges of learning by the following objectives:

- Improvement of learning gaps on delivery of instruction and learners' performance based on quarterly assessment, comprehensive reading and literacy assessment and reading proficiency.
- Individual Development Plan of teachers anchored on needs assessment.
- Learning materials in support to address the learning gaps.
- Framework for enrolment and registration, managing school's daily operation, curriculum and management delivery and learning delivery modality.
- Effective delivery of instruction and learners' performance
- Learning and development of teacher's skills in designing intervention program to address learning gaps in reading, numeracy, and other learning areas. Upgrade teachers' competencies in teaching instruction and classroom assessment. Ascertain the different factors that affects the reading and numeracy skills of learners through Action Research. Create Quality Assured Learning Resources
- Budget for accelerating instruction and strengthen partnership to support and improve school program.
- Intervention Program on Reading and Numeracy

School planning and management team and teachers devised plans and are continuing to improve ways to ensure opening of classes on August 22, 2022, with a clear vision and mission responsive and flexible to the needs of learners and stakeholders. Thus, the Learning Recovery and Continuity Plan would assure the smooth transition to face-to-face classes of selected government school.

Table 2: Preparations in Lieu of the Opening of Classes

Date	Day	Time	Activities
Aug 8	Mon	8:00-5:00 PM	Declogging and flushing City Engineering
Aug 9	Tue	8:00-5:00 PM	Misting, and Fogging Manila DRRMO
Aug 10	Wed	10:00 AM	Meeting of MTs for Class Loading
		11:00 AM	Meeting of MTs & Grade Chairs with BE, OBE, WINS & SDRRM Coordinators
		1:00 PM	Red Cross Manila Chapter Activity (DAY 1) 1:00-5:00 p.m.
Aug 11	Thurs	8:00-5:00 PM	Red Cross Manila Chapter Activity (DAY 2) 8:00 – 5:00
Aug 12	Fri	8:00-5:00 PM	Red Cross Manila Chapter Activity (DAY 3) 8:00-5:00
			Organization of Classes
			Class Program
			Teacher's Program
			Repacking of Learners Materials Stakeholders
Aug 15	Mon	9:00-11:00 AM	Parents' General Orientation & Psychological First Aid (PRIMARY)
Aug 16	Tues	9:00-11:00 AM	Parents' General Orientation & Psychological First Aid (INTERMEDIATE)
Aug 17	Wed	10:00 AM	Brigada Eskwela Pot Making & <i>Libreng Gupit</i>



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		1:00 PM	Distribution of Learning Materials Primary
Aug 18	Thurs	9:00–9:30 AM	Dry Run For The Opening of Classes - Morning Session
		10:30–11:00 AM	Dry Run For The Opening of Classes - Afternoon Session
		1:00 PM	Distribution of Learning Materials Intermediate
Aug 19	Fri	9:00 AM Library	Inspection of Classrooms - WINS - SDRRM - Post Evaluation of Dry Run
Aug 22 – Aug 31	Mon	6:00	Grade 6 Morning Program
		12:00	Grade 5 Afternoon Program

With the above-mentioned preparations, Selected Government School participated in limited face-to-face classes in August 2022 for the transition period. Ensuring the safety of the school, teachers, and learners. Using blended learning modalities. Distribution of modules, tablets, OTG, sim cards or flash drives from LGU or other sponsors. Follow up and motivate the learners and their parents consistently.

From *September to October 2022*, learning models considered best fit for school is limited face-to-face classes for transition period, modular and online distance.

The school continues the 4-days work scheme of in person along with other modalities of learning delivery for the students and teachers from August to October 2022. However, all classes will be held in the limited Face-to-Face modality and the mid-week break will be dedicated to a health break day. For Kinder, Grade 1 to 6 two shifts the morning and afternoon classes were implemented. Three days for face-to-face classes (Monday, Wednesday and Friday) and 2 days for modular / blended learning modality (Thursday and Friday) while for Grade 4 to 6 has also two shifts morning and afternoon classes. Four days for face-to-face classes (Monday, Tuesday, Thursday and Friday) and 1 day for modular / blended learning modality (Wednesday).

The insights drawn to serve as basis for September to October are most parents and teachers agree to have in-person classes for the school year 2022-2023 because teaching style can be modified according to the learner's issues, and it would be more essential for greater clarity and understanding than online classes and it gives them ample room for cultivation and growth.

For *November 2022* Transitioning to Full In-person Phase

a.) Full face-to-face classes

- 1.) School manages the following areas of concern along with critical inputs in basic education in the implementation of full-blown face-to-face classes.
  - (a.) Enrolment - The school is expecting around 500 to 700 learners for the coming school year. We are also expecting a decrease in enrollees. However, the school and the teachers, including the community, are implementing new ways to attract and recruit more learners with some practical strategies for the school for SY 2022-2023.
  - (b.) Class sizes - The schools pre-pandemic class sizes are as follows: Kinder has 15-20 learners per section; Grade 1 to Grade 2 have 30-35 learners per section; Grade 3 to Grade 4 have 25-40 learners per section and Grade 6 has 40 learners per section.
  - (c.) Shifting of classes - The school will be implementing two shifts of classes: 1st Session (AM) - 7:00am-1:00pm and 2nd Session (PM) – 10:00am-4:00pm.
  - (d.) Teaching load - The teachers' teaching load will be based on the previous issuances, memorandums, and orders by the department. (DepEd Order No. 31 s. 2012/DepEd Order No. 20 s. 2014/DepEd-NCR Memorandum No. 105 s. 2015 dated May 29, 2015)
  - (e.) Expected teacher shortage - There is an excess of teachers based on the audit done by the division office.
  - (f.) Safety and security - School is following the guidelines set by the IATF, DOH, and the local government unit. Some of our school personnel have undergone training and education on school



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safety precautions. On the other hand, the barangay officials are involved in the security of the school so that learners, teachers, and other staff can work and learn without the fear and threat on their health. In addition to that, the school has designated watchman on duty during the night. More so, CCTV cameras were installed on the perimeter and inside the school.

While for *December 2022*, the full implementation of face-to-face classes. At selected government school, Kinder, Grade 1 to Grade 6 implemented the 5 days face-to-face classes in compliance to DepEd Order 34, s. 2022 for the implementation of purely face-to-face starting November 2, 2022 onwards until the end of school year 2022-2023.

The full implementation of face-to-face classes in schools marks a significant milestone after a prolonged period of remote learning. This return to in-person instruction signifies a renewed commitment to providing quality education and nurturing holistic student development. Face-to-face classes offer a dynamic and interactive learning experience, fostering engagement, feedback, and active participation. They provide students with real-time discussions, collaborative projects, hands-on experiments, and practical application of knowledge, allowing for deeper understanding and retention of concepts.

Face-to-face classes also foster social-emotional development, such as teamwork, empathy, and conflict resolution. Interacting with peers and participating in extracurricular activities nurtures a sense of belonging, promotes personal growth, and encourages the formation of lifelong friendships (Campilla & Cariño, 2024; Carvajal & Sanchez, 2023; Muñoz & Sanchez, 2023; Salendab, et al., 2024a; Sanchez, 2023b). The physical presence of teachers allows for personalized guidance, mentorship, and support, fostering the overall well-being of students and helping them navigate emotional challenges effectively.

The successful implementation of face-to-face classes requires a collective effort from various stakeholders, including government authorities, school administrators, teachers, parents, and students. Stringent safety protocols, collaboration among stakeholders, and effective implementation of guidelines are crucial for a safe learning environment.

The full implementation of face-to-face classes provides educational advancement and holistic development for students, empowering them with the knowledge, skills, and resilience needed to navigate the complexities of the world.

## 2. Adoption of Bridging Leadership by a Selected Government School Administrator in Executing The Three Segments:

- 2.1. Ownership,
- 2.2. Co-ownership, and
- 2.3. Co-creation

*Bridging Leadership* is a management approach that promotes processes that address social inequities. It's all about leading collaborative action to bring about social change (AIM, Accessed 2023). Bridging Leadership involves three main segments: building *ownership* of the response, developing *co-ownership* with other stakeholders, and together engaging in the *co-creation* of better, more inclusive societies.

Under ownership, a leader embraces one's responsibility over a social problem. This includes an understanding of the problem and accepts one's own role in the issue. During the month of August 2022 school was under the following situations:

The school has participated so far in the learning continuity and recovery of learning for the past 2 years with ODL/MDL or blended modality of learning. Based on our experience, the school empowered to raise standards for teachers in terms of technology through enhancing their intelligence, skills, and knowledge, and brings positive changes in adapting the New Normal scheme of education.

Teachers follow the standards set by the Department of Education and IATF to ensure that every modality were implemented, and the school is prepared to deliver good quality education.

The Department of Education and the National Government make sure that the needed supply of the school for its learners and teachers was provided consistently for the smooth delivery and abrupt transition of learning.

School physical setup should be safe, comfortable and learners centered. A safe and free area from any physical harm for every learner and faculty of the school. Comfortable physical space where learners can sit



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comfortably, see, and understand the lessons, as well as socialize with their fellow classmates following the health protocols given by the IATF which is one of the major components of a conducive learning environment. The school ensures such facilities will follow all standards sets by the DepEd and the Government.

While learners are ready for school by virtue of having attained the chronological age for school entry established by the department of education. Each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. The school participated in the School Readiness Index Tool Development, the aim of which is to build a tool for improving school readiness and ensuring early school success. The development of the tool was based on the areas of:

*Responsiveness*--family and community support including the guidelines coming from the governing bodies such as IATF for school readiness, including health care and physical development, family resources, early care and education, and community conditions.

*Receptiveness*--school's readiness for children, including teacher training and professional development, school policies and environment, transition practices, and classroom environments.

*Readiness* of the learners, including health and physical development, social and emotional development, approaches to learning, language development and communication, and cognition and general knowledge.

Weekly reporting of preparations or arrangements accomplished Realtime report through the help of different platforms online to ensure the preparation and arrangement of accomplished task. Coordination for the different committee, stakeholders, and community to ensure that the report will be submitted when it is needed.

Simulation Exercise - 1 week simulation exercise as part of the soft opening of classes. The purpose of a simulation exercise is to validate and enhance preparedness and response plans, procedures and systems for all hazards and capabilities. The school defines different types of exercises, including discussion-based table best exercises benchmarked from the recent limited face to face classes of other schools as well as operations-based exercises such as different drills and functional exercises to field or full-scale exercises based on experience on different modalities (from ODL, Blended (ODL and MDL) to ODL, MDL and Limited F2F).

Simulation exercises aim to:

- 1.) Review and assess planning assumptions, procedures, operational plans and guidelines and standard operating procedures of the school in preparation for the soft opening of SY 2022-2023
- 2.) Reveal planning weaknesses and resources gap.
- 3.) Improve coordination and collaboration of all persons involved for the SY 2022-2023
- 4.) Develop knowledge and skills for emergency response operations with the help of WINS and DRRM
- 5.) Gain recognition and trust from all stakeholders.

Enrolment procedures based on the framework given by the Department of Education were followed such that previous advisers collected and entered the enrollment and survey data into the End-of-School-Year Learner Information System (EOSY-LIS) except for kindergarten, transferees, and balik-aral enrollees. Thus, parents and/or enrollees submitted Learner and Survey Forms to their previous class advisers. In addition, new data was collected this school year to capture information that was relevant in assessing the capacity of the basic education system, and the appropriate targeting of learners for the continuing delivery of learning. The enrolment period for School Year 2022-2023 was from *July 25 – August 22, 2022*.

Updates/Announcements/Reminders to Parents or Guardians and Enrollees were followed and communicated prior to the opening of classes and based on the timetable given by the department.

During the month of *September 2022* school was under the following excellent situations:

The transition period for the full face-to-face classes lies in fostering a sense of community, responsibility, and creating a conducive learning environment. Here are some key reasons why *bridging leadership* was important:

Promoting a sense of ownership: By participating in the cleaning process, individuals develop a sense of ownership and pride in their shared space. When students, teachers, and staff work together they become invested in maintaining safe and conducive learning environment throughout the academic year.



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**Building a community spirit:** Collectively cultivates a spirit of camaraderie and collaboration among the members of the school community. It fosters a sense of togetherness, as everyone contributes their efforts towards a common goal, creating a positive and supportive environment.

**Enhancing physical well-being:** Cleaning prior to the opening of classes helps eliminate dust, dirt, and allergens that may have accumulated during breaks or when the rooms were unoccupied. A clean and hygienic environment reduces the risk of allergies, respiratory issues, and other health problems, ensuring a healthier and more comfortable space for learning.

**Improving focus and productivity:** A Classroom can have a significant impact on students' focus and productivity. When the learning environment is clutter-free and well-maintained, students can concentrate better on their studies, leading to improved academic performance (De Guzman, 2023; Salendab, et al., 2024b; Sanchez, et al., 2024c; Sanchez, Sanchez & Sanchez, 2023; Sanchez, et al., 2022).

**Teaching responsibility and life skills:** Engaging in school safe-learning environment tasks allows individuals to develop a sense of responsibility and discipline. Students learn essential life skills such as organization, time management, teamwork, and attention to detail, which are valuable beyond the classroom setting (Joromat-Daapong & Bation, 2023; Sanchez, et al., 2024d).

**Setting a positive example:** When students witness teachers, staff, and older students actively participating in the cleaning process, it sets a positive example for them. They learn the importance of taking care of their surroundings and develop a habit of cleanliness and tidiness that extends beyond the classroom walls.

**Helping each other for the transition period of full face-to-face classes** is essential for fostering a sense of ownership, building a community spirit, maintaining a healthy environment, enhancing focus and productivity, teaching responsibility and life skills, and setting positive examples for students.

While for the month of *October 2022* school was under the following situations: The challenges, solutions and best practice were drawn.

Table 3: October 2022 Challenges, Solutions and Best Practices

Challenges Encountered	Solutions	Best Practices
Social distancing inside the classroom	We divide the class into Set A and Set B. Two days face to face for Set A and two days face to face for Set B. Three days for modular distance learning.	Partnership with the SPTA, Barangay Officials, PNP volunteers and other stakeholders for the smooth preparation of face-to-face classes.
Increase number of enrollment due to face-to-face balik eskwela and transfer in of students.	Classes are divided while waiting for additional teachers in the Division Office	Physical facilities improvement
There is an additional subject, Homeroom Guidance	Number of minutes of other subjects from Grade 4 to Grade 6 are deducted. Morning shift from 6:00 a.m. to 12:00 noon and afternoon session from 12:00 noon to 6:00 p.m.	Teachers are ready for face-to-face teaching modality.

In the midst of the pandemic, students and teachers worked together to ensure a seamless transition to face-to-face classes. The school forged a partnership with parents, teachers, and local authorities, ensuring a safe environment for students. Physical facilities were improved, creating comfortable seating arrangements and vibrant learning aids. Teachers demonstrated resilience and adaptability, eagerly embracing the opportunity to return to the classroom.

In November 2022, the full implementation of face-to-face in-person classes was highlighted, with all schools required to have completed the transition to five days of in-person education. No school was permitted to implement purely distance learning or blended learning, except those implementing Alternative delivery Modes as provided for in



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DepEd Order No. 21, series 2019 (Policy Guidelines on the K to 12 Basic Education Program) and DepEd Order No. 01, series 2022 (Revised Policy Guidelines on the Homeschooling Program).

In December 2022, the school conducted intensive full 5 days face-to-face classes in compliance with the Department of Education's objective of providing quality basic education to all children, youth, and adults. Planning committees convened to discuss challenges, best practices, and plan of action for improving the school learning community. The school also prepared advocacy materials and activities to increase awareness within the community.

In January 2023, the school began a fresh educational journey filled with possibilities and eager minds ready to embrace new challenges and opportunities. The school planned various events for Literacy and Numeracy to encourage kids' literacy abilities and passion for reading. These included a book fair, a program for children who struggle with reading, and literacy-themed assemblies or performances.

The school's numeracy program ignited a passion for numbers and problem-solving within students, equipping them with essential mathematical skills and a deep understanding that extended beyond the classroom walls. As selected government schools gradually returned to face-to-face interactions, the education community's spirit remained strong in the face of adversity.

The literacy and numeracy program at the school aims to develop students' foundational skills for future academic and personal growth. Through activities that promote reading fluency, comprehension, vocabulary expansion, and critical thinking, students learn to approach challenges with confidence, adapt their strategies, and persevere until solutions are found. This cultivates a lifelong love for learning and a skill set that extends beyond the confines of the classroom.

The program is a testament to the school's commitment to providing a holistic and enriching educational experience. By building strong foundations, fostering critical thinking and problem-solving skills, promoting effective communication, and nurturing a love for reading and mathematics, the program equips students with the essential tools to navigate a rapidly evolving world. The impact of this program extends far beyond academic achievement, empowering students to become confident, articulate, and analytical individuals capable of making significant contributions to society.

To address the situation under the co-ownership phase, the School Head has implemented strategies and decisions to foster educational excellence. The faculty and staff have implemented a new approach to share ownership of team goals while dividing roles and responsibilities. The administration has formed a Team Goals Committee consisting of teachers, administrators, and support staff, with the primary objective of identifying and setting realistic and measurable goals for the school's academic, extracurricular, and overall student development programs.

One key aspect of this strategy is the leveraging of individual expertise through the sharing of best practices during Learning Engagement Management (LEM). This creates platforms and opportunities for collaboration, enhancing the overall instructional quality and student learning experiences. Teachers participate in monthly Classroom Observation Tool sessions, followed by post-conference discussions, aiming to showcase best practices and facilitate the exchange of ideas.

This collaborative approach fostered a community of educators dedicated to refining instructional techniques and fostering a supportive learning environment. Effective communication and accountability are essential elements of this shared ownership approach, ensuring all stakeholders stay informed, aligned, and connected.

The school's approach to collaborative leadership involves balancing autonomy and collaboration, fostering an environment that encourages the sharing of knowledge and experiences among team members. This balance allows for the contribution of unique skills and perspectives while benefiting from the collective wisdom, experience, and diverse perspectives of their colleagues. By embracing this approach, the school fostered a culture of collaboration, innovation, and continuous improvement, with all stakeholders actively involved in shaping the school's vision and goals.

The shared ownership of team goals with divided roles and responsibilities positively impacts student learning outcomes. The collaborative efforts and collective expertise of school heads, master teachers, and stakeholders contribute to the development of a comprehensive and inclusive educational environment. This approach not only benefits students directly but also strengthens the entire school community by fostering a sense of shared purpose and collective responsibility.



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To ensure the success of this collaborative leadership approach, it is essential to establish strong and supportive relationships among co-leaders. Building trust, effective communication channels, and a shared vision among team members are critical factors for creating a positive and productive working environment. Regular team-building activities, opportunities for reflection and feedback, and fostering a culture of mutual respect and support contribute to the establishment of these strong relationships.

At the selected government school, the school administration embraced the concept of co-creation leadership to foster a collaborative and inclusive environment among staff, students, and parents. The School Planning Team served as a platform for open dialogue, idea sharing, and joint decision-making processes. The team met regularly to discuss a wide range of topics, engaging in collaborative brainstorming sessions and identifying challenges, proposing solutions, and establishing action plans to address them.

In addition to regular meetings, the administration organized school-wide forums and town hall meetings that involved a broader range of participants. The School Planning Team also focused on empowering students to become co-creators of their educational experience, inviting student representatives from different grade levels to participate in meetings.

To ensure transparency and accountability, the School Planning Team communicated its decisions, progress, and outcomes to the entire school community through various channels, such as newsletters, social media updates, and school-wide announcements. Through the implementation of co-creation leadership, the school fostered a sense of collective ownership and shared responsibility for the school's growth and success.

### 3. Co-Created Innovation Implemented That Brought About New Institutional Arrangement for a Selected Government School

The researcher gathered data – through document analysis - on the options implemented by school in compliance to DepEd Order No. 34 series 2022 General Guidelines No. 16 (A-C).

Table 4: Co-Created Innovation Implemented by the Selected Government School's School Head.

Aspects of Co-Created Leadership	Description	Innovation
Vision and Mission	A shared vision and mission statement that aligns with the values and goals of the school community. Empower the teachers, parents and students	- Collaboratively developing a vision statement with input from students, teachers, and parents. Conducting surveys or focus groups to gather feedback on the mission statement. The school community works together to embed principles of diversity and inclusion in the mission and vision. Through collaborative discussions and workshops, stakeholders actively explore ways to create an inclusive learning environment that embraces and respects the diverse backgrounds, cultures, and identities of all students and staff.
Decision Making	Involving students, teachers, and other stakeholders in the decision-making processes of the school. Formation School Planning Committee Contribute to decision-making processes	- Establishing student-teacher councils or committees to discuss and make decisions on various school matters. Conducting regular HPTA meetings to gather input and feedback from the school community. Providing transparent communication channels such as Facebook groups and group chats. Implementing transparent communication channels, such as online platforms or suggestion boxes, where students, teachers, and parents can freely share their



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		ideas and suggestions for improvement. These channels enable continuous feedback and input from stakeholders, empowering them to participate in decision-making processes.
Curriculum Development	Co-creating the curriculum with input from students, teachers, and industry professionals to ensure relevance and engagement.	- Involving students in the selection of elective courses or topics for project-based learning. Collaborating with teachers and experts to develop interdisciplinary projects that integrate real-world applications during Learning Engagement Monitoring and Professional meeting.
Co-Creation in the Classroom	The teacher enters her ICT classroom, where students are seated in groups. The walls are adorned with colorful posters, showcasing projects completed by previous students. The teacher circulates among the groups, facilitating discussions and providing guidance.	Students engage in lively discussions, exchanging ideas and challenging each other's perspectives. They take advantage of available technology resources and research tools to explore their chosen topics. Encouraging students to provide feedback and evaluate each other's work through peer assessment and feedback protocols. Students co-create rubrics and guidelines for providing constructive feedback. This process promotes a culture of collaboration, reflection, and continuous improvement within the classroom. Implementing project-based learning approaches that involve students in the co-creation of projects such as "Gulayan sa Paaralan" and Reduce, Reuse and Recycle projects. Students collaborate with their peers and teachers to identify topics, develop project goals, design timelines, and determine assessment criteria. They have a say in shaping the learning process and take ownership of their education.
Extracurricular Activities	Parents approaches Principal with a proposal for enhancing violin class activities at school.	Forming a student-led committee to plan and organize violin recital activities. Co-creating opportunities for students to showcase their talents and passions through performances or exhibitions. Students, with guidance from teachers and mentors, can organize talent shows, art exhibits, music concerts, or drama productions. They collaborate on selecting themes, designing performances, and managing logistics. Encouraging students to co-create and lead clubs and organizations based on their interests and passions. Students have the opportunity to propose new clubs, recruit members, and plan activities and events. They collaborate with teachers and staff to ensure alignment with school policies and support in organizing resources.
Student Empowerment	Fostering a culture that encourages student voice, agency, and leadership opportunities.	- Providing platforms for student-led initiatives and clubs that address social issues or community engagement. Implementing a student government or student council that allows students to hold leadership positions and actively participate in decision-making processes. Students can run for elected positions, representing



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		<p>their peers' interests and advocating for student rights and concerns.</p> <p>Encouraging students to take on leadership roles in organizing events and joining competition and activities within the school and interschool competition.</p> <p>Establishing peer mentoring programs where older students' mentor younger students. This initiative provides opportunities for students to develop leadership skills, build relationships, and support each other academically, socially, and emotionally.</p>
Professional Development	Offering professional development opportunities for teachers that promote co-creation, collaboration, and innovative teaching practices.	<ul style="list-style-type: none"> <li>- Hosting workshops or conferences and demonstration teaching where teachers can share and co-create innovative teaching strategies.</li> <li>Encouraging teachers to participate in collaborative lesson planning and peer observations.</li> <li>Encouraging teachers to engage in action research projects where they identify areas of improvement, design research questions, collect data, and analyze results. Through a co-created process, teachers can collaborate with colleagues, share findings, and collectively develop evidence-based strategies that positively impact teaching and student achievement.</li> <li>Creating school-based innovation teams composed of teachers who are passionate about exploring new teaching methodologies, technologies, or approaches. These teams work collaboratively to research, experiment, and implement innovative practices in the classroom, co-creating a culture of continuous improvement and professional growth.</li> </ul>
Community Engagement	Engaging parents, community members, and local organizations in co-creating an inclusive and supportive learning environment.	<ul style="list-style-type: none"> <li>- Organizing community forums where parents, students, and community members can share their perspectives and ideas.</li> <li>Participation in Community Outreach programs.</li> <li>Establishing community advisory boards comprised of parents, community members, and local organizations like Brigada Eskwela, early registration etc. These boards collaborate with school administrators and staff to provide input, insights, and resources for school programs, initiatives, and decision-making processes.</li> <li>Through co-creation, schools can strengthen community partnerships and align their efforts with community needs and aspirations.</li> <li>Developing parent and community volunteer programs where parents and community members can actively participate in school activities. By involving them in co-created initiatives such as mentoring programs, career talks, or extracurricular activities, schools can leverage community expertise and provide valuable learning experiences for students.</li> </ul>



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The school has implemented a co-creation approach to curriculum and school development, involving the integration of teachers' and students' voices. This involves the creation of committees like the Student Government and PTA association, which involve students from different grade levels in reviewing and co-creating learning resources and activities. This approach fosters a student-centered curriculum and increased ownership over learning experiences.

A shared governance model was also implemented, involving committees like the School Improvement Committee and the Parent-Teacher Association, which ensured transparency, inclusivity, and reflection of diverse perspectives within the school community. Another example of co-creation is the establishment of after-hour activities, which promote holistic development and nurture a love for learning. These activities include the Creative Arts Club, which encourages students to explore various art forms, while the Sports and Fitness Program promotes an active lifestyle and instills values such as teamwork, discipline, and perseverance.

The Reading and Literacy Program offers students access to a variety of books, engaging reading activities, and creative writing opportunities, including journalism training. These activities contribute to the intellectual development of students, enabling them to become lifelong learners and uphold journalistic standards. Journalism training equips individuals with critical thinking, research, and communication skills, enabling them to effectively gather and disseminate information to the public.

The Bridging Leadership process has also been applied, resulting in positive outcomes for the school. Teachers feel empowered, students are more engaged, and parents become active partners in their children's education. This leadership model promotes a shared vision for learning, establishes strong community connections, and fosters a culture of collaborative decision-making. Principals play a critical role as bridge-builders, connecting stakeholders and leveraging their unique strengths. This approach has resulted in improved student achievement and a stronger school community, demonstrating the power of Bridging Leadership in a school setting.

## Conclusion

The following conclusion were drawn from the summary of findings:

The 2022-2023 school year was marked by significant efforts to navigate the challenges posed by the ongoing pandemic and ensure the continuity of quality education. A selected government school successfully complied with DepEd Order No. 34, series 2022, enabling them to offer blended learning modalities and full distance learning options to their students. From August 2022 to January 2023, the school effectively presented and discussed various strategies to align with this directive.

The Learning Recovery and Continuity Plan (LRCP) was a comprehensive and collaborative initiative that focused on safety, learning continuity, and educational equity. This plan successfully addressed various objectives, such as bridging learning gaps, developing individualized teacher plans, and providing necessary learning materials. The transition from blended learning to full face-to-face classes was managed effectively, with the school complying with DepEd guidelines to ensure a safe and conducive learning environment. The implementation of various programs, such as literacy and numeracy initiatives, underscored the school's commitment to fostering foundational skills and promoting a lifelong love for learning.

The adoption of Bridging Leadership was seamlessly implemented in three segments: Ownership, Co-ownership, and Co-creation. This leadership approach emphasized collaboration, community involvement, and co-creation of educational experiences. The co-created innovation, grounded in the principles of Bridging Leadership, was successfully executed by the school head, demonstrating the school's commitment to innovative and flexible education solutions. This approach not only addressed social inequities but also fostered a sense of ownership and responsibility among stakeholders, leading to improved academic outcomes and a stronger school community.

## Recommendations

To build on this success, it is recommended that the school continue to provide ongoing teacher training in both in-person and online instruction methods, enhance support for students through regular check-ins, tutoring, and counseling, and increase communication and resources for parents to support their children's learning at home. Additionally, the school should improve access to devices and reliable internet for all students, gather and use feedback from students, parents, and teachers to make improvements, scale successful innovations and share best



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practices with other schools, and strengthen collaborations with local businesses and organizations for additional resources and support. By following these recommendations, the school can continue to enhance its educational offerings and ensure that all students receive a high-quality education tailored to their needs.

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