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Teachers' Instructional Planning and Design for Learners in Difficult Circumstances

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Abstract: Teachers' Instructional Planning and Design for Learners in Difficult Circumstances. Objectives: This study examined teachers' practices, planning, and creating of educational materials for all students facing challenges. **Methods:** The study used phenomenology research to evaluate teachers' planning and design processes. In this study, eight teachers were interviewed in depth. The researchers used coding and theme analysis to interpret textual patterns. **Findings:** Making instructional resources that are appropriate for your teaching style and your students' skills and situations requires a lot of thought and planning. The teachers' thoughts were as follows: Content and distribution, resources and context, technological integration, adaptability and flexibility. **Conclusions:** New teaching methods that are more sensitive and flexible to student needs are greatly beneficial. To suit students' educational needs, the study revealed various unique teaching and learning strategies.

Keywords: difficult circumstances, instructional planning, phenomenology.

Abstrak: Perencanaan dan Desain Instruksional Guru untuk Peserta Didik dalam Situasi Sulit. Tujuan: Penelitian ini menguji praktik instruktur, perencanaan, dan pembuatan materi pendidikan untuk semua siswa yang menghadapi tantangan. Metode: Penelitian ini menggunakan penelitian fenomenologi untuk mengevaluasi proses perencanaan dan desain instruktur. Dalam penelitian ini, delapan guru diwawancarai secara mendalam. Peneliti menggunakan pengkodean dan analisis tema untuk menginterpretasikan pola tekstual. Temuan: Membuat sumber daya instruksional yang sesuai dengan gaya mengajar Anda dan keterampilan serta situasi siswa Anda membutuhkan banyak pemikiran dan perencanaan. Pemikiran para guru adalah sebagai berikut: Konten dan distribusi, sumber daya dan konteks, integrasi teknologi, kemampuan beradaptasi dan fleksibilitas. Kesimpulan: Metode pengajaran baru yang lebih sensitif dan fleksibel terhadap kebutuhan siswa sangat bermanfaat. Untuk memenuhi kebutuhan pendidikan siswa, penelitian ini mengungkapkan berbagai strategi belajar mengajar yang unik.

Kata kunci: keadaan sulit, perencanaan pembelajaran, fenomenologi.

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■ **INTRODUCTION**

COVID-19, a pandemic that happened in a lot of places around the world, made people change how they communicated and learned. The new educational system is susceptible to disruption. In terms of safety and protection, schools have historically been the most dangerous places to be. Because the health of school employees, teachers, parents, and other stakeholders is jeopardized, schools were temporarily shuttered to prevent the virus from spreading and reduce infections (UNESCO, 2020). Due to the community lockdown and quarantine, teachers and students were permitted to work and study from home (Crawford et al., 2020). The existing school's face-to-face delivery platform has been declared obsolete. As a result, education is one of the most adversely affected sectors in a country. During the pandemic, many children and students were exposed to serious health risks as a result of the settings in which they were taught and studied. Public and private educational institutions were looking for a way to continue offering online courses. In the Philippines, the Basic Education Learning Continuity Plan (BE-LCP) was developed by the Department of Education (DepEd) as part of the implementation of the COVID-19 response mechanism. In the school year 2020–2021, Alternative Delivery Modalities (ADM) were used in order to provide students with responsive and high-quality instruction while maintaining social distance to the National Educators Academy of the Philippines ("Module on Teaching Learners in Difficult Circumstances: A Sneak Peek," 2021).

The COVID-19 pandemic is one of the world's rising public health crises. The fight against its dangers has garnered widespread attention worldwide as individuals attempt to figure out how to halt the spread of illnesses (Guo et al., 2020). We bid farewell to the "old school" of

adaptable education and welcome the new tailored, adapted education ecosystem built for continuous learning. This concept of the "new normal" is changeable and will remain so. In response to growing concern about COVID-19's irreversible influence on the lives of Filipinos, the Department of Education (DepEd) agreed to conclude school early and modify the grading system to compensate for the absence of a periodic test in the final quarter of the school year. As a result, the Department of Education has begun planning for the upcoming "New Normal." One of the changing issues associated with the "New Normal" is the teaching - learning approach. As a response, the Department of Education (2020) offered five possible modalities: face-to-face, blended learning, distant learning, homeschooling, and modular. However, this is insufficient, as internet connectivity is a major limiting factor for online learning. This can be avoided by putting digital resources on learners' devices. Teachers would need to be educated on how to use technology to offer learning. In the early grades, parents must closely control their children's usage of technology. Orienting the parents will be a significant problem, and there are concerns about whether or not parents are prepared to take on this responsibility. Only textbooks and syllabuses are used by teachers to teach their students. There are not enough textbooks, revision books, and resource books in schools to help students learn more (Mupa & Isaac Chinooneka, 2019).

In this pandemic, the use of e-learning tools has been essential. An e-learning system can aid learning providers in managing, planning, delivering, tracking, and evaluating the learning and teaching process When schools and colleges are closed, it strives to help teachers and schools get students back into the classroom (Almaiah, Al-Khasawneh, & Althunibat, 2020). Due to the lack of internet connectivity in rural places, e-

learning technologies are not applicable and only modules are used as instructions. It is not necessary to re-establish an educational environment in these situations but rather to provide temporary access to instruction and instructional assistance in a way that is easy to put up and reliable during an emergency or crisis (Hodges, Moore, Lockee, Trust, & Bond, 2020).

Apart from the foregoing, teachers had difficulties when it came to planning and preparing materials for the new normal. Despite the fact that there are numerous modalities, teachers choose how they will teach their students. As a result, teachers select techniques that are comfortable and familiar to them. According to McKinsey (2007), "the quality of an education system cannot be greater than the quality of its teachers." What will become of the educational system if teachers fail to live up to the educational system's standards? The educational system is propelled forward by teachers. It is critical that teachers are highly qualified and competent in their fields.

Yeban (2020) stated unequivocally that "teachers should reorient their practice toward designing learning tasks and episodes that engage students in the discovery and application of existing knowledge, as well as the pursuit of solutions to real-world challenges that learners currently face and will face." The teacher's new job is to steer students toward available materials that they can use and learn from. Teachers must rethink what defines effective teaching and how they promote it; it is a vital component of ensuring students receive a high-quality education. Numerous students struggle tremendously with studying. According to Olusola & Rotimi (2012), one of the factors contributing to students' low performance in the topic is a lack of interesting instructional resources. Teachers are crucial in supporting students in overcoming their educational obstacles. On the other hand, teacher

educators have expressed rising concern about educating future generations of students (Richards, 2004).

According to Okas et al. (2014), beginner teachers concentrated on the technical aspects of teaching and listed the ability to handle modern IT equipment as a talent that a seasoned teacher should have. Although rookie instructors were more concerned with technology, experienced teachers were more concerned with the teacher's role as an educator. Younger teachers had stronger expectations and objectives for IT devices and digital learning, but older instructors considered that the current growing e-system will not solve the problems associated with school learning and teaching. Lee & Tsai (2010) studied teachers' attitudes toward Web-based teaching and discovered that older and more experienced teachers had lower levels of self-efficacy when it came to using technology, whereas younger teachers with more experience with technology had a higher level of self-efficacy when it came to modern innovation. Nonetheless, despite several studies demonstrating the favorable influence of technology adoption on education, the majority of teachers do not properly employ educational technologies.

The outcomes of this study will assist individuals and organizations working in the field of education in becoming more aware of the many instructional materials utilized by teachers in this new normal, as well as their practices, planning, and design at this time of pandemic. This study will analyze teachers' teaching materials, and identify the many gaps in teachers' preparations. It can aid the Department of Education in developing professional programs to help teachers improve their skills and teaching practices. Additionally, assist teachers in developing a long list of delivery modes appropriate for the pandemic that are appropriate to different types of learners. This is also in

response with PPST indicator 3.4.2 which is stated as, *"Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices."* Domain 3 emphasizes the critical role of instructors in developing diverse learner-centered learning environments. This Domain emphasizes the critical nature of teachers' knowledge and comprehension of, and respect for, learners' different qualities and experiences as inputs to the planning and design of learning opportunities.

Finally, innovative ideas that address students' educational needs of learners in difficult circumstances while still coping with changes in teaching and learning approaches are needed. Individual students' learning needs, as well as their homes and communities, are much too diverse for a fixed curriculum to fulfill. Rather than a compilation of material that must be mastered, the curriculum becomes a learning playlist customized by learners based on their realities, interests, and identified problems for which they seek solutions. Teachers should compare, assess, and evaluate the approaches they use on a regular basis in order to inspire students and make learning as successful as possible (Camello, 2014).

■ METHODS

The current study (Cridland et al., 2014; Meadan, Stoner,et.al, 2010) used a phenomenological research methodology to examine novice and experienced teachers' approaches to planning and designing materials. The study of how people construct their lives and make sense of their experiences is referred to as phenomenology This study identified critical elements relating to the lived experiences of novice and experienced teachers. Phenomenological research, (Creswell & Plano Clark ,2007), "describes the meaning for multiple persons of their lived experiences of a concept or a phenomenon." The declared objective of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence.

The researchers collected data from (8) eight public school teachers via online interviews using random sampling techniques.

Data Gathering procedure

The researchers appreciate each teacher's entire presence and participation throughout the interview prior to data collection. Participants were initially given an orientation and detailed instructions on how to perform the interview. Researchers also highlight the length of the research study and the time spent performing the interview.

The researcher used a semi-structured questionnaire consisting of five (5) questions and sub-questions that were introduced further to explore their experiences and struggles in the current scenario. The questionnaire includes their struggles in planning and designing instructional materials. Planning and execution of various teaching strategies that are responsive to the educational needs of learners in difficult circumstances, including: a. geographic isolation; b. chronic illness; c. displacement due to armed conflict; d. urban resettlements or disasters; e. child abuse and child labor practices?; and Lastly, innovative strategies and interventions that used to cope with the pandemic.

For research questionnaires, a group of educators who were not involved in the study verified the research questionnaires. Following the validation of the interview questions, the selected participants were requested to sign a permission form and offer assurance of the

Table 1. Profile of the respondents

Code	Designation	Years in Service	Age
T1	Teacher II	6	25
T2	Teacher III	33	53
T3	Teacher I	5	25
T4	Teacher I	5	26
T5	Teacher III	7	28
T6	Teacher I	3	23
T7	Master Teacher 1	10	30
T8	Teacher I	4	24

confidentiality of the information acquired. The information gathered from (8) eight public school teachers via online interviews was transcribed and classified in thematic ways.

As part of qualitative research, the researcher explored a variety of ethical considerations. Sanjari M. et.al (2014), considering the nature of qualitative studies, the interaction between researchers and participants can be ethically challenging for the former, as they are personally involved in different stages of the study.

Researchers used a five-phase research approach and data analysis in order to ensure consistency and precision in their findings. Creswell (2012) explained that by fragmenting and classifying material, coding aids in the formation of explanations and broad themes. The interview replies were analyzed to generate distinct themes. By segregating the many issues found during manual coding, it became easier to organize data into individual files (Miles, Huberman, & Saldaa, 2018).

Ethical Considerations

Also, the study took in to give extra time to different potential ethical issues. Researchers considered the following: participant selection, participation, procedures, protocol and description of the process, duration, risk/s to participants and researchers, benefits to the participants or community, Confidentiality, sharing the results, right to refuse, and statement by the researcher.

Participant Selection

The participants of the study included from selected (8) eight public school teachers via online interviews using random sampling techniques. All participant's emails will be used strictly for research purposes and will not expose to any misuse of data information.

Voluntary Participation

Respondents were allowed to read the interview questions and decide whether to engage in in-depth interviews in this section. Teachers who got an invitation through email or Facebook Messenger had the opportunity to learn more about the study's history and why it was essential for them to participate. They do, however, have the option of declining to participate or engage in the research project. This consideration allows teachers to incorporate their personal and professional progress into their daily lives.

Duration

This study conducted from October 2021 up to January 2022 The study started in conceptualization in September 2021 through

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│ Phase I of the Research      │        │ In Phase II, the researcher │
│ Procedure and Data Analysis  │───────▶│ wrote a letter to teachers  │
│ included the development of  │        │ requesting permission to    │
│ qualitative questionnaire    │        │ conduct an interview.       │
│ strands. This also includes  │        └─────────────────────────────┘
│ questionnaire validation.    │
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│ In Phase III, researchers    │        │ In Phase IV, researchers used│
│ encoded and transcribed the  │        │ coding and thematic analysis │
│ respondents' questionnaire   │───────▶│ to decipher textual themes by│
│ interview recordings.        │        │ examining the meaning of     │
└─────────────────────────────┘        │ words and sentence structure │
              │                         │ in relation to respondents'  │
              ▼                         │ survey responses.            │
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│ The researchers presented    │
│ their findings in Phase V    │
│ using illustrative quotes,   │
│ and then they interpreted    │
│ all findings.                │
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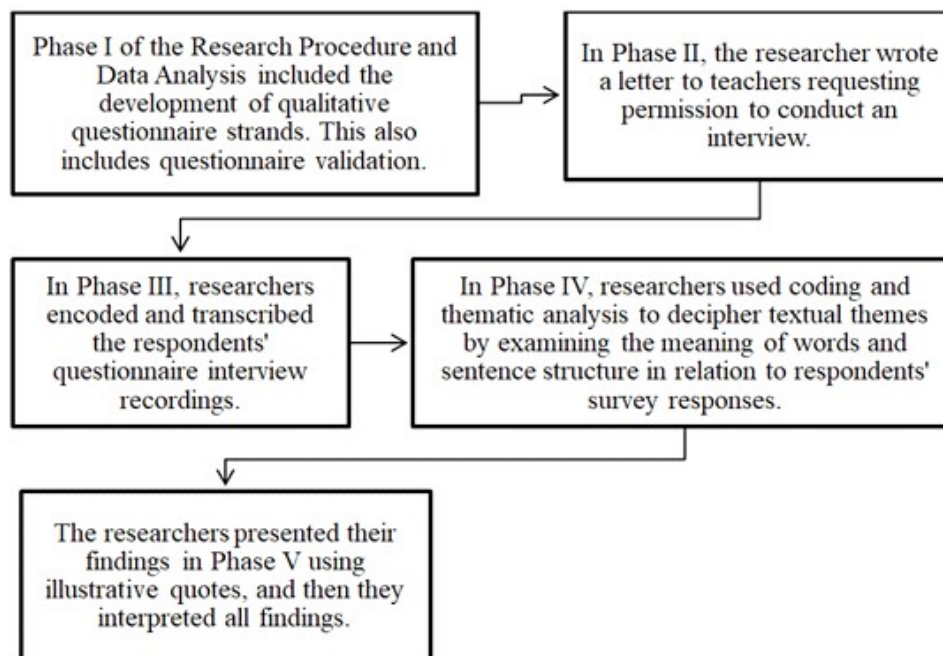
Figure 1. Shows the subsequent actions

the active involvement of the researchers. The interview was done for about four (4) months in selected teachers. The researchers considered the individuals' current position, length of service, and age in the area of education. Also, educators who took part in the study had issues throughout the pandemic and how they coped with them to provide good education to students.

Risk/s to participants and researchers

In this the researchers rest assured the confidentiality of their answers and make sure that their identity will not be exposed.

Benefits to the participants or community

The research output provides a series of opportunities to share the findings with other educators. The researchers will publish the research paper on an educational website. This study can help educators create and execute instructional resources, which is especially important during the current pandemic when teachers are offering learning tools for their students.

Confidentiality

Researchers put into consideration that all information provided by the participants for this research will be kept strictly confidential and used solely to conduct the research. Confidentiality was maintained concerning the data acquired. In the interest of participant anonymity and privacy, Republic Act 10173, commonly known as the Data Privacy Act of 2012, would be followed in the publication of the study in journals.

Sharing the Results

This participant can decline and refuse the challenges for the said interview. The researchers included the rights of everyone to accept the respondents' decisions.

Statement by the Researcher

The researchers confirmed that the participant was allowed to ask questions regarding the study, and the researchers

answered all questions honestly. Before performing the interviews, the teachers gave their consent freely and voluntarily. Each of them received a copy of the informed consent form through email.

■ RESULT AND DISCUSSIONS

Students' academic success is greatly aided by the development of more sensitive and adaptable teaching methods that help them achieve their educational goals. While teaching and learning methods have changed, the study found new ways of addressing the educational demands of kids in demanding circumstances. Individuals and organizations working in the field of education can use this study's findings to learn about teachers' methods, planning, and design at this time of pandemic in order to better prepare for the future. It is the goal of this study to examine teachers' teaching materials and identify the various holes in teachers' preparedness for students in challenging situations.

Table 2 shows the summary of analysis for data collected from the data that were gathered in the study. Analysis emerged 12 open codes were organized into four (4) major themes based on the data gathered through semi-structured individual interviews.

Theme 1: Educators' difficulties in challenging situations

Standards, assessments, curriculum, parents, communities, families, social services, and public resources are just a few of the many interwoven aspects that must be taken into consideration in order to improve educational results and schools that produce them. A student's ability to learn will be affected only if the interventions make a difference to these instructional transactions. There must be a common foundation in professional knowledge and expertise that can be taught to prospective teachers across various educational programs and pathways in order for the quality of teaching to improve. Teachers must have a thorough and flexible understanding of their subject matter, as well as the ability to effectively communicate this information to a diverse range of students (Ball & Forzani, 2011).

Online instructional materials

Instructional Materials should be more personalized and precise for each group of learners. Lessons must be designed to bring learners up to pace in the simplest possible manner and must be understandable. The assessment tools or exercises that will be presented to the learners should be pertinent to the prepared lesson's objectives. Teachers are also utilizing Facebook messenger to communicate and engage learners remotely. The effects of the interventions via Facebook and Messenger groups help the students to understand mathematical concepts. By watching the posted teacher-made video lessons and reading additional learning materials, students understand the mathematics lessons and their assigned tasks better (Insorio A. et al., 2021).

"I find it difficult to prepare instructional materials when it has to be done electronically, particularly video materials. I'm not used to it, maybe [T5]."

"Procedure-Development and Engagement phase. Designing of home based practical working activities as part of the performance task in Technical Vocational Specialization subjects where the use of tools, equipment, materials and other paraphernalia are highly needed [T7]."

"It serves as an effective instructional material for learners in the form of video lessons and supplementary learning materials [T7]."

Modular Distance Learning

One of the suggested techniques is modular distant learning. Teachers created

Table 2. Summary of major themes, codes and code description

Themes	Open Codes	Code Description
Educators' difficulties in challenging situations	Online instructional materials	This code entails a variety of difficulties inherent in the creation of online teaching content.
	Modular Distance Learning	It discusses the various difficulties associated with Modular Distance Learning.
Selection, Development, Organization and Use of effective teaching and learning resources	Selection criteria	It involves the learning plan of the teachers on how to create a lesson that touches the individual differences and intelligences of the learners.
	Development process	This includes the structuring or creating of instructional materials. It consists of offline and online materials that the learners use for their distance learning.
	Organizing learning resources	This consists of teachers' guides for using appropriate instructional strategies amid the pandemic.
Learners in difficult circumstances	Remote and Far-flung Area*s*	Learners' situated in a distant area or far from school site
	Health Risk	When engaging in a distance learning environment, some difficulties, such as student health concerns, may occur.
	Urban resettlements or disasters	Natural disasters such as storms, floods, and unforeseen events also impede students' learning experience.
	Disadvantaged and marginalized	Working at a young age deprives children of their youth, potential, and confidence, while also endangering their physical and mental development.
Innovative strategies and interventions	Parents' as Teachers	Modular distance learning necessitates open communication and sharing of parental involvement on how to properly lead and supervise learners. To be successful in this midst of a pandemic, collaboration and partnership are necessary.
	Accessible Technology	Innovative use and utilization of available technology.

modules that students used to learn. This shift in mode of instruction not only challenges students, but also teachers who play an important role in the new normal education (Castroverde F. et al., 2021). Some of the considerations are manifested in the interview transcripts below:

"As a teacher, it is a challenge for me to properly assess my students' progress in the Modular Distance Learning (MDL) setting. Choosing the right assessment is crucial to ensure that students' development will be monitored properly, but in MDL setting, there are factors that can affect the result of the assessment like misinterpretation of instructions, and the urge to use notes while answering the assessment. These incidents can give false results on the assessment; therefore choosing the right assessment to avoid these instances is important [T1]."

"As a Modular modality teacher, I'm struggling in providing the instructional learning materials of my modular students. There are times when the number of printed materials provided by the school is insufficient [T2]."

It is important for educators to be adaptable, creative, and optimistic in order to meet the new normal in education's changes. They must also be prepared with the required skills for the new normal in education's changes in order to meet the challenges of modular distance learning (Castroverde & Cala, 2021).

Theme 2: Selection, Development, Organization and Use of effective teaching and learning resources

Educators and parents work together to ensure that students with special educational needs have a good quality of life, no matter where their education takes place. It is critical for students to be able to acquire, process, store, retrieve, link, and utilize information by selecting

the right teaching and learning resources and organizing them appropriately for the teaching method (Mitchell, 2014). A beginning teacher's work can be improved by planning and reflection, which also necessitates a sequence of practice and revision. We hope that teachers will receive practical experience in developing lesson plans and putting them into action. Additionally, teachers should use strategies that teach students to be self-regulated and motivated. Encouragement should be used to stimulate students' interest, engagement, willingness and flexibility, collaboration, and interaction with other students in order to develop chances for collaboration and communication. (De Vera, Andrada, Bello, & De Vera, 2021).

Selection criteria

Selection of learning materials involves a change in instructional practice on the part of both the instructor and the students The Personalized Learning Plan, or PLP, enables the teacher to plan and prepare an appropriate teaching strategy for each individual student. These data will assist the teacher in meeting the learner's needs in order for them to improve. Additionally, the PLP includes the medical expert's advice for developmental assessment. These ideas assist teachers in planning for crucial elements affecting the learner, such as their strengths, needs, current performance, and social behavior (Basham, Hall, Carter Jr, & Stahl, 2016). Conceptualization, according to Vergnaud (2009), is a result of action. During the design phase, he views a scheme as an invariant structure of the activities conducted to accomplish a certain task type and to identify and characterize the scheme for selecting a resource. The sensitivity of teachers in the selection process clearly shows in their statements below:

"In selecting strategy in teaching, I ensure that it caters to the needs of my

students. There are students who are fond of music, some are fond of writing, and some are fond of listening and watching; and to address their needs, time and effort must be put into choosing the proper teaching strategy in class [T1]."

"In selecting the appropriate learning resources to use, I always make sure that it is easy to use and accessible for me and for my students. I also make sure that the level of difficulty is appropriate for my student. It's not too easy and It's not too hard. It is something that will challenge them, and I make sure that the learning resources are something fun and engaging for my students. Especially now that most of them have difficulty in focusing because they are only looking at the small screens of their mobile phone. Lastly, I make sure that the learning resources came from a reliable source [T6]."

"The applicability of the content of the learning resources, in terms of tools and equipment, to the home based set up of the learners [T7]."

Development process

Development of instructional materials also needs various considerations. The availability of resources of teachers and students are top priority. The following statements based on the interview explain further the process of learning and development of instructional materials.

"In developing the lesson, the topic must be identified first. It should be aligned with the most essential learning competencies provided by the Department of Education. You cannot develop a lesson without prior reading and understanding it. Clear and precise words must be chosen properly to ensure that students will understand the instructions. [T1]."

"For developing, there are times that I contextualize some of the activities in the Self-learning module [T2]."

"In developing resources some of it might not be locally or culturally appropriate for them. Sometimes I need to make some revisions to make use of local and cultural examples where my students can relate [T6]."

Students can benefit from the process of creating an instructional design for blended learning. In order to make the learning activity engaging for the students, create blended learning media that includes an interactive quiz and video conference, as well as being more flexible (Kristanto, 2017).

Organizing learning resources

Organization and Use of effective teaching and learning resources. The Department of Education provided suggested strategies in implementing distance learning as stipulated in DepEd Memorandum DM-CI-2020-00162. This will provide the teachers a guide for using appropriate instructional strategies amid the pandemic. This may respond to individuals and groups of learners for creating an environment where learners may feel equally involved despite the distance. This is manifested in the interview transcripts stated below:

"I organize the activities and lessons based on the capacity of my students. I must ensure that the lessons and activities are not overwhelming. Proper time management must be checked to balance their studies. Weekly home learning plans are made to help students manage their time in answering their tasks [T1]."

"For organizing these learning resources, I use the Weekly Home Learning Plan that is aligned to the MELC. The Learning Plan will aid me as a teacher and the parents as well in keeping track of the day-to-day in-school and off-school general learning processes. I also provide a course guideline for the students. I use the suggested strategies in implementing distance learning delivery modality stated in

the DepEd memorandum such as the provision of Self Learning Modules [T2]."

Theme 3: Learners in difficult circumstances

One of the teacher's roles is to establish learning environments that are responsive to learner diversity and addressing the special education needs of the learners. During the pandemic, teaching and learning can be challenging especially for those learners that live in difficult circumstances. To be well equipped for distance learning, there should be adequate internet connectivity. However, as reported by Alea L. et al., (2020) one of the challenges encountered is having stable internet access intended for distance learning education. The following sub-themes are also derived:

Remote and Far-flung Areas

In the geographic isolated areas, parents, guardians, or the available home facilitator have the crucial role in facilitating the learning of the student. According to Semke et al. (2012), parental participation and cooperation in children's educational experiences is positively related to important student outcomes. Teachers reachout students in different ways as stated in the following statements below:

"Provide them with soft copies of their SLMs, and open communication through the use of social media platforms (i.e Facebook and Messenger) [T1]."

"Our school is a far plunge area was Modular Distance Learning was implemented; we the Primary teachers of AES made an innovative strategies and interventions through Action Research the Project Ka-Te-Tech a Video Materials that will help the Kindergarten to read using the Marungko Approach and Basic Sight Words [T3]."

"This includes their socio-economic background, the accessibility to internet connectivity, the availability of electronic devices, their place of residence, the available home facilitator and other related factors that may add value to the teaching and learning process. Throughout the process, programs and intervention activities may be crafted [T7]."

Open communication with the parent or guardian might help the teacher understand the learner's educational needs. According to the study of Imran et al. (2020) interventions need to focus on nurturing resilience in children and adolescents by better communication to address their fears and concerns, encourage routines with physical activities, and take measures to alleviate loneliness.

Health Risk

The Development Academy of the Philippines proposes establishing a comprehensive service framework for children with disabilities and a robust referral system that incorporates various social services. Addressing financial barriers to social services is also critical, as is increasing the accessibility of health, education, social welfare, and transportation services to people with disabilities ("DAP presents findings of study on children with disabilities," 2018). Teachers' support students in various ways such as: *"Give simple activities/remediation for the student, and constantly check his//her status by having open communication with the parent or guardian of the student [T1]." "Provide soft copies of SLMs and give simple remediation to the student [T1]"* all efforts exerted also address the *"No Child Left Behind"* policy of the government.

Urban resettlements or disasters

Inadequate teaching and learning environment is detrimental for students to comfortably participate in remote learning. Students have repeatedly expressed their trouble

with this topic (Rotas & Cahapay, 2020). It has always been difficult for distance education students, especially those from low-income families, to create a healthy learning environment (Baticulon et al., 2020). Students' ability to focus and perform well in class could be compromised if this issue arises (Chang & Fang, 2020). The most accessible way on how to help the students according to the teachers is by *"Providing soft copies of SLMs and updating the student through instant messaging or text [T1]."*

Disadvantaged and marginalized

Forced labor has a negative effect on students' academic performance. Okpechi (2014) discovered that children who participate in child labor perform worse academically than their peers who do not participate in such activities. Child laborers work and attend school, and they typically work before and after school. They have little or no time to complete their homework or attend class.

"Show a caring attitude towards the student and understand his/her situation by giving him/her time to heal and confide in the teacher. As a teacher, it is important to be approachable so the student can feel safe. Also, in these circumstances, it is important for the teacher to be understanding and give enough time for the learners with special needs to finish their tasks. Though modules are made as self-learning modules, proper guidance and open communication are still crucial for students' growth [T1]."

A supportive environment is very necessary in order to cope up with the devastating effects of pandemic to our learners emotionally, physically and socially. The teachers' role in establishing a healthy environment in order to help our students in difficult circumstances is critical. Their actions will help the students to reach their goals. A deeper understanding of the social and academic needs of special needs students in inclusive classrooms is essential. Student feedback is critical for comprehending the merits and disadvantages of inclusive instructional strategies (Gordon, 2010). Voices in a classroom might be significant (typically the teacher's voice) or clattering (often the child's voice). This gap is common in educational institutions, but it is hidden behind the shroud of political correctness. Recognizing this divide is crucial for carrying out the "aims of education" and creating a culture of children's rights (Babicka-Wirkus, 2021). Below are some of the situations and ways to address based on the teachers' responses:

Theme 4: Innovative strategies and interventions

A code of values and the ability to synthesize the intersections of multiple value systems are essential for educational leadership in a conflictual situation. Educators and school leaders are driven by pedagogy of compassion, containment, and universal commitment in order to promote synergistic collective commitment and social cohesiveness (Arar, rücü, & Ak Küçükçayr, 2019). This also transpired in the teacher participants, according to one of the interviews, *"The pandemic taught us that a teacher must have a big heart and understanding towards his/her students, because more than us, they are struggling to learn in this new normal setting. We must bend our rules sometimes especially when it comes to the deadline of submission of outputs, and give them considerations at all times [T1]."* Parents' collaboration and involvement in their children's educational experiences are critical. In this time of epidemic, parents, guardians, and accessible home facilitators all play a part in children's learning.

Parents' as Teachers

Parent involvement is also critical to the success of the classes. This was also revealed in the Cruz et al. (2021) and Bhamani et al. (2020) studies, that children's learning, school help, and parental techniques to assist children in their educational aspirations are all required in this new learning modality. Another teacher participant supported the same idea, "*To address the challenges brought by the pandemic, I have this intervention I called "Parent Empowerment Program or PEP." It's a program intended to offer assistance to parents on how they could handle teaching their own kids at home. Also, it offers seminars to parents particularly on ways on how they can cope up with the stress and anxiety caused by pandemics and the likes. I also conducted action research focusing on stress management of parents in AJOS ES during pandemic. [T5]."*

"*The new normal education in the Philippines is at stake without equal cooperation of the teachers, parents and learners. Full cooperation of the teachers and learners without the parents may not guarantee quality education. Everyone must have a role to play. A project PEP (Parent Engagement Program) that help the parent learn to teach their children at home;[T3]*

Accessible Technology

Due to the pandemic, new strategies and innovations have evolved and transformed, and this is how teachers are now addressing the new teaching-learning process inside the new normal set up of the Modular Distance Learning Modality. Innovations always generate something new and transform it to meet the environment or even our learners. Today's innovative strategies are a new way of imparting knowledge to learners, utilizing call, text, video call, messenger, google meet, zoom/Microsoft teams as a platform for providing technical assistance to each learner.

"*A self-made reading intervention is the Project Ka-Te-Tech (Karaoke Text Technique) that helps the primary learners to learn reading through video-based instructions. These projects support learning goals that today's education needs. So no one is left behind. It's laborious yet gracious [T3]."*

"*The teacher's preparation made video lessons practical in a home-based setting. Implementation of a school-based digitization initiative in which soft copies, including video lessons, are compiled on a flash drive and made available to students' cellular phones via OTG [T7]."*

This introduces a unique trend of teaching strategies as a result of the pandemic. Additionally, developing/providing and adapting video lessons and movable materials for those with gadgets, as well as printed-out materials delivered by parent-leaders for those who do not have access to or utilize gadgets for learning, are innovations. Finally, there is home visitation, which allows you to reach out to learners one by one. Normally, you would not do this because you see learners at school, but now you can grasp their living situation, environment, and culture. This is also an innovative method.

■ CONCLUSIONS

This study report investigated teachers' practices, planning, and designing of educational resources appropriate for all learners overcoming challenges. The positive and significant impact of developing more sensitive and adaptive teaching practices that aid students in meeting their academic goals is significant. The study revealed various unique ideas that satisfy students' educational demands as learners in difficult conditions while also coping with

changes in teaching and learning methodologies.

It is evident that all of the teachers' responses to the challenges they face were about modular distance learning. Teachers are having a hard time coming up with materials that are appropriate and easy for students to understand on their own without help from parents, good technology, or a good internet connection. The preparation of video materials took a lot of time and preparation. The procedure-development and engagement phase in teaching technical skills is vital in the designing of home-based practical working activities as part of the performance task and assessment. Selection, development, arrangement, and use of relevant teaching and learning resources for your teaching method based on the capacities and conditions of your students requires a lot of consideration. The following were considered by the teachers: 1) students' skills and interest; 2) content and delivery; 3) Resources and context; 4) Technology integration; 5) adaptable and flexible depending on circumstances; and 6) accessibility. Above all, demonstrate a compassionate approach toward the student and an understanding of his/her circumstances by allowing him/her time to adjust and confide in the teacher. As a teacher, it is critical to be approachable in order for students to become more motivated and positive. Also, in these circumstances, it is critical for the teacher to be empathetic and to allow enough time for students in challenging circumstances to complete their tasks. Even though courses are designed to be self-paced, adequate coaching and open communication are still essential for students' growth.

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