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Assessing the Implementation of Academic Practices and their Effects on Learner Achievement in Senior High School of Carrascal, Surigao del Sur

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A B S T R A C T :

Effective academic practices are essential for improving teaching quality and enhancing learner achievement in senior high schools. This study examined the implementation of academic practices and their perceived effects on learner achievement among senior high school educators in the Carrascal District, Surigao del Sur. It aimed to describe respondents' profiles, assess the level of academic practices implemented, and determine their perceived impact on student performance. Employing a descriptive research design, the study involved 50 participants including principals, master teachers, and senior high school teachers using universal sampling. Most respondents were young, female, and held master's degrees, highlighting a relatively educated but novice teaching workforce that could benefit from targeted professional support. Findings revealed strong implementation of academic practices, with high value placed on professional development activities such as Learning Action Cells (LAC), In-Service Training (INSET), Collaborative Expertise Sessions (CES), and performance evaluations. INSETs were rated most effective in enhancing teaching skills and fostering innovation, while peer mentoring showed room for improvement. Teachers generally agreed that academic practices positively influence learner achievement, especially in assessment outcomes, but noted challenges remain in higher-order thinking skills and language comprehension. These results underscore the need for continuous learning, collaboration, and targeted interventions to better prepare students for both academic success and real-life problem solving. The findings suggest that school leaders should prioritize structured professional development and mentoring programs to support novice teachers and address gaps in student skills. Future researchers are recommended to explore the long-term effects of specific academic practices on learner outcomes and investigate strategies to enhance higher-order thinking and language proficiency.

Keywords: Academic Practices, Learner Achievement, Senior High School, Professional Development, Carrascal District, Surigao del Sur

1. Introduction

Building an academic community is one of the key challenges faced by school leaders, particularly in improving teachers' professional development to ensure quality student performance. This requires strong collaboration and shared responsibility to meet the evolving academic needs of learners. In the Philippine education system, school heads and teachers play central roles in bridging gaps in instructional quality and student achievement. Dange et al. (2020) emphasized that quality education is attainable only through the efforts of competent and well-trained educators. To address this, the Department of Education (DepEd) has implemented various capacity-building initiatives, including the Learning Action Cell (LAC) under DepEd Order No. 35, s. 2016, designed to improve the teaching-learning process through collaborative professional learning. This is supported by NEAP's in-service training (INSET), as outlined in DM-OUHROD-2024-2306, and other academic practices such as Collaborative Expertise Sessions (CES). These initiatives aim to enhance teaching strategies and ultimately improve learner outcomes, especially with the rollout of the K to 10 MATATAG Curriculum under DepEd Order No. 10, s. 2024.

Despite these efforts, challenges persist. Generalao et al. (2022) pointed out that many Filipino teachers lack quality education and adequate preparation. Gumarang, Jr., and Gumarang (2021) echoed this concern, noting that many educators are deployed outside their areas of expertise. Batani and Labon (2022) further noted that teacher workload—often exceeding the 40-hour weekly cap under the Magna Carta for Public School Teachers— includes tasks such as early lesson planning, after-school paperwork, weekend school events, and multiple trainings, contributing to burnout and reduced teaching quality.

As a result, learner achievement in the Philippines remains low. According to the Congressional Policy and Budget Research Department (CPBRD, FF2024-11), the Philippines ranked last in the 2018 PISA (78th out of 78 countries) and second to the last in 2022 (77th out of 81), with scores significantly below the OECD average. Academic achievement is influenced by the quality of academic practices implemented in schools. These practices reflect how well professional development, leadership, and teacher collaboration are managed and carried out. This study, therefore, seeks to assess the implementation of academic practices among Senior High School implementers in Carrascal, Surigao del Sur and determine their perceived effects on learner achievement.

1.1. Objectives of the Study

Given these concerns, this study sought to answer the following questions:

- What is the profile of the respondents in terms of age, sex, educational background, position, and years of teaching experience?
- What is the level of academic practices being implemented by the respondents?
- To what extent do academic practices improve learners' achievement as perceived by the respondents?

1.2. Tables

All tables should be numbered with Arabic numerals. Every table should have a caption. Headings should be placed above tables, left justified. Only horizontal lines should be used within a table, to distinguish the column headings from the body of the table, and immediately above and below the table. Tables must be embedded into the text and not supplied separately. Below is an example which the authors may find useful.

Table 1 - An example of a table.

An example of a column heading	Column A (t)	Column B (t)
And an entry	1	2
And another entry	3	4
And another entry	5	6

2. Literature Review

Academic practices are deeply influenced by the characteristics of the educators who implement them. Several studies emphasize the relevance of personal and professional profiles—such as age, sex, educational background, current position, and years of teaching experience—in shaping how school heads and teachers apply strategies to improve learner outcomes. Adams et al. (2020) explained that school leaders with extensive experience and preparation are more capable of driving student achievement due to their mastery of school operations, instructional leadership, and decision-making. Similarly, Cordero-Revira (2024) noted that veteran teachers and administrators often demonstrate greater adaptability and confidence in implementing new strategies, which contribute to more consistent academic improvement.

Educational attainment also plays a critical role. Russell et al. (2023) found that school leaders with graduate degrees are more likely to lead innovative initiatives and adopt research-based practices aligned with the evolving needs of 21st-century learners. In the same vein, Marchiondo et al. (2023), and Scheuer and Loughlin (2021) argued that diversity in sex and age among educational leaders contributes to more inclusive decision-making and balanced leadership practices. These findings point to the importance of understanding educator profiles, not only for analyzing leadership styles but also for contextualizing how academic practices are carried out in real school settings.

Beyond individual characteristics, the actual implementation of academic practices reflects how well educators translate their expertise into daily instruction and school-based programs. The Department of Education (DepEd) continues to emphasize the value of sound academic strategies through several policies and frameworks. One of the most significant is DepEd Order No. 42, s. 2017, which introduced the Philippine Professional Standards for Teachers (PPST) (DepEd, 2017). The PPST outlines the expected teaching performance across career stages, promoting learner-centered instruction, reflective practice, and classroom innovation. At the leadership level, the Philippine Professional Standards for School Heads (PPSSH) serves as a guide for administrators in supervising, evaluating, and supporting teaching and learning processes (DepEd, 2020).

Evidence suggests that academic practices are more effective when implemented collaboratively. Ghamrawi et al. (2024) found that school leaders who adopt participative approaches—such as involving teachers in curriculum planning and professional discussions—foster environments where academic practices thrive. One effective strategy aligned with this approach is the conduct of Learning Action Cells (LACs), which DepEd institutionalized through Order No. 35, s. 2016. These collaborative sessions encourage teachers to share best practices, reflect on learner data, and design improved teaching plans that respond to student needs.

The connection between effective academic practices and learner achievement is well-supported in the literature. UNESCO, as cited in Ortiz-Hernández et al. (2024), emphasized that students perform better when schools invest in empowering educators and reinforcing instructional leadership. Zhang (2022) highlighted the benefits of collaborative lesson planning and structured peer feedback, which contribute to improved student engagement and comprehension. Meşe and Mede (2023) further confirmed that academic strategies such as formative assessment, differentiated instruction, and targeted remediation significantly influence achievement when used consistently and purposefully.

Additionally, Ghaleb (2024) stressed that learner-centered strategies—those that focus on student interests, needs, and contexts—are key to fostering critical thinking and deeper understanding. Ajani (2023) echoed this point, stating that strong academic practices like curriculum alignment, instructional monitoring, and continuous teacher development are directly linked to improved learning outcomes. Özdemir et al. (2024) concluded that student performance improves when school leaders and teachers collaboratively analyze data and adjust their strategies accordingly

3. Methods

3.1. Design

This study employed a descriptive research design to examine the implementation of academic practices and their perceived effects on learner achievement among Senior High School teachers in Carrascal, Surigao del Sur. It aimed to describe the respondents' profiles in terms of age, sex, educational background, position, and years of teaching experience, as well as to determine the level of academic practices being implemented and their perceived impact on student performance. The descriptive design was appropriate for this study as it allowed the researcher to systematically gather, organize, and interpret data from a target population without manipulating variables, thus providing a clear picture of existing academic conditions (Calmorin & Calmorin, 2016; Creswell, 2014)

3.2. Participants

The study involved a total of 50 participants, composed of 3 principals, 3 master teachers, and 44 senior high school teachers from three secondary schools in the Carrascal District. It employed a descriptive quantitative research design and used universal sampling. All senior high school implementers served as respondents and answered a structured survey questionnaire. The selection aimed to gather accurate data on academic practices and their effects on learner achievement.

3.3. Instrument

The study used a structured survey questionnaire to gather quantitative data on respondents' profiles, implementation of academic practices, and their perceived impact on learner achievement. The tool included three parts: demographic information, level of academic practice implementation, and extent of its influence on achievement. A 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" was used for the second and third parts. The instrument was validated by experts in education, and necessary revisions were made based on their feedback. A pilot test was conducted in a nearby district to ensure reliability, and the instrument yielded a Cronbach's alpha of 0.89, indicating high internal consistency.

3.4. Date Gathering Procedure

The study adhered to ethical standards throughout the research process. Informed consent was obtained from all participants, ensuring they understood the purpose of the study, their voluntary participation, and the confidentiality of their responses. No personal identifiers were included in the reporting of results. All data collected were securely stored and used solely for academic purposes. Approval from the proper authorities was also obtained before data collection to ensure institutional compliance and research integrity.

3.5. Ethical Consideration

The study used a structured survey questionnaire to gather quantitative data on respondents' profiles, implementation of academic practices, and their perceived impact on learner achievement. The tool included three parts: demographic information, level of academic practice implementation, and extent of its influence on achievement. A 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" was used for the second and third parts. The instrument was validated by experts in education, and necessary revisions were made based on their feedback. A pilot test was conducted in a nearby district to ensure reliability, and the instrument yielded a Cronbach's alpha of 0.89, indicating high internal consistency.

3.6. Date Analysis

Quantitative data were analyzed using descriptive statistics. Frequency and percentage were used to describe the respondents' profiles, while mean and standard deviation measured the level of academic practices and their perceived impact on learner achievement. A five-point Likert scale from "Strongly Agree" to "Strongly Disagree" was used, and analysis was conducted using Microsoft Excel and SPSS.

4. Results and Discussions

Table 1 - Profile of the Respondents (N=50)

Profile		Frequency	Percentage
Age	25 – 30	19	38%
	31 – 35	15	30%
	36 – 40	5	10%
	41 – 45	5	10%
	46 – 50	3	6%
	51 – above	3	6%
Sex	Female	32	64%

	Male	18	36%
Educational Background	College	15	30%
	Master's Degree	22	44%
	With Master's Units	6	12%
	Doctor's Degree	2	4%
	With Doctorate Units	1	2%
Position	Teacher I	17	34%
	Teacher II	22	44%
	Teacher III	6	12%
	Master Teacher I	2	4%
	Master Teacher II	-	-
	Principal I	-	-
	Principal II	2	4%
	Principal III	-	-
	Principal IV	1	2%
Years of Teaching Position	0 – 3	17	34%
	4 – 6	12	24%
	7 – 9	8	16%
	10 – 12	7	14%
	13 above	6	12%

The respondents of the study as shown in Table 1 were composed of 50 senior high school educators and school leaders in the Carrascal District. In terms of age, the largest group (38%) fell within the 25–30 age range, followed by those aged 31–35 (30%). The remaining respondents were distributed across older age brackets, with only 6% aged 51 and above. This suggests that the teaching workforce in the district is relatively young. According to Ajani (2023), younger teachers often bring enthusiasm and a strong drive for innovation, particularly in adopting modern academic practices, but they may require structured mentoring to strengthen their classroom strategies and leadership skills.

Regarding sex, the majority of respondents were female (64%), while 36% were male. This reflects the broader gender distribution trend in Philippine basic education, where female educators consistently outnumber males. Gumarang and Gumarang (2021) emphasized that such gender imbalances may influence communication styles and collaborative teaching cultures within institutions. Furthermore, Scheuer and Loughlin (2021) suggested that inclusive leadership, regardless of gender, can promote age and diversity benefits in school performance.

In terms of educational attainment, 44% of respondents held a master's degree, and 12% had earned master's units. Only 4% held doctorate degrees, while 2% were pursuing doctoral studies. This indicates that a majority of the teaching force is academically prepared, which is crucial in implementing quality academic practices. Dange and Siddaraju (2020) stressed that ongoing teacher education enhances instructional skills and supports quality assurance in education systems.

Higher academic attainment also fosters professional growth, reflective practice, and student-centered teaching approaches. Regarding positions, most respondents were Teacher II (44%) and Teacher I (34%). Only a few held leadership roles such as Master Teacher or Principal positions. This distribution implies that the perspectives shared in this study largely come from classroom-level implementers rather than administrative leaders. Adams et al. (2020) noted that classroom educators serve as the primary drivers of teaching and learning innovation, and their professional voices are essential in shaping effective academic reforms.

In terms of teaching experience, 34% had been in service for 0–3 years, and 24% for 4–6 years, indicating that over half (58%) of the respondents were relatively new in the profession. This mirrors the earlier findings on age and suggests a novice-dominant teaching force. Ghamrawi et al. (2024) emphasized the value of transformative professional development and mentoring programs that build teacher leadership, especially for those new to the profession. Experienced educators, although fewer in number, are vital in guiding novice teachers through practical, evidence-based strategies within school-based learning communities.

Overall, the profile data imply that while the teaching workforce in Carrascal is young, educated, and female-dominated, there is a need to strengthen leadership training and mentorship opportunities. Supporting younger and less experienced teachers through continuing education and collaborative models could enhance the implementation of academic practices and ultimately improve learner achievement.

Table 2 - Level of Academic Practices Being Implemented

Academic Practices/Item Statements	WM	Adjectival Rating
Learning Action Cell (LAC)		
a. LACs are aligned with the needs of both teachers and learners.	4.90	Strongly Agree
b. The LAC Sessions are conducted and evaluated regularly.	4.56	Strongly Agree
c. The training is relevant to designing the teachers' strategies.	4.66	Strongly Agree
d. The training prioritizes skills development over the application of theoretical content.	4.58	Strongly Agree
e. The topic discussed is relevant to both teachers and learners.	4.80	Strongly Agree
Average Weighted Mean	**4.70**	**Strongly Agree**
In-service Training		
a. INSET provides professional development opportunities for teachers.	4.88	Strongly Agree
b. The training objectives are effectively monitored and successfully implemented.	4.72	Strongly Agree

c.	The training helps improve teaching practices and methods.	4.76	Strongly Agree
d.	The training keeps teachers informed and updated on innovative teaching approaches and standards.	4.82	Strongly Agree
e.	The training is useful for developing effective instructional strategies.	4.76	Strongly Agree
	Average Weighted Mean	**4.78**	**Strongly Agree**
Collaborative Expertise Sessions			
a.	The school leaders and teachers thoroughly discuss the learning gaps.	4.60	Strongly Agree
b.	Teachers actively participate in the Collaborative Expertise Sessions (CES).	4.50	Strongly Agree
c.	The school leaders regularly assess and provide feedback on teachers' instructional strategies.	4.44	Strongly Agree
d.	Lessons are effectively designed and delivered based on the evolving needs of the learners.	4.50	Strongly Agree
e.	Peer mentoring is regularly conducted to enhance lesson plans and learning approaches to meet learners' needs.	4.16	Agree
	Average Weighted Mean	**4.44**	**Strongly Agree**
Individual Performance Commitment and Review Form			
a.	Teacher's classroom demonstrations are regularly monitored.	4.54	Strongly Agree
b.	Technical assistance is provided to enhance instructional strategies.	4.44	Strongly Agree
c.	Teachers' Performance Monitoring and Coaching Forms (PMCFs) are communicated to enhance teaching practices.	4.54	Strongly Agree
d.	The performance indicators are consistently met.	4.28	Strongly Agree
e.	Post-evaluations are systematically conducted to measure outcomes.	4.60	Strongly Agree
	Average Weighted Mean	**4.48**	**Strongly Agree**
Other Academic Practices			
a.	The training program effectively enhances teaching practices and professional responsibilities.	4.50	Strongly Agree
b.	The application of learning from training programs enhances teaching practices.	4.54	Strongly Agree
c.	The training program addresses the current needs and challenges faced in the teaching process.	4.52	Strongly Agree
d.	The training program helps teachers innovate strategies to improve instruction.	4.48	Strongly Agree
e.	The training program encourages teachers to utilize research findings to enhance teaching policies.	4.42	Strongly Agree
	Average Weighted Mean	**4.49**	**Strongly Agree**
	Overall Weighted Mean	**4.58**	**Strongly Agree**

The results of the study reveal a strong implementation of academic practices in the Senior High Schools of Carrascal District, as reflected in the overall weighted mean of 4.58, which corresponds to Strongly Agree. This indicates that teachers highly value the academic support mechanisms in place, particularly in terms of training, collaboration, and performance evaluation. Each component contributes significantly to instructional quality and professional growth.

To begin with, Learning Action Cell (LAC) activities received an average weighted mean of 4.70, suggesting that teachers strongly agree on their usefulness. The high scores across all items affirm that LAC sessions are aligned with both teacher and learner needs, are conducted regularly, and focus on skill development. These findings highlight the value of school-based professional development rooted in actual classroom experiences. Bautista and Alonzo (2020) found that LACs become more impactful when the discussions are practical and grounded in the realities of teaching. Similarly, Cruz and Baguio (2024) emphasized that collaborative learning environments like LACs improve teacher capacity and lead to innovative instructional practices. These results reinforce the importance of sustaining LACs as responsive, need-based interventions that foster professional growth.

Meanwhile, In-Service Training (INSET) emerged as the highest-rated component, with an average weighted mean of 4.78. Teachers acknowledged the effectiveness of INSETs in updating teaching practices, aligning training with objectives, and promoting the adoption of innovative strategies. The consistent strong agreement suggests that these training programs play a vital role in keeping teachers informed and prepared for the evolving educational landscape. Musiba Mwila and (2024) supported this by asserting that well-structured INSETs significantly improve teaching performance and instructional planning. Timbal et al. (2024) further noted that INSETs tailored to classroom realities enhance teacher confidence and efficacy. These findings affirm the need to maintain and improve INSET programs that respond directly to the challenges faced by educators in the classroom.

In terms of Collaborative Expertise Sessions (CES), the average weighted mean was 4.44, still falling under Strongly Agree. Teachers affirmed the value of discussing learning gaps with school leaders, receiving feedback, and engaging in peer mentoring. However, the slightly lower rating on peer mentoring (4.16) suggests room for improvement in this area. Effective collaboration among educators requires not only open dialogue but also formal structures to guide the process. Heikkinen et al. (2020) noted that peer mentoring remains underutilized due to time constraints and the absence of structured models. However, when effectively implemented, Heikkinen et al. (2020) found that CES contributes to better lesson planning and classroom delivery. Meng (2023) also emphasized that regular peer collaboration fosters reflective teaching practices, leading to continuous instructional

improvement.

Moreover, the implementation of Individual Performance Commitment and Review Form (IPCRF)-related activities received a strong rating with an average weighted mean of 4.48. Teachers agreed that classroom observations, performance feedback, and post-evaluation processes are carried out effectively. These elements are essential for fostering accountability and supporting professional development. Criss et al. (2024) highlighted that when performance reviews are complemented with coaching, teachers gain clearer insights into how to improve their instruction. Similarly, Cadag (2024) emphasized that a well-structured IPCRF process encourages teachers to focus on growth areas and align their practices with standards. Gentry (2021) added that tying performance assessments with customized development plans enhances both teacher performance and student outcomes.

Lastly, other academic practices such as applying research findings, developing instructional strategies, and addressing teaching challenges also scored highly, with an average weighted mean of 4.49. Teachers acknowledged that these practices helped enhance professional responsibilities and encouraged innovation. These results align with Cong-Lem (2021), who found that integrating research into teaching promotes teacher agency and effectiveness. Radhakrishnan (2020) likewise observed that research-based programs empower educators to identify instructional gaps and design effective solutions. Hakimi et al. (2024) further affirmed that fostering research utilization in teaching contributes to evidence-based decision-making and policy improvement.

In summary, the high ratings across all academic practices indicate that teachers in Carrascal's Senior High Schools are actively engaged in professional development and collaborative processes. These findings underscore the value of creating a culture of continuous learning and shared accountability. As Lipscombe et al. (2020) noted, the key to sustained student improvement lies in the professional growth of teachers supported by effective systems and collaborative leadership.

Table 3 - Perception on the Effect of Academic Practices to Improve Learners' Achievement

Item Statements	Weighted Mean	Adjectival Rating
Mean Percentage Score		
1. Summative assessment results indicate consistent student progress over time.	4.32	Strongly Agree
2. Learners are achieving high levels of academic performance on standardized tests.	3.88	Agree
3. Students are demonstrating significant progress in academic achievement.	4.02	Agree
4. Teaching strategies are aligned with the instructional materials used in class to strengthen student understanding.	4.42	Strongly Agree
5. Instructional methods significantly impact students' MPS.	4.24	Strongly Agree
Mean	**4.18**	**Agree**
Proficiency Level		
1. A majority of learners demonstrate confidence in solving conceptual and real-life problems.	3.66	Agree
2. Learners can clearly express their thoughts in oral and written forms.	3.72	Agree
3. Students can read and comprehend complex texts.	3.52	Agree
4. Students can understand scientific and logical concepts.	3.64	Agree
5. Students show mastery of the lessons presented in the class.	3.70	Agree
Mean	**3.65**	**Agree**
Overall Weighted Mean	**3.92**	**Agree**

The overall weighted mean of 3.92 indicates that teachers generally agree that academic practices positively influence learner achievement, particularly in terms of mean percentage score (MPS) and proficiency level. While some indicators received strongly agree ratings, others were slightly lower, suggesting that while academic practices are making a difference, there is still room for enhancement, particularly in higher-order thinking and language comprehension.

The subcategory on mean percentage score had a mean of 4.18, indicating that academic practices are perceived to have a favorable effect on learner performance in assessments. Specifically, the statement "Teaching strategies are aligned with instructional materials used in class to strengthen student understanding" received the highest rating (4.42, Strongly Agree). This aligns with constructivist teaching models, which emphasize alignment between teaching methods, learning materials, and assessments to maximize understanding (Meng, 2023).

The perception that "instructional methods significantly impact students' MPS" (4.24) supports research by Darling-Hammond (2022), which highlighted that consistent use of structured instructional strategies leads to measurable gains in student achievement. Meanwhile, teachers also noted that "summative assessment results indicate consistent student progress" (4.32), which suggests that formative and summative evaluation cycles are being effectively implemented. Gardner et al. (2023) assert that assessment for learning, when integrated with effective teaching, results in better student performance over time.

However, slightly lower scores were seen in items like "learners are achieving high levels on standardized tests" (3.88) and "students are demonstrating significant progress in academic achievement" (4.02). This indicates that while internal assessments show progress, performance on national or standardized tests may still be an area needing attention. Schueler et al. (2022) noted a similar gap in public schools, where classroom performance improved, but national assessments showed only moderate gains. This suggests the need for diagnostic analysis and targeted interventions to close this gap between classroom achievement and standardized expectations.

For the proficiency level category, the mean score of 3.65 indicates agreement but also highlights moderate perception levels, suggesting concerns

in learners' deeper understanding and skill application. The statement "students can read and comprehend complex texts" received the lowest score (3.52), indicating a potential literacy challenge. This is consistent with the findings of SEAMEO INNOTECH (2023), which reported that reading comprehension remains one of the most persistent learning gaps among Filipino learners.

Similarly, responses to statements like "students understand scientific and logical concepts" (3.64) and "students can express thoughts in oral and written forms" (3.72) suggest that critical thinking and communication skills still require reinforcement. Termini (2023) found that while surface-level learning may be achieved through traditional teaching, deeper understanding often requires integrated and contextualized teaching approaches such as problem-based learning or inquiry-based instruction.

The relatively modest rating for "learners demonstrating confidence in solving real-life problems" (3.66) points to the need for more application-based learning and contextualized performance tasks. Glazewski and Ertmer (2020) supports the inclusion of real-world problem-solving activities in lesson planning to bridge the gap between theoretical understanding and practical application. 21st-century skills frameworks, such as those promoted by DepEd and UNESCO, also stress the importance of preparing students to transfer classroom knowledge to real-life situations.

4. Conclusion and Recommendations for Future Studies

The study reveals that the senior high school educators and school leaders in Carrascal District are generally young, well-educated, and predominantly female. Their active engagement in academic practices such as Learning Action Cells, In-Service Training, Collaborative Expertise Sessions, and performance evaluations shows a strong commitment to professional growth and instructional improvement. These practices are widely recognized by the respondents as effective in enhancing teaching strategies and ultimately supporting student achievement. However, the findings also suggest a need for stronger leadership development and mentorship programs to guide less experienced teachers and maximize the benefits of collaborative efforts. Future research could explore the impact of targeted leadership training and mentoring initiatives on both novice and experienced teachers, specifically focusing on how these programs influence classroom innovation and learner outcomes. Additionally, investigating barriers and facilitators to peer mentoring within Collaborative Expertise Sessions would provide valuable insights for strengthening collaborative cultures in schools. Studies that incorporate longitudinal data might also reveal how sustained academic practices affect learner achievement over time, offering more comprehensive evidence for policy and program development in similar educational contexts

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