

Encounters of Teachers and Students in the National Learning Camp Using the Lens of the Generative Change Model: An Ethnography and Discourse Analysis

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ABSTRACT

This paper aimed to investigate the experiences of teachers and students during the National Learning Camp (NLC) and determined if it captures the students' needing intervention, and builds the capacity of the teachers using the generative change model. The unstructured questionnaire was used in Focus Group Discussions (FGD) to explore the experiences of teachers and students in the National Learning Camp. Ethnography and discourse analysis were employed in this study through the different encounters such as teacher to teacher, student to student, and teacher to student. The results of the study found that the NLC is a significant educational initiative that aimed to foster professional growth, collaboration, and positive student interactions among teachers and students, introducing new perspectives on student-centered approaches, collaborative learnings, and innovative teaching methods, leading to a shift towards interactive and student-engaging teaching practices. NLC also resulted in enhancing student engagement, collaborative learning experiences, and a supportive classroom environment conducive to academic success. The study concluded and highlighted the transformative impact of the NLC on teachers' professional development, student-centered approaches, student engagement, inclusive classroom environments, promoting positive interactions, deeper learning experiences, and academic success. Findings of this research may serve as a baseline of information for developing a well-structured plan, incorporating gamified instruction, designing classrooms for creativity and experiential learning, providing comprehensive support services, and exploring the impact of NLC on teaching and learning practices.

Keywords: *encounters, ethnography, discourse analysis, generative change model, National Learning Camp*

INTRODUCTION

Learning camps like the National Learning Camp (NLC) are vital for addressing learning loss and promoting comprehensive student growth. Originating from the Department of Education (DepEd) Philippines' proposal, NLC aims to counter learning loss and elevate teacher competence (DepEd, 2024). DepEd introduced NLC as part of the National Learning Recovery Program (NLRP) during the 2022–2023 End-of-School Year (EOSY) break, aligning with the MATATAG Basic

Education Agenda, thereby reinforcing the importance of these camps in educational recovery and development. These camps offer platforms to accelerate social-emotional and academic learning among young learners. Within the NLC framework, students were assigned to Enhancement, Consolidation, or Intervention Camps based on their individual needs, fostering socio-emotional skills, personal growth, and character development in a camp-like environment. Moreover, participation in the NLC was voluntary for teachers eligible for vacation service credits and recognition for their contributions. Despite its voluntary nature, the NLC required teachers to commit additional hours outside regular school hours, highlighting the dedication and effort needed to make the program successful.

Luckner and Pianta (2007) explored teacher-student interactions in the NLC, emphasizing their

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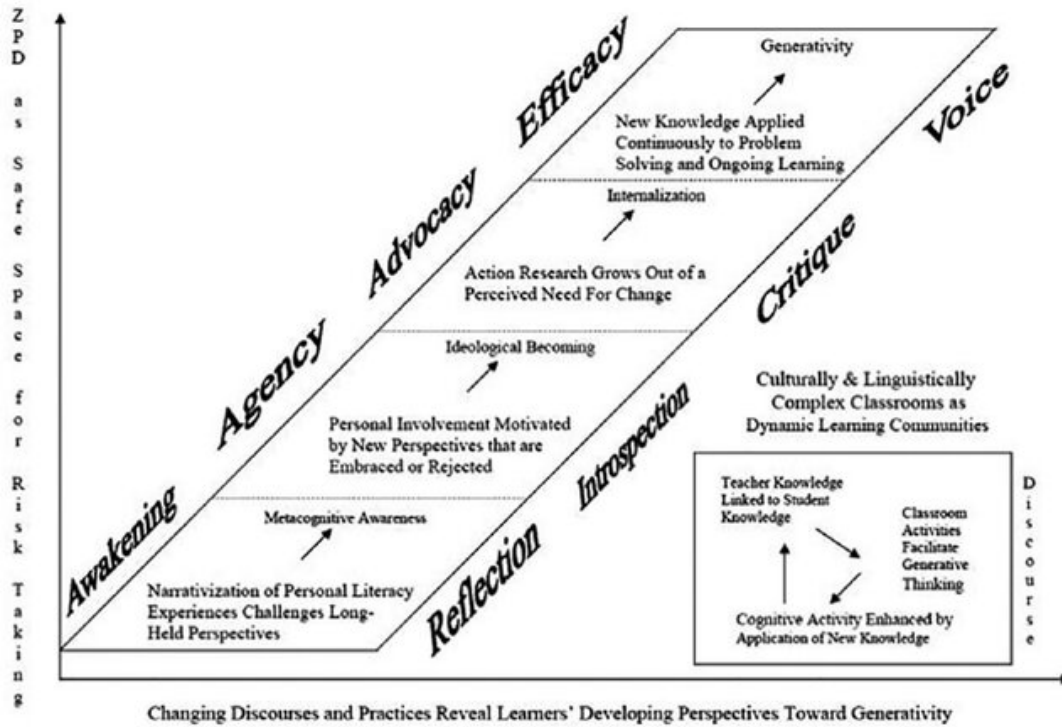


Figure 1. Ball's (2008) Model of Generative Change

significant impact on student engagement, learning outcomes, and social development. Through ethnographic methods and conversational analysis, their study underscored the pivotal role of positive teacher-student relationships in enhancing the overall educational experience and fostering students' academic success.

Subsequently, David et al., (2024) studied the NLC, uncovering favorable experiences among teacher volunteers and the challenges encountered during its implementation. Using qualitative methods, they delved into teacher experiences and student engagement, stressing the importance of numeracy skills for informed decision-making. Such findings paralleled the study of Ozier (2018), highlighting the critical role of learning camps in addressing learning loss and emphasizing their significance in fostering holistic student development.

Within the discourse on NLC, Cooper et al. (2000) introduced a novel perspective by applying the Generative Change Model to analyze teacher-student interactions. This integration bridged educational practice with a theoretical foundation, highlighting the transformative potential inherent in collaborative learning environments. Unlike traditional change models that often rely on top-down directives and hierarchical structures, the Generative Change Model stands out from other change models' distinctive focus on broad participation and self-organizing qualities. This inclusive approach fosters a sense of ownership and empowerment among participants, leading to more

significant commitment and buy-in to the change initiatives.

Upon using the generative change model by Ball (2008), this study went through the dimensions of awakening, agency, advocacy, and efficacy (Figure 1). Awakening helps to understand why teachers and students join the NLC. At the same time, agency focuses on the perspectives developed at NLC, which were embraced or rejected by the teachers and students. Moreover, advocacy tries to identify the actions undertaken based on the new perspectives the teachers and students welcomed as part of the change initiatives in implementing the NLC. Lastly, efficacy discovers the new knowledge drawn and applied in the classroom after voluntarily joining the NLC.

Research by Bushe (2021) underscores the significance of this participatory element in driving successful change within the NLC, where diverse stakeholders play crucial roles in shaping the learning environment. Indeed, the model is pivotal for facilitating rapid and transformative change within contexts like the National Learning Camp (NLC).

As this paper provides valuable insights into teacher-student interactions within educational camps, gaps in the existing knowledge suggest avenues for future research. One such area is exploring the long-term impact of teacher-student interactions facilitated by the Generative Change Model within the NLC. Understanding how these encounters influence immediate learning outcomes, long-term academic

performance, and personal development could provide invaluable insights for educational practitioners and policymakers. Moreover, leveraging the existing body of knowledge, future research could delve deeper into the specific strategies and techniques teachers employ to enhance student engagement and learning within the NLC.

Utilizing methodologies such as the Generative Change Model, ethnography, and discourse analysis offers a robust framework to delve into these dynamic connections and their implications for teaching, learning, and addressing the problem. The NLC, with its diverse educational setting, provides a rich context for investigating the nuanced interactions between teachers

and students. By employing tools like the Generative Change Model, researchers can uncover more profound insights into how these interactions shape the learning experiences of both teachers and students. Ethnographic approaches allow for an in-depth understanding of the cultural dynamics within the camp. At the same time, discourse analysis offers a lens through which to examine the communicative aspects of teacher-student interactions. By closely examining these interactions, this study aimed to investigate the experiences of teachers and students during the NLC by looking into their personal needs that make them voluntarily involved, new perspectives developed, new actions undertaken from these new perspectives; and new

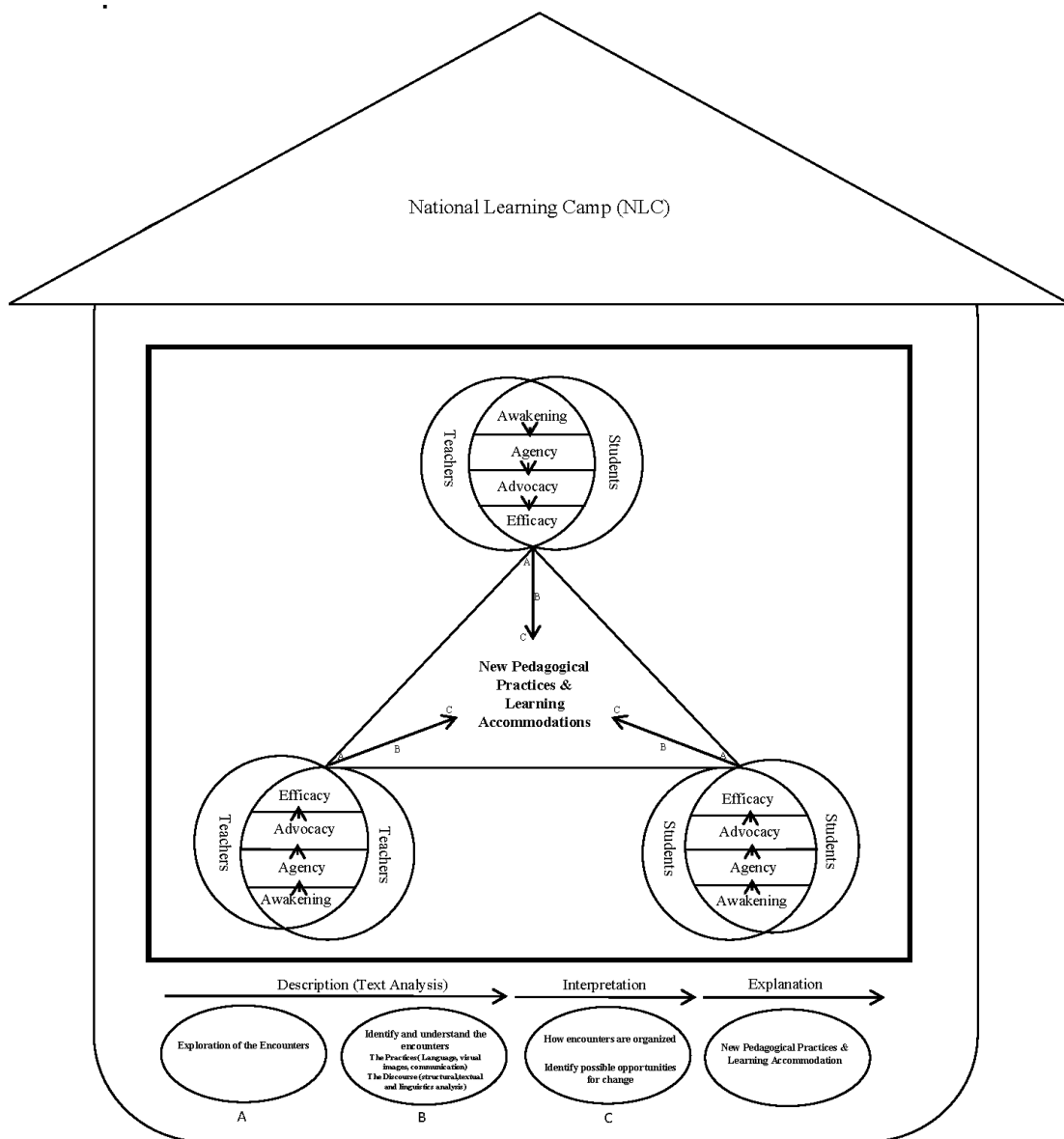


Figure 2. Methodological Framework of the Study

knowledge drawn from the perspectives are applied in the classroom setting. The findings are expected to inform the development of more inclusive and effective learning environments, enhancing educational outcomes for all participants.

METHODOLOGY

Figure 2 illustrates the methodological framework of this study. The house represents the NLC, the program explored in this study. The Venn diagrams depict the three encounters: student-teacher encounter, teacher-teacher encounter, and teacher-student encounter. These three encounters were examined using the lenses of the generative change model to a) awakening that will help to understand the reasons of the participants in joining the NLC; b) agency that will identify the perspectives developed in the NLC that were embraced and rejected by the participants; c) advocacy that will identify the actions undertaken based from the new perspectives that the participants embraced as part of the change initiatives in the implementation of the NLC; and d) efficacy that will find out the new knowledge drawn and applied in the classroom setting after voluntarily joining the NLC.

The data gathered through Focus Group Discussion (FGD) was analyzed using discourse analysis. Discourse analysis systematically studies language use in social contexts to uncover underlying meanings, power dynamics, and social structures embedded within discourse (Gee, 2014). By analyzing the lexico-grammatical and discursive levels of communication among teachers and students in the NLC, researchers can elucidate how language shapes their interactions, perceptions, and identities within the camp setting.

The three arrows pointing to the new perspectives and learning accommodations represent Fairclough's (1992) discourse analysis processes, such as description or text analysis and interpretation. Analyzing the text involves the exploration of the encounters, which is defined by the letter A, followed by identifying and understanding the encounters through the practices and discourse, which is represented by the letter B. Letter C represents the interpretation of how encounters are organized and if there are possible opportunities for change.

Lastly, the framework delves into the genesis of conceptual change in scientific thinking through a sociocultural lens, emphasizing the significance of conversation analysis in elucidating shared cognition and conceptual evolution (Pea, 1993). These methods promote systematic efforts to dissect communication dynamics, laying the groundwork for a deeper exploration of teacher-student interactions within the unique milieu of the national learning camp. The study

also underscores the value of incorporating ethnographic methods and discourse analysis to explore the complexities of teacher-student interactions and their impact on learning outcomes.

RESULTS AND DISCUSSION

Participants' Personal Needs that Make Them Voluntarily Involved in the NLC Program

The first phase of exploring the NLC is awakening. According to Ball (2008), this phase deals with the metacognitive awareness that goes beyond individual cognition to encompass an understanding of the broader social forces that influence learning, decision-making, and problem-solving. In this study, awakening deals with the participants' personal needs, which makes them voluntarily join the NLC. Using the lens of awakening, the researcher discovered the following:

Teacher-to-Teacher Encounters. Table 1A illustrates two prominent themes regarding the personal needs that drive voluntary involvement in the NLC Program, explicitly focusing on Teacher-to-Teacher Encounters. These themes are personal reward and behavioral reward.

Personal reward encompasses lexicon terms such as service credits, great deal, new program, promotion, points, national certificate, and self-satisfaction, as reflected in the statements provided by the participants. As stated by the teachers, "*NLC offers volunteer teachers service credits,*" "*it is a great deal for me considering that I only have four days service credit balances,*" and "*as a volunteer teacher would be a big help for the points.*" On the other hand, behavioral rewards include offering opportunities to engage with learners, share knowledge, gain other learning, need intervention, teach the students, and provide service for learners. The participants expressed sentiments like "*it offers an opportunity to engage with a diverse group of learners,*" "*gaining another learning about different strategies to teach more effectively,*" and "*they need intervention po talaga.*"

Student-to-Student Encounters. Table 1B reveals two emerging themes regarding the personal needs driving voluntary involvement in the NLC Program, specifically on Student-to-Student Encounters. These themes are individual academic growth and academic figures.

As expressed in the participants' statements, individual academic growth is characterized by lexicon terms such as advanced knowledge, additional knowledge, self-improvement, self-discovery, new experiences, and new materials. Examples include "*mas na advanced knowledge ko about dun sa lesson,*" "*madagdagan yung... Kaalaman o knowledge ko,*" and

Table 1. Results of Personal Needs that Make them Voluntarily Involved in the NLC Program

Themes of Encounter	Lexicon Words/Phrases	Type of Generative Change
A. Teacher-to-Teacher		
Personal Reward	service credits, great deal, new program, promotion, points, national certificate, self-satisfaction	Awakening
Behavioral Reward	offers opportunity, engage with learners, share knowledge, gaining another learning, need intervention	
B. Student-to-Student		
Individual Academic Growth	advance knowledge, additional knowledge, self-improvement, self-discovery, new experiences	Awakening
Academic Figures	mother, teacher, classmates	
C. Teacher-to-Student		
Embracing Innovation and Change Desire	new program, new learning, learning materials, learners, learning activities	Awakening
Professional Incentives	meal allowance, service credits	

"para daw mas ma-improve ko yung sarili ko or makilala ko sa sarili ko." Subsequently, academic figures who motivated the participants to join the NLC program include lexicon terms such as mother and teacher. Participants mentioned individuals like "si Mama po" and "yung teacher ko po" as significant influences.

Teacher-to-Student Encounters. Table 1C presents two themes concerning the personal needs driving voluntary involvement in the NLC Program, focusing on Teacher-to-Student Encounters. These themes are embracing innovation and change, as well as professional incentives.

Embracing innovation and change is characterized by lexicon terms: new program, new learning, learning materials, learners, learning activities, and desire, as articulated in the participants' statements. Examples include "Siyempre, new program, new learning. Lahat ng new ay may learning," and "itong mga learning materials na mas makakapag-enhance sa learning activities namin." Conversely, the professional incentive is represented by meal allowance and service credit lexicons. Participants mentioned benefits like "yung

service credit na inooffer ni NLC" and "syempre yung 250 na meal allowance na binibigay nila sa amin."

New Perspectives Developed in the Program that Were Embraced or Rejected

The second phase of exploration focused on the agency. This dimension is the capacity of individuals to take purposeful action to effect transformative change within educational settings and beyond and is described as ideological becoming. In exploring the National Learning Camp, the agency deals with the new perspectives developed and either embraced or rejected by the participants. The following was discovered from the results:

Teacher-to-Teacher Encounters. Table 2A illustrates new perspectives developed in the program, embraced or rejected in Terms of Teacher-to-Teacher Encounters, namely learner-centric pedagogies and unfavorable practices. Learner-centric pedagogies, represented by lexicon terms such as learning enlightenment, different techniques, strategy, skills, fun, engaging, game-based approach, idea, candy or badge, simple starts, collaboration, participation, activities, and team building, were evident in participants' statements. For instance, participants expressed sentiments like "will be sending home these students with so much learning and enlightenment" and "dahil sa fun and engaging activities na inooffer ni NLC." Corollary, and unfavorable practices were identified through phrases and words such as expensive to implement, limited number of participants, and abrupt. Participants cited challenges such as "magastos nga lang po," and "limited number of participants lang ang negative."

Student-to-Student Encounters. Table 2B presents new perspectives developed in the program, embraced or rejected in terms of Student-to-Student Encounters, namely cutting-edge learning experiences and communal learning experiences.

Cutting-edge learning was evident in participants' statements, exemplified by terms such as more interactive, improved skills, advanced knowledge, the introduction of activities, morning exercises, activities, props, improved grades, and easy to learn. For instance, participants expressed sentiments like "mas naenjoy ko po talaga yong interaction naming magkaklase," and "kaya advance yung knowledge ko". On the other hand, the communal learning experience was identified through lexicons like cooperation, groupings, and bonding of friends. Participants cited factors such as "yung cooperation, pag may activities and groupings," and "mas nag-bobonding yong mga magbe-best friend".

Teacher-to-Student Encounters. Table 2C reveals the dimensions of agency within the NLC as evident through three emerging themes: holistic

Table 2. New Perspectives Developed in the Program that were Embraced or Rejected

Themes of Encounter	Lexicon Words/Phrases	Type of Generative Change
A. Teacher-to-Teacher		
Learner-centric Pedagogies	learning enlightenment, different techniques, strategy, skills, fun, engaging, game-based approach, idea, candy or badge, simple stars, collaboration, participate, activities, team building	Agency
Unfavorable Practice	expensive to implement, limited number of participants, abrupt	
B. Student-to-Student		
Cutting-Edge Learning Experience	more interactive, improved skills, advanced knowledge, introduction of activities, morning exercises, activities, props, improved grades	Agency
Communal Learning Experience	cooperation, groupings, bonding of friends	
C. Teacher-to-Student		
Holistic Teaching and Learning Experience	varied activities, motivations, teachers' positive outlook, positive effect, impact	Agency
Solidarity in Learning	group activities, cooperation, close, exercise, yells	

teaching-and-learning experience, solidarity in learning, and non-traditional classroom environment.

The holistic teaching-and-learning experience is represented by words such as varied activities, motivations, teachers' positive outlook, positive effect, and impact. Teachers like Teacher 1 embrace new programs and learning opportunities, demonstrating a positive outlook toward innovation and adaptation. They recognize the value of introducing diverse activities to motivate students and facilitate deeper learning. As Teacher 1 emphasized, "*Nag-motivate sa akin... Siyempre, new program, new learning*".

Furthermore, solidarity in learning is fostered through lexicons, including group activities, cooperation, closeness, exercise, and yells. Engaging in exercises and chants, students express enjoyment and camaraderie, reflecting a shared sense of experience and belonging. This solidarity contributes to a supportive

learning environment where students feel comfortable interacting and collaborating with their peers. As Student 1 mentioned, "*Like kunwari may mga group activities, like atong cooperation po, tapos like nakikipag-close ka sa mga hindi mo ka-close before.*"

The NLC challenges traditional classroom norms by providing a non-traditional environment, which was described by lexicon words such as classroom set-up, tent, fairyland, butterflies, tables, and pillows. These unconventional setups stimulate students' imagination and curiosity, encouraging them to explore and engage with their surroundings actively. The NLC creates an atmosphere conducive to creativity, exploration, and experiential learning by breaking away from traditional classroom structures. As Teacher 1 described, "*Yun yung maganda, yun yung mas nagustuhan ninyo, mas nagustuhan ninyo yung design ng ganon kesa sa regular.*"

New Actions Undertaken from These New Perspectives

Advocacy is the third phase in the exploration. Ball described this as the internalization phase, which refers to the process by which individuals and communities internalize and embody the principles, values, and goals of transformative change and social justice. In the context of NLC, advocacy is the new actions that have been undertaken from these new perspectives that were embraced as part of the change initiatives. The following discussions introduced the results for this phase:

Teacher-to-Teacher Encounters. Table 3A presents the context of advocacy in generative change in teaching, revolving around the theme of igniting the passion for education among teachers and learners. It involved phrases such as providing reading/learning materials, considering the competencies, adjusting according to the learners' needs, sparking the learners' interest, developing a positive attitude of learners, changing the classroom setting, setting up a park/garden, tent, relaxing area in a classroom, bonding, possessing positive energy, became more dedicated, encouraging learners to recite and developing confidence.

Teachers voiced their commitment to providing reading and learning materials, ensuring access to educational resources that support students' learning journeys. As one teacher expressed, "*Yung mga bata na engaged doon sa NLC. Parang nagkaroon na sila ng self-confidence na mag-interact and mag-cooperate*". Moreover, changing the classroom setting to include parks, gardens, tents, and relaxing areas promotes a welcoming and inspiring atmosphere where students feel valued and encouraged to participate actively. As another teacher noted, "*Kasi nga, yung set-up namin, halimbawa, mag-picture-picture sila. Iba-iba yung setting namin*". This demonstrates educators' innovative

Table 3. Results of New Actions Undertaken from These New Perspectives that were Embraced as Part of the Change Initiatives

Themes of Encounter	Lexicon Words/Phrases	Type of Generative Change
A. Teacher-to-Teacher		
Igniting the Passion for Teaching	providing reading/ learning materials, considering the competencies, adjusting according to the learners' needs, sparking the learners' interest, developing positive attitude of learners, changing the classroom setting, setting up a park/ garden, tent, relaxing area in a classroom, bonding, possessing positive energy, became more dedicated, encouraging learners to recite, developing confidence	Advocacy
B. Student-to-Student		
Undergoing Transformative Learning	recites more, less pressured, less stressful, improve, impact, change, advance	Advocacy
Bringing Authentic Learning	life lesson, self-improvement, abilities, future	
C. Teacher-to-Student		
Unleashing Learners Potential	adapt, helpful, motivate, participate, self-improvement, interest, focus	Advocacy

approaches to creating environments that promote engagement and enthusiasm for learning.

Student-to-Student Encounters. Table 3B highlights a shift towards a more empowered and less pressured learning experience. Students recite more, less pressured, less stressed, improve, impact, change, and advance are the lexicon words that consist of the emerging theme of undergoing transformative learning. As one student expressed, "*Opo, kasi, like, mas lalong nag-less yung pressure kasi mas lalong naka-close namin yung mga teachers sa NLC.*" Bringing authentic learning experiences into the classroom emphasizes the importance of lexicon words such as life lessons, fostering self-improvement, abilities, and future. As one teacher noted, "*Magkakaroon sila ng more interest,*

focus, at yung kanilang engagement sa learning ay mas ma-improve."

Teacher-to-Student Encounters. Table 3C presents advocacy as a generative change initiative centered on unleashing learners' potential by fostering an environment conducive to growth and development. This emerging theme involves lexicons like adapt, helpful, motivate, participate, self-improvement, interest, and focus. One teacher mentioned, "*Kasi nga po dahil sa positive po yung effect and impact ng NLC, kaya embrace ko siya sa aking mga regular class para po ma-feel din nila.*" Furthermore, by creating a supportive and stimulating environment, educators empower students to channel their interests and energies toward meaningful learning experiences. As one student expressed, "*Mas lalong nag-less yung pressure kasi mas lalong naka-close namin yung mga teachers sa NLC.*"

New Knowledge Drawn from the Perspectives Applied in the Classroom Setting

Lastly, efficacy is the final phase in the generative change model. Ball defined this phase as the generativity phase, where individuals and communities can apply their newfound knowledge, skills, and values creatively and innovatively to address complex educational challenges and promote transformative change. However, in the context of NLC, efficacy deals with the new actions undertaken by the participants from the new perspectives embraced as part of the change initiatives. The following are the discussions of the results:

Teacher-to-Teacher Encounters. Table 4A focuses on enhancing the effectiveness of instruction through various strategies aimed at maximizing student learning outcomes. One key theme is the integration of gamified instruction, which involves incorporating elements of game-based learning into the curriculum to make learning more engaging and interactive. This theme includes lexicon words such as more varied activities, readiness of learning materials, game-based learning, more vocabulary exercises, group activities, experiential learning, award system, badge of points, positive change, and collaborative expertise. As one teacher mentioned, "*Iba-ibang classroom settings namin.*" Such a statement shows students' diverse learning preferences and abilities. Additionally, ensuring the readiness of learning materials is crucial for facilitating gamified instruction, as stated by another teacher, "*Kasi masyadong marami pong reading activities doon na hindi namin natatapos in one session.*" Moreover, fostering well-rounded instruction involves phrases like implementing psychosocial strategies, developing reading skills and comprehension, setting the students' mood, beaming positive energy, developing students' confidence, and sharing of knowledge. Setting the students' mood and

Table 4. Results of New Knowledge Drawn from the Perspectives are Applied in the Classroom Setting

Themes of Encounter	Lexicon Words/Phrases	Type of Generative Change
A. Teacher-to-Teacher		
Integrating Gamified Instruction	more varied activities, readiness of learning materials, game-based learning, more vocabulary, exercises, group activities, experiential learning, award system, badge of points, positive change, collaborative expertise	Efficacy
Fostering Well-rounded Instruction	implementing psycho-social, developing reading skill and comprehension, setting the students' mood, beaming positive energy, developing students' confidence	
B. Student-to-Student		
Valuing Basic Mathematical and Proficiency Skill	higher grade, enhancement of comprehension, additional knowledge, improve communication skill, problem solving, advance	Efficacy
Looking Forward to Collaborative Experience	close, classmates, group activities	
C. Teacher-to-Student		
Fostering Cooperative Learning	groupings, cooperate, friendship, bonding moment, close, interact	Efficacy
Strengthening Deep Learning	Less pressured, varied activities, advanced learning, more interested, more motivated, goal-oriented, opportunity, game-based learning, competencies, enhanced comprehension, better understanding, advanced teaching, engage	
Enriching Psychosocial Aspect	self-enhancement, self-improvement, classroom atmosphere, comfortable with students, self-confidence, comfortable with teacher	

beaming positive energy into the classroom is essential to fostering a conducive learning atmosphere. One teacher highlighted the importance of a positive outlook, "So, wala na talaga ang interest na matuto pa sila. So, kailangan talaga ang teacher magiging masaya."

Furthermore, developing students' confidence and promoting knowledge sharing are critical components of efficacy-driven instruction. These factors involve implementing collaborative expertise among teachers to exchange ideas and best practices for enhancing student learning outcomes. As one student expressed, "Mas lalong naging active, Sir. Kasi like, comfortable na kami sa mga teachers na tumuro sa NLC." This comfort and trust in teachers contribute to a positive learning environment where students feel empowered to take ownership of their learning and actively engage in classroom activities.

Student-to-Student Encounters. Table 4B emphasizes the importance of valuing basic mathematical and proficiency skills, aiming for a deeper understanding and application of fundamental concepts. This theme involves phrases and terms like striving for higher grades, enhancement of comprehension, additional knowledge, improving communication skills, problem-solving, and advancement, as mentioned by a student who expressed, "Mas lalong nag-improve ang aming sarili," indicating an enhancement in academic performance. Furthermore, the development of problem-solving abilities and advancement in mathematical proficiency are critical outcomes of efficacy-driven instruction, as highlighted by another student who noted, "Mas naging madali yung solving ko kasi advanced ko yung pag-tuturo ni ma'am Glo."

Looking forward to collaborative experiences is another theme yielded from the data analysis. Students engage closely with their classmates through group activities and cooperative learning opportunities represented by the lexicons such as close, classmates, and group activities. One student mentioned, "Mas lalong naging active, Sir. Kasi like, comfortable na kami sa mga teachers na tumuro sa NLC," indicating a positive shift in student engagement and participation facilitated by collaborative experiences.

Teacher-to-Student Encounters. Table 4C presents the theme of fostering cooperative learning environments, emphasizing collaborative learning experiences where students work together in groups, cooperate, form friendships, and bonding moments, representing the six lexicon words, including close and interact. These interactions facilitate meaningful connections among students and create bonding moments that result in a positive classroom atmosphere. As one student mentioned, "Mas lalong naging active, Sir. Kasi like, comfortable na kami sa mga teachers na tumuro sa NLC", suggesting the positive impact of

cooperative learning on student engagement and social dynamics.

Another significant theme is the strengthening of deep learning experiences. Words like less pressure, varied activities, advanced learning, more interested, more motivated, goal-oriented, opportunity, game-based learning, competencies, enhanced comprehension, better understanding, advanced teaching, and engagement represent the unfolded theme. Through efficacy-driven instruction, students experience less pressure and engage in varied activities that promote advanced learning. They become more interested and motivated, with a clear focus on goal-oriented learning. Opportunities for game-based learning and the consideration of competencies lead to enhanced comprehension and a better understanding of the subject matter. As one student expressed, "*Mas lalong nag-improve aming sarili. Makipag-communicate sa iba lalo po during discussion*", highlighting the positive impact of deep learning on student academic performance and self-enhancement.

Furthermore, NLC prioritizes enriching psychosocial aspects that create a comfortable classroom atmosphere for both teachers and students, fosters self-enhancement and self-improvement, and self-confidence, represented by the lexicon words including classroom atmosphere, comfortable with students and comfortable with the teacher. This comfort level encourages students to express themselves more freely and share their thoughts and ideas, contributing to their overall well-being and academic growth. As one student mentioned, "*Mas naging madali yung solving ko kasi advanced ko yung pag-tuturo ni ma'am Glo*," indicating the positive impact of a supportive classroom environment on student confidence and academic success.

Personal needs refer to why they joined the NLC, such as personal rewards, behavioral rewards, individual academic growth, academic figures, embracing innovation and change, and professional incentives under awakening. Participants join the NLC for various reasons. These include personal rewards like service credits and national certificates crucial for career advancement and behavioral rewards from engaging with students and sharing knowledge, reinforcing teachers' passion for education. Students seek individual academic growth, pursuing advanced knowledge and skills for self-improvement. The encouragement from key figures such as mothers, teachers, and classmates, also motivates their participation. Additionally, the NLC's embrace of innovation and new methodologies supports personal and professional growth, while practical incentives like meal allowances and additional service credits further attract teachers to the program. This stage reflects the foundational aspirations that

propel individuals to engage in the NLC, setting the stage for subsequent transformations.

Subsequently, participants navigate the stage of agency that shows the perspectives that have been developed in NLC were embraced or rejected by the teachers and students. It shows that the learner-centric pedagogies, unfavorable practice, cutting-edge learning experience, communal learning experience, holistic teaching and learning experience, solidarity in education, and non-traditional environment are the new perspectives developed and embraced by the participants of NLC, all of which enhance personalization, collaboration, and overall development. However, some unfavorable practices were rejected, such as abrupt implementation and financial burdens on teachers. While the NLC fosters progressive educational perspectives, these challenges highlight the need for improvements to ensure a more supportive and sustainable learning environment. These signal a shift towards more student-centered and innovative practices. Several key themes emerged in the efficacy stage within the NLC study, reflecting the program's impact on teaching and learning practices. These themes include integrating gamified instruction to enhance engagement, fostering well-rounded instruction that nurtures emotional, social, and physical development, and valuing basic mathematical proficiency skills to build a solid foundational understanding. Collaborative and cooperative learning emphasizes teamwork and communication, while deep learning promotes critical thinking and knowledge application. Enriching psychosocial aspects focuses on emotional and social well-being. Collectively, these themes illustrate the NLC's commitment to creating an engaging, holistic, and effective educational environment that prepares students for future success.

Lastly, new actions were undertaken in the advocacy to promote positive change in educational contexts, focusing on key initiatives. These include igniting the passion for teaching by inspiring educators through professional growth and collaboration, undergoing transformative learning to reshape mindsets and practices, bringing authentic learning into classrooms by connecting lessons to real-world contexts, and unleashing learners' potential by nurturing their unique abilities in a supportive environment. These initiatives demonstrate a commitment to enhancing the educational experience, fostering meaningful learning, and supporting the growth of both teachers and students. The advocacy and efficacy stages are switched based on the participants' responses. The perceived need for change emerged after they applied their new knowledge via the NLC program. This application was based on their newly developed perspectives, leading them to recognize the need for change. As observed, teachers needed to experience the effectiveness of the NLC first.

Once they recognized its effectiveness, their passion for teaching was reignited.

Consequently, the generative change process concluded with advocacy, while efficacy, or the application of new knowledge, came before the perceived need for change. Thus, the responses indicate that the end of the generative change process is marked by advocacy, with efficacy preceding the perceived need for change. As per the encounter among participants in this study, generative change in the last two stages shifts differently.

CONCLUSION

The study focused on identifying the meaningful experiences that teachers and students derived from voluntarily engaging in NLC, examining personal needs for involvement, developing new perspectives, undertaking new actions, and applying new knowledge in various teacher-student, teacher-teacher, and student-student encounters. Throughout the FGD, there was a sense of enthusiasm and commitment among both teachers and students to share their experiences towards voluntarily participating in the NLC. Teachers expressed a desire for professional growth and collaboration, while students appreciated the NL camp's interactive and supportive learning environment.

The NLC catalyzed change, encouraging teachers to adopt student-centered approaches, collaborative learning strategies, and innovative teaching methods. These shifts in practice enhanced student engagement and learning outcomes and contributed to the development of a supportive classroom environment. However, there are claims that the NLC does not capture the students needing intervention and deprives teachers of their time to rest. It also plays a crucial role in addressing teachers' personal and professional needs, fostering collaboration, and promoting innovative teaching and learning practices. The camp serves as a platform for developing new perspectives and actions, which are applied in the classroom setting to enhance teacher-student, teacher-teacher, and student-student encounters. The NLC offers the students an intervention, and teachers benefit from joining the NLC even though they are deprived of time to rest.

It is suggested that one may continue exploring the impact of the NLC on teaching and learning practices in the following implementation, as well as identify ways to sustain and scale the positive outcomes observed in the study. Further research could focus on examining the long-term effects of the NLC on teacher and student outcomes and the potential for adapting similar models in other educational contexts.

AUTHORS' CONTRIBUTIONS

R.V. is the lead researcher who conceptualized and led the study. R.P. is the researcher's adviser who helped and guided him throughout the study.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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