



Innovative Pedagogical Practices for Classroom Advancement in Primary Education: A Qualitative Exploration of Teachers' Experiences

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Abstract :

This study aimed to explore how teachers experience, interpret, and implement innovative pedagogical practices to enhance learning quality in primary education. A qualitative field case study was conducted at Madrasah using purposive sampling to recruit experienced classroom teachers. Data were collected from January to March 2026 through semi-structured interviews, classroom observations, document analysis, and supporting literature. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings revealed three interconnected themes: Teacher Agency and Reflective Practice, Learner-Centered Instruction through Contextual Adaptation, and Collaborative Professional Learning for Sustainable Innovation. Teachers continuously reconstructed instructional practices through reflective decision-making, adapted learning activities to students' diverse needs, and strengthened innovation through collaborative professional dialogue. These findings demonstrate that pedagogical innovation is a reflective, contextual, and socially constructed process rather than implementing predetermined instructional models. The study concludes that sustainable classroom innovation depends on empowering teachers as reflective professionals, adaptive instructional designers, and collaborative knowledge creators. The findings contribute to advancing the theoretical understanding of pedagogical innovation and teacher agency globally.

INTRODUCTION

Primary education represents the most critical stage of lifelong learning because it establishes the cognitive, social, emotional, and moral foundations that shape children's future educational trajectories and participation in society (Shih, 2024). As contemporary societies become increasingly influenced by digital transformation, globalization, and rapidly changing workforce demands, schools are expected to cultivate learners who are creative, collaborative, critical, communicative, and capable of solving complex problems rather than merely reproducing factual knowledge (Lucas, 2023). These expectations have

transformed the role of primary teachers from transmitters of curriculum content into facilitators of meaningful learning experiences that promote adaptability and lifelong learning (Isser et al., 2024; Valle-Muñoz et al., 2025; Basofitrah et al., 2026). Evidence from international educational reforms consistently indicates that high-quality teaching significantly influences students' academic achievement and holistic development (Mwinsa & Dagada, 2025). Therefore, understanding how innovative pedagogical practices are constructed and sustained in primary classrooms has become essential for strengthening educational quality and ensuring that schools remain responsive to evolving societal needs.

Despite broad recognition of innovative pedagogy as a cornerstone of educational improvement, many primary schools continue to experience difficulties in translating policy aspirations into effective classroom practice. Teacher-centered instruction, standardized assessment, limited student participation, and insufficient instructional differentiation remain prevalent in numerous educational settings, reducing opportunities for active learning and higher-order thinking development (Sánchez-García & Reyes-de-Cózar, 2025). These pedagogical limitations are further intensified by institutional challenges, including rigid curriculum structures, inadequate professional development, insufficient instructional resources, increasing administrative workloads, and disparities in teachers' digital competence (N. Zhang et al., 2025). Consequently, many teachers struggle to balance curriculum accountability with the need to create engaging, learner-centered environments (Quilabert et al., 2024). Such conditions demonstrate that educational innovation cannot be achieved solely through curriculum reform or technological provision but requires deeper understanding of how teachers adapt instructional practices within complex educational contexts (Samala et al., 2024).

Recent developments in primary education reveal diverse attempts by teachers to respond creatively to classroom challenges through experiential learning, collaborative inquiry, project-based learning, formative assessment, differentiated instruction, and purposeful technology integration (Tu & Creativani, 2025). Rather than implementing innovation through fixed instructional models, teachers frequently modify learning activities according to students' characteristics, classroom dynamics, and available (Yang & Valcke, 2026). Classroom innovation therefore emerges as an ongoing process of reflection, experimentation, and contextual adaptation instead of a predetermined sequence of teaching procedures (Ramdana et al., 2026). Several contemporary case studies indicate that successful innovation is strongly influenced by teachers' professional judgment, collaborative learning communities, and institutional support rather than technological availability alone (DeLuca et al., 2025). These realities suggest that innovative pedagogy is fundamentally shaped by teachers' lived experiences, making qualitative exploration particularly valuable for understanding how instructional advancement develops in authentic primary education settings (Kusumawati et al., 2025).

Existing scholarship has consistently reported positive associations between innovative pedagogical approaches and improved learning outcomes in primary education (Al-Kfairy, 2024). Studies investigating inquiry-based

learning, cooperative learning, project-based learning, problem-based learning, and active learning generally demonstrate increased student engagement, creativity, communication, collaboration, and academic achievement (Mwogosi & Simba, 2025 ; (Al-Kfairy, 2024). Other investigations highlight the importance of formative assessment, reflective teaching, differentiated instruction, and culturally responsive pedagogy in promoting inclusive learning environments that accommodate students' diverse learning needs (O'Leary et al., 2023). Furthermore, research examining educational technology shows that digital platforms can enhance motivation and classroom interaction when integrated through appropriate pedagogical frameworks rather than functioning merely as technological tools (Tafese & Kopp, 2025). Collectively, these studies confirm that innovative pedagogy contributes substantially to educational quality by fostering meaningful learning experiences and supporting students' holistic development across multiple educational dimensions (Abuhassna et al., 2024).

Although previous research has considerably advanced understanding of innovative teaching, several conceptual and methodological limitations remain unresolved (Marougkas et al., 2023). Most existing studies employ quantitative, experimental, or intervention-based designs that emphasize instructional effectiveness while providing limited insight into teachers' pedagogical reasoning, professional reflection, and contextual decision-making processes (Matos et al., 2023). Moreover, many investigations examine individual instructional strategies independently, producing fragmented perspectives that overlook how multiple pedagogical practices interact within authentic classroom environments (Ammar et al., 2024). Teachers are often portrayed as implementers of externally designed innovations rather than active creators of contextually meaningful instructional solutions (Abu-Salih & Alotaibi, 2024). Consequently, current scholarship lacks comprehensive qualitative explanations of how teachers interpret classroom challenges, construct adaptive pedagogical responses, and sustain innovation over time. Addressing this gap is essential for developing a more holistic understanding of pedagogical innovation in primary education (Baitussalam, 2025).

This study advances existing scholarship by conceptualizing innovative pedagogical practice as a socially constructed process emerging from teachers' professional experiences rather than as the application of predetermined instructional models. Adopting a qualitative case study perspective supported by contemporary educational literature, this research integrates teacher agency, reflective practice, learner-centered pedagogy, contextual adaptation, and collaborative professional learning into a unified analytical framework. Unlike previous studies that predominantly evaluate instructional outcomes or compare isolated pedagogical interventions, the present study seeks to explain how teachers continuously negotiate classroom challenges, redesign instructional practices, and transform contextual constraints into opportunities for educational improvement. The novelty of this research therefore lies in its emphasis on teachers' lived experiences as the foundation of sustainable classroom innovation. This perspective extends theoretical discussions concerning pedagogical innovation while offering a comprehensive explanation of how instructional advancement evolves within authentic primary education contexts.

Based on the identified research gap, this study addresses the following

research question: How do teachers experience, interpret, and implement innovative pedagogical practices to advance learning quality in primary education classrooms? Specifically, the study explores how teachers design, adapt, and sustain innovative instructional practices while identifying contextual factors that facilitate or constrain pedagogical innovation. This study argues that innovative pedagogy should be understood as a reflective, contextual, and socially constructed process that develops through teachers' continuous interaction with classroom realities rather than through the implementation of standardized teaching methods. Teachers' professional experiences constitute valuable sources of pedagogical knowledge that explain how educational innovation evolves in everyday practice. Accordingly, the findings are expected to contribute theoretically to teacher agency and pedagogical innovation literature while providing practical recommendations for policymakers, school leaders, teacher educators, and practitioners seeking to strengthen sustainable innovation in primary education.

RESEARCH METHODS

This study employed a qualitative field case study design to explore teachers' lived experiences in implementing innovative pedagogical practices for classroom advancement in primary education. A qualitative approach was considered appropriate because the study sought to understand teachers' perceptions, instructional decision-making, professional reflections, and contextual experiences within authentic classroom settings rather than to examine causal relationships or measure instructional effectiveness statistically. The case study design was selected because it enables an in-depth investigation of a contemporary educational phenomenon within its real-life context, allowing researchers to examine the complex interaction between teachers' instructional practices, classroom dynamics, institutional culture, and contextual influences. This approach generated rich, holistic, and contextually grounded insights into how pedagogical innovation was interpreted, implemented, adapted, and sustained in everyday classroom practice.

The study was conducted at MTs Nurul Jadid, which was purposively selected because it has consistently implemented learner-centered instructional practices and actively encourages pedagogical innovation among teachers. The school was considered an appropriate research setting due to its commitment to creating an innovative learning environment through collaborative teaching, differentiated instruction, project-based learning, formative assessment, and educational technology integration. Participants consisted of classroom teachers selected through purposive sampling based on three criteria: (1) having at least three years of teaching experience in primary education; (2) actively implementing innovative pedagogical approaches in classroom instruction; and (3) being willing to participate voluntarily in the research. These teachers were regarded as information-rich participants capable of providing comprehensive descriptions of their instructional experiences, classroom adaptations, and professional reflections concerning innovative pedagogy.

Data were collected from January to March 2026 using multiple qualitative techniques to ensure comprehensive and credible evidence. Semi-structured interviews were conducted with participating teachers to explore their

instructional experiences, pedagogical beliefs, decision-making processes, professional reflections, and challenges in implementing innovative teaching practices. Classroom observations documented authentic instructional activities, teacher–student interactions, classroom management, learning processes, and instructional adaptations, while field notes captured contextual information. Document analysis examined lesson plans, teaching modules, assessment instruments, curriculum documents, instructional media, and school policies to enrich contextual understanding. Secondary data were obtained through a systematic review of scholarly literature from Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor & Francis Online, and Google Scholar. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), encompassing data condensation, data display, and conclusion drawing/verification. Interview transcripts, observation records, documents, and literature were coded, categorized, and synthesized into themes, displayed through matrices and descriptive narratives, and continuously verified through cross-source comparison and iterative interpretation to produce coherent, credible, and theoretically grounded findings.

RESULTS AND DISCUSSION

Results

Teacher Agency and Reflective Practice

The first theme generated through thematic analysis was Teacher Agency and Reflective Practice as the Foundation of Pedagogical Innovation. Operationally, this finding refers to teachers' capacity to independently make pedagogical decisions, critically reflect on instructional experiences, and continuously adapt teaching strategies to address students' learning needs and classroom contexts. In this study, teacher agency was operationally identified through teachers' ability to modify instructional approaches, select appropriate learning activities, and exercise professional judgment rather than relying solely on prescribed curriculum guidelines. Reflective practice was identified through teachers' systematic evaluation of lesson implementation, analysis of students' learning responses, and continuous refinement of instructional strategies based on classroom experience. Together, these dimensions illustrate that pedagogical innovation emerged as a reflective and context-sensitive process in which teachers actively reconstructed instructional practices to improve learning quality rather than merely adopting externally prescribed teaching methods.

One classroom teacher explained that innovative teaching always began with reflection on students' responses rather than adherence to predetermined lesson plans. Classroom Teacher A: *"Every lesson gives me new information about my students. If they look confused or lose interest, I immediately reconsider my strategy. Sometimes I change the activity during the lesson because what works in one class does not always work in another. Reflection after every lesson helps me decide what should be improved in the next meeting."* This statement indicates that pedagogical decisions were continuously shaped by reflective judgment. Rather than implementing identical instructional procedures across different classes, the teacher interpreted students' participation and comprehension as evidence for modifying instructional strategies. The interview demonstrates that teacher agency was expressed through professional autonomy in adapting learning experiences,

while reflective practice functioned as the mechanism guiding those adaptations.

Another participant emphasized that innovation resulted from continuous experimentation rather than the application of ready-made teaching models. Classroom Teacher B *"I never use a teaching model exactly as described in the handbook. I usually combine different approaches because every class has different characteristics. After trying a strategy, I discuss the results with colleagues and think about what should be changed before using it again."* The interview illustrates that innovation emerged through cycles of experimentation, collegial discussion, and reflective revision. The teacher perceived professional collaboration as an extension of reflective practice that strengthened instructional decision-making. This finding suggests that teacher agency was not exercised individually but was reinforced through collaborative professional learning that enabled teachers to refine instructional innovations according to contextual classroom needs.

Table 1. Interview Findings on Teacher Agency and Reflective Practice

Informant Position	Interview Excerpt	Indicator
Classroom Teacher A	"I immediately reconsider my strategy... Reflection after every lesson helps me decide what should be improved."	Reflective instructional evaluation; adaptive decision-making
Classroom Teacher B	"I combine different approaches... discuss the results with colleagues before using it again."	Teacher agency; collaborative reflection; instructional adaptation

Table 1 demonstrates that teacher agency and reflective practice consistently emerged as interconnected dimensions of pedagogical innovation. Both participants described instructional improvement as a continuous process of evaluating classroom experiences rather than following predetermined teaching procedures. While Teacher A emphasized reflection based on students' learning responses, Teacher B highlighted experimentation and collaborative professional dialogue as mechanisms for refining instructional practices. These accounts indicate that teachers exercised professional autonomy by interpreting classroom evidence and redesigning learning activities according to contextual needs.

Furthermore, the table reveals that reflective practice extended beyond individual self-evaluation to include collaborative knowledge construction among colleagues. Innovation was therefore not portrayed as the adoption of new instructional methods but as an iterative professional learning process involving observation, reflection, experimentation, and adaptation. Collectively, these findings reinforce the interpretation that sustainable pedagogical innovation is fundamentally grounded in teachers' professional agency and reflective capacity.

Learner-Centered Instruction through Contextual Adaptation

The second theme generated through thematic analysis was Learner-Centered Instruction through Contextual Adaptation. Operationally, this finding refers to teachers' ability to design, modify, and implement instructional practices based on students' diverse learning needs, abilities, interests, and classroom contexts. In this study, learner-centered instruction was operationally

identified through teachers' efforts to differentiate learning activities, adjust instructional strategies, reorganize classroom interactions, and provide flexible learning experiences according to students' responses during instruction. Contextual adaptation was reflected in teachers' continuous modification of lesson plans, learning resources, and instructional approaches to accommodate differences in students' readiness, participation, and understanding. These findings indicate that pedagogical innovation was not implemented through standardized teaching procedures but through responsive instructional adaptation that positioned students' learning characteristics as the primary consideration in classroom decision-making.

One classroom teacher emphasized that instructional planning always began with identifying students' individual learning characteristics before selecting appropriate teaching strategies. Classroom Teacher C *"Before preparing a lesson, I first think about my students' abilities. Some students understand quickly, while others need more examples and different activities. Therefore, I rarely teach every class in exactly the same way."* This statement demonstrates that instructional adaptation was embedded within teachers' pedagogical planning. Rather than applying identical lesson designs across different classrooms, the teacher intentionally differentiated instructional activities according to students' learning readiness and academic abilities. The interview indicates that learner-centered instruction emerged from teachers' professional awareness that meaningful learning requires flexibility in instructional planning. From the researcher's perspective, this finding reflects that contextual adaptation functions as an essential mechanism enabling teachers to transform curriculum objectives into learning experiences that accommodate diverse student characteristics.



Figure 1. Conceptual Flow of Learner-Centered Instruction through Contextual Adaptation

The conceptual flow illustrates that learner-centered instruction develops through an iterative process beginning with teachers' identification of students' learning needs. Information gathered from classroom interactions becomes the basis for differentiated lesson planning, followed by the implementation of flexible learning activities that can be modified according to students' responses. Continuous adaptation throughout instruction strengthens students' participation and ultimately contributes to improved learning quality. This process indicates that contextual adaptation is not a separate instructional stage but a continuous pedagogical cycle that enables teachers to maintain meaningful learning experiences in diverse classroom settings.

Classroom observations further supported the interview findings by

revealing that teachers consistently adjusted instructional activities according to students' responses during lessons. Teachers reorganized learning groups when collaborative interaction became less effective, simplified explanations for students experiencing conceptual difficulties, modified questioning techniques to encourage broader participation, and provided additional instructional materials for learners requiring further support. In several classroom sessions, teachers also replaced individual tasks with collaborative activities when students demonstrated higher engagement through peer interaction. These observations indicate that instructional adaptation occurred continuously throughout the learning process rather than only during lesson preparation. The researcher interprets these practices as evidence that learner-centered pedagogy was implemented through responsive instructional decision-making grounded in teachers' ongoing interpretation of classroom dynamics.

Collaborative Professional Learning for Sustainable Innovation

Collaborative Professional Learning for Sustainable Innovation emerged as the third theme generated through thematic analysis. Operationally, this finding refers to teachers' collective efforts to improve instructional quality through continuous professional collaboration, including peer discussion, collaborative lesson planning, sharing teaching experiences, collegial reflection, and ongoing professional learning. In this study, collaborative professional learning was operationally identified through teachers' regular participation in formal and informal discussions concerning classroom challenges, instructional strategies, lesson evaluation, and pedagogical improvement. Rather than developing innovative practices individually, teachers collectively constructed professional knowledge by exchanging experiences, reflecting on instructional implementation, and collaboratively refining learning activities. These findings indicate that sustainable pedagogical innovation was strengthened through a collaborative professional culture in which instructional improvement became a shared responsibility among teachers.

Table 2. Collaborative Professional Learning for Sustainable Innovation

Informant Position	Interview Excerpt	Indicator
Vice Principal for Curriculum	<i>"Teachers regularly discuss classroom challenges after weekly meetings. They exchange teaching ideas and often revise lesson plans together before implementing them in the classroom."</i>	Professional learning communities; collaborative lesson planning; collegial reflection
Classroom Teacher E	<i>"Many of my teaching ideas actually come from discussions with colleagues. After trying a lesson, we evaluate together what worked well and what should be improved."</i>	Peer discussion; sharing teaching experiences; continuous professional development

Table 2 demonstrates that collaborative professional learning functioned as the primary mechanism supporting sustainable pedagogical innovation. Although the two informants described collaboration from different professional perspectives, both emphasized that instructional improvement emerged through continuous interaction among teachers rather than through individual efforts. The Vice Principal for Curriculum highlighted structured collaboration in the

form of weekly meetings where teachers jointly analyzed classroom challenges and revised lesson plans before classroom implementation. This finding indicates that collaboration had become institutionalized within the school's professional culture, enabling teachers to collectively develop instructional solutions and strengthen the consistency of innovative teaching practices.

From the classroom teachers' perspective, collaboration extended beyond formal meetings into continuous professional dialogue grounded in shared instructional experiences. Classroom Teacher E explained that many innovative teaching ideas originated from discussions with colleagues followed by collective evaluation of classroom implementation. This finding suggests that professional knowledge was socially constructed through collegial reflection, experimentation, and mutual feedback rather than acquired solely through formal professional development programs. The researcher interprets that collaborative learning fostered a reflective professional environment in which teachers continuously refined instructional practices based on collective experiences. Consequently, pedagogical innovation became more sustainable because knowledge was distributed across the professional community instead of remaining as individual expertise.

Classroom observations further reinforced these interview findings. Teachers were frequently observed engaging in informal discussions before and after classroom instruction to exchange ideas, review lesson plans, and evaluate students' learning responses. Teaching materials were collaboratively developed and modified according to classroom needs, while experienced teachers actively shared practical strategies with their colleagues. School leaders also facilitated regular collaborative planning sessions and encouraged teachers to reflect collectively on instructional challenges. These observations indicate that collaboration was embedded in everyday professional practice rather than implemented as occasional administrative activities. The researcher interprets that such collaborative routines strengthened teachers' professional confidence, accelerated the dissemination of innovative instructional strategies, and promoted continuous pedagogical improvement across classrooms.

Discussion

The findings demonstrate that teacher agency and reflective practice constitute the principal foundation of pedagogical innovation in primary education (Zha et al., 2025). Teachers consistently exercised professional judgment by evaluating students' classroom responses, modifying instructional strategies, and reflecting on lesson implementation before planning subsequent learning activities (Freires et al., 2025; Yakavets et al., 2022). These findings align with Priestley, Biesta, and Robinson (2015), who argue that teacher agency emerges through interactions among professional competence, contextual conditions, and reflective capacity rather than individual autonomy alone (Borozan et al., 2025; De Jong et al., 2025). Similarly, Schön (1983) emphasizes that reflective practice enables teachers to reconstruct professional knowledge through reflection-in-action and reflection-on-action (J. Zhang et al., 2022). However, unlike previous studies emphasizing professional autonomy, this study reveals that teacher agency was strengthened through continuous

collaboration with colleagues (Shruthi et al., 2025). This finding extends existing theory by positioning collaborative reflection as an essential dimension of teacher agency for sustaining pedagogical innovation (Leung, 2023).

The second finding indicates that learner-centered instruction emerged through teachers' continuous adaptation to students' learning needs, readiness, interests, and classroom participation (Sliwka et al., 2024). Instead of relying on standardized lesson plans, teachers differentiated instructional activities, reorganized classroom interactions, and redesigned learning experiences according to students' responses during lessons. These findings support previous research showing that differentiated instruction and learner-centered pedagogy enhance meaningful learning experiences and student engagement (Dianto et al., 2025; McKie, 2024). Likewise, Tafese and Kopp (2025) argue that instructional effectiveness depends primarily on teachers' pedagogical decisions rather than teaching methods or technologies (Chand, 2023). Nevertheless, this study extends previous literature by demonstrating that contextual adaptation operates as a continuous instructional cycle involving diagnosis, differentiated planning, classroom adjustment, and evaluation, making pedagogical innovation an evidence-based adaptive process.

Another important finding concerns collaborative professional learning as the mechanism sustaining pedagogical innovation over time. Teachers reported that innovative instructional ideas frequently emerged through professional dialogue, collaborative lesson planning, and collegial reflection, while classroom observations confirmed that collaborative discussions had become integrated into daily school routines (Rai, 2025; Romdhon et al., 2024). These findings correspond with studies by Zhang et al. (2021), Meirink et al. (2020), and Harris and Jones (2022), which emphasize that professional learning communities improve instructional quality through knowledge sharing and collective problem-solving (Dilnawaz & Azad, 2025; Erawati & Adnyana, 2024). However, the present study demonstrates that collaboration extends beyond disseminating innovative practices by enabling teachers to collectively reconstruct pedagogical knowledge from authentic classroom experiences. Consequently, innovation develops through socially constructed professional learning supported by collaborative culture and effective instructional leadership.

Collectively, the three themes illustrate that pedagogical innovation represents a dynamic interaction among teacher agency, learner-centered adaptation, and collaborative professional learning. These findings reinforce socio-constructivist perspectives asserting that professional knowledge is continuously constructed through interaction with contextual realities and professional communities rather than acquired solely through formal training (Deng, 2025; Wang & Chen, 2024). This study contributes theoretically by integrating teacher agency, reflective practice, contextual adaptation, and collaborative professionalism into a comprehensive framework explaining sustainable pedagogical innovation in primary education. Unlike previous studies examining these dimensions independently, the findings demonstrate that they function as interconnected and mutually reinforcing processes (Rizqi &

Syafika, 2024). Teacher agency promotes reflective decision-making, reflection informs contextual instructional adaptation, and collaborative learning strengthens the sustainability of innovation through continuous collective professional inquiry.

The practical implications of these findings are significant for educational policy and school improvement. Professional development initiatives should move beyond one-time training toward sustained collaborative learning models incorporating lesson study, peer observation, reflective dialogue, and collaborative instructional planning. School leaders should establish organizational cultures that provide structured opportunities for collegial reflection and instructional experimentation, enabling teachers to respond effectively to diverse student learning needs (Parsinem, 2024; Zorde & Lapidot-Lefler, 2025). Furthermore, policymakers should recognize that sustainable pedagogical innovation cannot be achieved solely through curriculum reform or technological investment but requires strengthening teachers' professional agency and collaborative capacity within authentic school contexts. Accordingly, this study provides practical evidence that lasting improvement in primary education depends on empowering teachers as reflective professionals, adaptive instructional designers, and collaborative knowledge creators.

CONCLUSION

This study demonstrates that sustainable pedagogical innovation in primary education is fundamentally constructed through the interaction of teacher agency, learner-centered instructional adaptation, and collaborative professional learning, rather than through the mere adoption of innovative teaching methods or educational technologies. The most important lesson emerging from this research is that teachers' reflective experiences and contextual decision-making constitute the primary driving forces behind meaningful classroom improvement. By integrating these three interconnected dimensions into a single qualitative framework, this study contributes to educational scholarship by extending existing perspectives on pedagogical innovation and providing a more comprehensive explanation of how innovation evolves within authentic classroom contexts. Nevertheless, this research is limited by its focus on a single case study involving a specific primary school, which may restrict the transferability of the findings to different educational settings. Future studies are therefore encouraged to investigate diverse schools and educational systems, incorporate multiple stakeholder perspectives, and employ comparative or longitudinal qualitative designs to examine how pedagogical innovation develops across varying institutional, cultural, and policy contexts over time.

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