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### Equity, Diversity, and Inclusive Innovation in the Global Challenge and Commitment to Educational System

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#### Abstract

The study explores the promotion of equity, diversity, and inclusive innovation in the global challenge and commitment to the educational system.

Mixed methods are employed through Focus Group Discussion that resulted for both quantitative and qualitative research design. The study comprised One Hundred Fifty (150) respondents only.

Results show that the extent of equity, diversity, and inclusive innovation in the global challenge and commitment of the educational system discusses the need of developing holistic approach to curriculum and learning materials in a classroom set-up process, curriculum and learning materials show to design based on the existing implementation utilization and approach on equity, diversity, and inclusive core principles of intensive English program, classroom culture shows to create a safe space for teachers to encourage and confront stereotypes, challenge

biases, and experiences of students in the educational system, collaboration of learning shows to involve the process of teaching learning to encourage students to share their thoughts, knowledge, ideas, and experiences in the class discussion, academic support shows to create inclusive classroom to reflect various equity, diversity, and inclusive education for students in teaching and learning collaboration, inclusive pedagogy shows to encourage open dialogue for students to create better teaching and learning on equity, diversity, and inclusive innovation in the educational practice and process, policy framework shows to provide holistic framework in the equity, diversity, and inclusive educational innovation and commitment to teaching practices, and digital framework shows to set principles for equity, diversity, and inclusive digital framework, policy recommendation, and guidelines to bridge advanced technology in teaching.

**Keywords:** Equity, Diversity and Inclusive Educational System, Innovation of Educational System, and Global Change and Commitment to Educational System

#### Introduction

The importance of equity, diversity, and inclusive innovation in the classroom setting improves the learning and teaching process. Individual learner enriches creatively the ability to think critically as they engage various activities in the educational system. It embraces the attitude of the learners ability in the school performance and output system. It is based on the perceived challenges and issues in the leadership function of the school organization and system (Mallillin, *et al.* 2023, pp. 1249-1266)<sup>[17]</sup>. It provides concrete theory to address the issues to improve the educational management equity, diversity, and inclusive innovation of global change in the school organization. It explains the process of the significant aspect of equity, diversity, and

inclusive innovation in the educational setting and commitment to global change in teaching and learning (Diş, & Demirkasımoğlu, 2024, pp. 1-12) <sup>[10]</sup>. It emphasizes the traits and behaviors in the equity, diversity, and inclusive innovation of educational leadership to boost innovation of teaching, addresses behavior of students, classroom management and learning, performance of students, and school approach in the global commitment to change in the school system (Mallillin, & Caday, n.d.) <sup>[18]</sup>. Also, the importance of equity, diversity, and inclusive innovation of education in a global change and commitment is concerned on the academic performance and practice in the educational management system. It is the process of directing the school activities, organizing, learning, controlling, planning, and coordinating to accomplish the objectives and goals of equity, diversity, and inclusive educational innovation system. It helps in implementing effective equity, diversity, and inclusive educational innovation management. It is capable of effective teaching and learning for the cognitive process of students as centers of learning (Mallillin, & Caranguian, 2023, pp. 131-141) <sup>[22]</sup>.

On the other hand, the need for equity, diversity, and inclusiveness in the educational system and innovation to overcome issues and commitment in the school organization. It provides a better outcome in the academic performance of students as centers of learning. It provides emphasis for equity, diversity and inclusive education at present. It helps to focus on the educational system based on the needs of students (Dirsa, 2024, pp. 137-146) <sup>[9]</sup>. It provides input to equity, diversity, and inclusive innovation in the management practice of the educational system. It identifies the function of educational leaders in terms of the process of equity, diversity, and inclusive innovation for a global change and commitment in the educational management system based on competency skills and performance level of the lecturers to the fullest (Mallillin, & Mallillin, 2019) <sup>[24]</sup>. It includes the responsibility of educational innovation to determine equity, diversity, and inclusive innovation for a global change and commitment in the educational system (Mallillin, *et al.* 2024) <sup>[20]</sup>. Yet, the need for equity, diversity, and inclusiveness in the educational system and innovation is essential in the leadership mechanism and management system in education. It is vital in the management function to direct global change and efficiency in equity, diversity, and inclusive innovation and commitment in teaching and learning. It helps in the improvement and goals of equity, diversity, and inclusive innovation and commitment in the educational function and management process (Castelino, & Shinde, 2023, pp. 62-89) <sup>[7]</sup>. It guides to motivate the realization of equity, diversity, and inclusive innovation for the mission of the system in the school organization. It contributes to the role of the educational system and mechanism in the global change for innovation and commitment to organizational equity, diversity, and inclusive teaching and learning (Mallillin, 2022).

Furthermore, the issues and gaps in equity, diversity, and inclusive education prevent the challenges in the educational system and commitment among individual teachers since teaching is a noble profession. It addresses the gaps, issues, and barriers to the school system. It must prioritize the communication and collaborative process in the advanced technology of teaching and learning (Almufarreh, & Arshad, 2023) <sup>[3]</sup>. This includes the regular meeting and feedback

among the teachers, students, and staff who are involved in the process of decision-making and problem solving. It aims to navigate the organizational contest in a global change and commitment to educational equity, diversity, and inclusive process implementation and readiness (Mallillin, *et al.* 2020). It becomes a prospective tool in the management and integration of educational leadership innovation to address the issues and gaps for equity, diversity, and inclusive education. It explores how to adopt different situations for the global change and commitment to address equity, diversity, and inclusive education (Mallillin, *et al.* n.d.). Furthermore, it examines the issues and gaps in equity, diversity, and inclusive education intervention in teaching and learning commitment and implementation of educational settings such as student performance, learning activities, direct instructions, learning reflection, and student interest knowledge integration (Mallillin, *et al.* 2020). It identifies the teacher theory model and contribution in adapting teaching and learning processes in the educational system as to resourcefulness, effectiveness, honesty, creativity, adaptability, enthusiasm, and talent for equity, diversity, and inclusive system process and implementation. The issues and gaps for equity, diversity, and inclusive educational system and global change and commitment in teaching and learning encourage sincerity and open communication for teachers in sharing their opinion and knowledge in the classroom to provide reflection in learning and understanding (Mallillin, 2022, pp. 99-121) <sup>[16]</sup>.

Indeed, the development of curriculum in the educational system as to equity, diversity, and inclusive innovation implements culturally the practice and teaching response. It prioritizes addressing equity, diversity, and inclusiveness for the barriers and system in the educational organization. It creates an inclusive learning environment to support the success and failure of students. It identifies the professional development system and contribution of the skills and theory for teachers' approach in quality education as to equity, diversity, and inclusive global change and commitment innovation. It focuses on the different theories as to reflection theory, effectiveness theory skills, implementation theory skills, observed model theory skills, standard theory skills, and acquiring knowledge theory skills. It examines the outcome performance of teachers and their recognition of their job favorable performance as the noblest profession in molding and shaping the future of young minds. A professional development enjoys the process of teaching and learning for equity, diversity, and inclusive innovation and commitment in the educational system (Mallillin, & Laurel, 2022) <sup>[23]</sup>. Finally, the development of curriculum in the educational system as to equity, diversity, and inclusive innovation to examine the learning theory practice support in the educational organization as to learning process and task accomplishment. It shows that theory learning structure on equity, diversity, and inclusive innovation structure provides opportunity in teaching and learning. It provides students to solve issues in the educational system and process, decision-making, and solves issues on the task in the curriculum development as to process of learning, thoughts for better outcome, idea, and information. It engages the learning process and clear instruction to engage in competency activity in teaching and learning. It implements active learning for students improvement to explore equity, diversity, and inclusive innovation (Mallillin, n.d.).

**Research Questions**

1. What is the extent of equity, diversity, and inclusive innovation in the global challenge and commitment of the educational system?
2. How may the promotion of equity, diversity, and inclusive innovation become a challenge and commitment in the educational system?

**Research Design**

Mixed methods are employed in the study with the use of Focus Group Discussion (FGD). This is the result of the questionnaire posited in the research process which resulted in both quantitative and qualitative design. The quantitative is being formed based on the questions on the extent of equity, diversity, and inclusive innovation in the global challenge and commitment of the educational system in terms of curriculum and learning materials, classroom culture, collaboration of learning, academic support, inclusive pedagogy, policy framework, and digital framework. The qualitative is being formed based on the question on how the promotion of equity, diversity, and inclusive innovation may become a challenge and commitment in the educational system as part of the thematic analysis in the study.

On the other hand, mixed methods research approach is a data analysis and collection of the study. It provides deeper goals and understanding on the strength of the study which incorporates the perspective in a diverse research process. It is a method to synthesize the sources, development, and information of the empirical and application of mixed methods research (Hirose, & Creswell, 2023, pp. 12-28)<sup>[11]</sup>.

**Participants of the Study**

The participants of the study are the professional teachers in the various educational sectors in both public and private entities from the Department of Education, (DepEd) and Higher Education Institutions (HEIs). The study comprised One Hundred Fifty (150) respondents only. They are the best source of data since they are exposed in teaching and learning especially on equity, diversity, and inclusive innovation of the educational system and commitment.

**Data Procedures and Gathering**

Presented in this section is the data procedures and gathering of equity, diversity, and inclusive innovation in the global challenge and commitment of educational system which is described below:

1. **Mapping:** The mapping is done based on “Equity, Diversity, and Inclusive Innovation in the Global Challenge and Commitment of Educational System” which is a major concern of the study process. This has been done through the gathered data in the various related literature and studies.
2. **Formulation of Title:** The title has been formulated based on the needs of the research process on equity, diversity, and inclusive innovation in the global challenges and commitment of the educational system.
3. **Research questions:** After the formulation of the title, the research questions are done based on the title of the study where the independent and dependent variables are considered.
4. **Research instruments:** After the research questions are done. The research instruments are done based on the variables identified in the study.
5. **Validation of instruments:** After the research instrument is done. The researcher let the instruments be validated to those experts in mixed methods. Their suggestions are considered prior to the floating of the questionnaire.
6. **Floating questionnaire:** The questionnaire is being floated through the use of google form taking advantage of the advanced technology. Included in the google form is the waiver of consent and acceptance of the respondents to participate voluntarily in the research process.
7. **Analysis of data:** Upon submission of the respondents in the google form, it is automatically saved for concrete analysis through the statistics process.

**Results**

1. **What is the extent of equity, diversity, and inclusive innovation in the global challenge and commitment of the educational system?**

**Table 1:** Extent of Equity, Diversity, and Inclusive Innovation in the Global Challenge and Commitment of the Educational System Among the Respondents

Indicators	WM	I	R
1. It involves the process of teaching learning to encourage students to share their thoughts, knowledge, ideas, and experiences in the class discussion.	4.13	O	6.5
2. It ensures flexibility in the policy framework to the educational system as responsive to the needs of students as centers of learning.	4.05	O	11.5
3. It incorporates different cultural backgrounds in the classroom setting and perspective in teaching.	4.20	HO	3.5
4. It promotes understanding and empathy to create a comfortable experience in the academic support to students to achieve quality education.	3.92	O	16
5. It incorporates classroom setup and dynamics to promote group discussion, interaction inside the classroom teaching, and learning.	3.39	MO	27.5
6. It is intended to assess the constraint current curriculum that aligns to the needs of students as centers of learning.	3.97	O	14.5
7. It creates a safe space for teachers to encourage and confront stereotypes, challenge biases, and experiences of students in the educational system.	3.84	O	20
8. It provides sustainability through planning and curriculum development based on the needs of students’ efforts and beliefs.	4.18	O	5
9. It promotes empathy to identify the various backgrounds of students in teaching and learning.	3.60	O	25
10. It discusses the need of developing a holistic approach to curriculum and learning materials in a classroom set-up process.	4.23	HO	1.5
11. It helps in the integration of mental and health services to support the well-being of students in the learning process.	4.10	O	8.5
12. It provides continuous improvement in the digital framework of educational innovation to equip with quality teaching and learning.	3.80	O	21.5
13. It is open to learning since teaching is a two-way process to examine critical thinking and resourcefulness of students as	3.39	MO	27.5

	centers of learning.			
14.	It provides inclusive innovation and collaboration with students as centers of learning who are being shaped in their educational career.	4.05	O	11.5
15.	It practices cultural sensitivity for teaching and learning such as language concerns, belief, culture, and traditions where respect is observed inside the classroom.	3.67	O	24
16.	It supports students to identify their needs, progress, and monitor their academic performance through the mission, vision, and core values of the school system.	4.23	HO	1.5
17.	It designs based on the existing curriculum implementation utilization and approach on equity, diversity, and inclusive core principles of intensive English program.	3.50	O	26
18.	It creates a classroom culture of respect to encourage open communication for classroom discussion and perspective in teaching and learning.	3.97	O	14.5
19.	It provides a holistic framework in the equity, diversity, and inclusive educational innovation and commitment to teaching practices.	3.90	O	17.5
20.	It promotes and guides equity, diversity, and inclusive education and accessibility to curriculum learning materials.	3.80	O	21.5
21.	It incorporates diverse perspectives in inclusive pedagogy to contribute from different perspectives in the school curriculum.	3.77	O	23
22.	It provides personal support to meet the needs of students as to resource tutoring and to assist attain academic performance.	4.20	HO	3.5
23.	It promotes empathy to appreciate and understand the diverse background and identify of students on equity, diversity, and inclusive educational practices.	3.86	O	19
24.	It utilizes teaching strategies and diverse materials in the learning process to provide reflective activities and diversity of students as centers of learning.	4.10	O	8.5
25.	It encourages open dialogue for students to create better teaching and learning on equity, diversity, and inclusive innovation in the educational practice and process.	3.90	O	17.5
26.	It creates an inclusive classroom to reflect various equity, diversity, and inclusive education for students in teaching and learning collaboration.	4.00	O	13
27.	It sets principles for equity, diversity, and inclusive digital framework, policy recommendation, and guidelines to bridge advanced technology in teaching.	4.13	O	6.5
28.	It prepares teachers to ensure equity, diversity, and inclusive innovation and commitment in the educational system process.	4.07	O	10
<b>Average Weighted Mean</b>		<b>3.92</b>	<b>O</b>	
<b>Standard Deviation</b>		<b>0.243</b>		

Table 1 shows the weighted mean and the corresponding interpretation on the extent of equity, diversity, and inclusive innovation in the global challenge and commitment of the educational system among the respondents.

It shows that rank 1 is shared by the two indicators which are “It discusses the need of developing holistic approach to curriculum and learning materials in a classroom set-up process”, and “It supports students to identify their needs, progress, and monitor their academic performance through the mission, vision, and core values of the school system”, with a weighted mean of 4.23 or Highly Observed. Rank 2 is also shared by the two indicators which are “It incorporates different cultural backgrounds in the classroom setting and perspective in teaching”, and “It provides personal support to meet the needs of students as to resource tutoring and to assist attain academic performance”, with a weighted mean of 4.20 or Highly Observed. Rank 3 is “It provides sustainability through planning and curriculum development based on the needs of students’ efforts and beliefs”, with a weighted mean of 4.18 or Observed. The least in rank is also shared by the two indicators which are “It incorporates classroom setup and dynamic to promote group discussion,

interaction inside the classroom teaching and learning”, and “It provides open to learning since teaching is a two-way process to examine critical thinking and resourcefulness of students as centers of learning”, with a weighted mean of 3.39 or Moderately Observed. The overall average weighted mean is 3.92 (SD=0.243) or Observed on the extent of equity, diversity, and inclusive innovation in the global challenge and commitment of the educational system among the respondents.

## 2. How may the promotion of equity, diversity, and inclusive innovation become a challenge and commitment in the educational system?

Presented here is the thematic analysis on the promotion of equity, diversity, and inclusive innovation becoming a challenge and commitment in the educational system. This is the result of FGD done during the interview process. The answers of the respondents are categorized as follows: 5.00-4.20=Highly Observed, 4.19-3.40=Observed, 3.39-2.60, Moderately Observed, 2.59-1.80=Slightly Observed, and 1.79-1.00=Low Observed. Analysis of the text is included for data analysis.



**Table 2:** Theme Analysis and Core Ideas on Promotion of Equity, Diversity, and Inclusive Innovation Commitment and Challenges in the Educational System

Themes	Respondents' Response	Core Ideas
1. Curriculum and learning materials	Observed	<ul style="list-style-type: none"> <li>existing curriculum implementation                             <ul style="list-style-type: none"> <li>curriculum alignment</li> </ul> </li> <li>accessibility to curriculum learning                             <ul style="list-style-type: none"> <li>holistic approach to curriculum</li> </ul> </li> </ul>
2. Classroom culture	Observed	<ul style="list-style-type: none"> <li>creates a safe space for teachers</li> <li>identifies students' educational practices                             <ul style="list-style-type: none"> <li>cultural sensitivity for teaching</li> <li>different cultural backgrounds</li> </ul> </li> </ul>
3. Collaboration of learning	Observed	<ul style="list-style-type: none"> <li>involves the process of teaching learning                             <ul style="list-style-type: none"> <li>creates classroom culture</li> <li>utilizes teaching strategies</li> <li>incorporates classroom setup</li> </ul> </li> </ul>
4. Academic support	Observed	<ul style="list-style-type: none"> <li>creates inclusive education</li> <li>creates a comfortable teaching</li> <li>supports students learning process</li> <li>assists attain academic performance</li> </ul>
5. Inclusive pedagogy	Observed	<ul style="list-style-type: none"> <li>creates better teaching and learning</li> <li>identifies students in teaching and learning</li> <li>contributes perspective school curriculum                             <ul style="list-style-type: none"> <li>provides open learning</li> </ul> </li> </ul>
6. Policy framework	Observed	<ul style="list-style-type: none"> <li>holistic framework and commitment</li> <li>responsive to the needs of students</li> <li>commitment in the educational system</li> <li>core values of the school system</li> </ul>
7. Digital framework	Observed	<ul style="list-style-type: none"> <li>sets principles in teaching</li> <li>inclusive innovation and collaboration</li> <li>innovation to equip with quality teaching</li> <li>development needs of students' efforts and beliefs</li> </ul>

**1. Curriculum and learning materials**

Curriculum and learning materials in inclusive education, diversity, and equity are the required resources set for teachers in the learning process. It serves as a guide to ensure instruction for students in teaching and learning. It is a structured learning standard to set for activities, lessons, and guidelines for teachers to prepare students for various goals. It provides an inclusive curriculum and learning materials effectiveness relevant to the condition of equality and principles to educational challenges (Zhang, 2024) [36]. The participants say that:

*“It designs based on the existing curriculum implementation utilization and approach on equity, diversity, and inclusive core principles of intensive English program”. T1, P119 & P41*

*“It is intended to assess the current curriculum that aligns to the needs of students as centers of learning”. T1, P106 & P44*

*“It promotes and guides equity, diversity, and inclusive education and accessibility to curriculum learning materials”. T1, P100 & P50*

*It discusses the need of developing a holistic approach to curriculum and learning materials in a classroom set-up process. T1, P97 & P53*

**2. Classroom culture**

Classroom culture is the process of academic environment in a global challenge and commitment to equity, diversity, and inclusive innovation in the educational system. It is

shaped with engagement of elements to management, discipline, influence, and control. It establishes and encompasses relationships on practices, values, and to interact with teaching and learning outcome experience. It is a positive classroom culture to foster collaboration, inclusion, and respect for better experience in the educational system (Dirsa, 2024, pp. 137-146) [9]. The participants say that:

*“It creates a safe space for teachers to encourage and confront stereotypes, challenge biases, and experiences of students in the educational system”. T2, P115 & P35*

*“It promotes empathy to appreciate and understand the diverse background and identity of students on equity, diversity, and inclusive educational practices”. T2, P105 & P45*

*“It practices cultural sensitivity for teaching and learning such as language concerns, belief, culture, and traditions where respect is observed inside the classroom”. T2, P100 & P50*

*“It incorporates different cultural backgrounds in the classroom setting and perspective in teaching”. T2, P95 & P55*

**3. Collaboration of learning**

Collaboration of learning in the educational system as to global challenge and commitment toward equity, diversity, and inclusive innovation enables the approach to solve the concept in teaching and learning. It encourages teamwork

and communication. It enhances effective collaboration of learning in optimizing interpersonal skills and the student learning process. It becomes the core philosophy and strength in the classroom teaching and learning. It integrates and explores approaches to educational innovation in the educational system. It provides techniques and insights to enhance critical thinking and promotes learning skills (Papadakis, & Kalogiannakis, 2024) <sup>[29]</sup>. The participants say that:

***“It involves the process of teaching learning to encourage students to share thoughts, knowledge, ideas, and experiences in the class discussion”. T3, P122 & P28***

***“It creates a classroom culture of respect to encourage open communication for classroom discussion and perspective in teaching and learning”. T3, P112 & P38***

***“It utilizes teaching strategies and diverse materials in the learning process to provide reflective activities and diversity of students as centers of learning”. T3, P102 & P48***

***“It incorporates classroom setup and dynamics to promote group discussion, interaction inside the classroom teaching and learning”. T3, P97 & P53***

#### 4. Academic support

Academic support is necessary for equity, diversity, and inclusive innovation in the global challenge and commitment in the educational system. It develops the school system to address general perspective to educational contexts. It addresses the issues and presents a systematic approach to teaching and learning academic support. It implements and examines equity, diversity, and inclusive educational process and setting for academic support based on the needs of students as centers of learning. It enhances development and educational practices to the resources of education (Iniesto, & Bossu, 2023, pp. 694-711) <sup>[12]</sup>. The participants say that:

***“It creates an inclusive classroom to reflect various equity, diversity, and inclusive education for students in teaching and learning collaboration”. T4, P123 & P27***

***“It promotes understanding and empathy to create a comfortable experience in the academic support to students to achieve quality education”. T4, P101 & P49***

***“It helps in the integration of mental and health services to support the well-being of students in the learning process”. T4, P91 & P59***

***“It provides personal support to meet the needs of students as to resource tutoring and to assist attain academic performance”. T4, P84 & P56***

#### 5. Inclusive pedagogy

Inclusive pedagogy in the contemporary education landscapes the transition of equity, diversity, and inclusive

innovation teaching and learning. It delves with the practice of innovative pedagogy pillars in the educational system, techniques, and strategies. It caters diversity tapestry and cultivates inclusive pedagogy of environment teaching atmosphere. It embraces inclusive pedagogy in teaching and learning through global challenge and commitment to equity, diversity, and inclusive innovation of the educational system. It boosts educational system and engagement to academic success and accessibility. It equips students' resourcefulness and critical thinking needed in the evidenced based inclusive pedagogy (Bhardwaj, & Mittal, 2024) <sup>[6]</sup>. The participants say that:

***“It encourages open dialogue for students to create better teaching and learning on equity, diversity, and inclusive innovation in the educational practice and process”. T5, P107 & P43***

***“It promotes empathy to identify the various backgrounds of students in teaching and learning”. T5, P104 & P46***

***“It incorporates diverse perspectives in inclusive pedagogy to contribute from different perspectives in the school curriculum”. T5, P93 & P53***

***“It is open to learning since teaching is a two-way process to examine critical thinking and resourcefulness of students as centers of learning”. T5, P89 & P41***

#### 6. Policy framework

Policy framework in the educational system is necessary for guiding the equity, diversity, and inclusive global challenge and commitment innovation such as accountability, accessibility, justice, dignity, belongingness, and equality. It is a concept to engage and to utilize in educational management. It indicates that policy framework is utilized and increasingly guides decision making in the educational system and global challenge and innovation for equity, diversity, and inclusive innovation in the management of the school organization (Wolbring, & Nguyen, 2023, pp. 168-237) <sup>[34]</sup>. The participants say that:

***“It provides holistic framework equity, diversity, and inclusive educational innovation and commitment to teaching practices”. T6, P99 & P51***

***“It ensures flexibility in the policy framework to the educational system as responsive to the needs of students as centers of learning”. T6, P91 & P46***

***“It prepares teachers to ensure equity, diversity, and inclusive innovation and commitment in the educational system process”. T6, P87 & P38***

***“It supports students to identify needs, progress, and monitor academic performance through the mission, vision, and core values of the school system”. T6, P83 & P61***

#### 7. Digital framework

Digital framework has a big impact for equity, diversity, and inclusive education as global challenge and commitment in

the educational system innovation. It is a prevalence in the educational system and growth to equip quality systems. It highlights adequate importance on well-defined resources and techniques in teaching. It transitions and evidence in the digital framework scope and progress of students as centers of learning. It accesses the technology and digital process of advanced teaching and learning. It examines the concerns of the digital framework of equity, diversity and inclusive innovation of education. It is crucial in the practice of revolutionizing educational innovation and commitment (Kulal, *et al.* 2024) <sup>[13]</sup>. The participants say that:

***“It sets principles for equity, diversity, and inclusive digital framework, policy recommendation, and guidelines to bridge advanced technology in teaching”. T7, P109 & P41***

***“It provides inclusive innovation and collaboration with students as centers of learning who are being shaped in their educational career”. T7, P97 & P54***

***“It provides continuous improvement in the digital framework of educational innovation to equip with quality teaching and learning”. T7, P94 & P58***

***“It provides sustainability through planning and curriculum development based on the needs of students’ efforts and beliefs”. T7, P90 & P49***

## Discussion

The extent of equity, diversity, and inclusive innovation in the global challenge and commitment of the educational system show to discuss the need of developing holistic approach to curriculum and learning materials in a classroom set-up process. It supports students to identify needs, progress, and monitor academic performance through the mission, vision, and core values of the school system. It incorporates different cultural backgrounds in the classroom setting and perspective in teaching. It provides personal support to meet the needs of students as to resource tutoring and to assist attain academic performance. It emphasizes the critical role of effective teachers in the system and quality of education. It is critical for equity, diversity, and inclusive education and innovation in the global challenge and commitment process. It provides valuable insights and benchmarks the best practice and improvement of innovation in teaching and learning (Asfahani, *et al.* 2023, pp. 141-152) <sup>[4]</sup>. In addition, the extent of equity, diversity, and inclusive innovation in the global challenge and commitment of the educational system provides sustainability through planning and curriculum development based on the needs of students’ efforts and beliefs. It incorporates classroom setup and dynamics to promote group discussion interaction inside the classroom teaching and learning. It is open to learning since teaching is a two-way process to examine critical thinking and resourcefulness of students as centers of learning. Hence, it promotes critical school leadership in providing equal opportunity and learning for students. It is a school transformation to focus on the culture and drive instrumental figures in the equality of the educational system. It instills equitable teaching and learning outcomes to enhance inclusive global challenge and commitment innovation for equity, diversity, and inclusive educational systems (Adams, *et al.* 2023, pp. 85-99) <sup>[1]</sup>.

In addition, curriculum and learning materials show the design based on the existing implementation utilization and approach on equity, diversity, and inclusive core principles of the English program. It is intended to assess the constraint current curriculum that aligns to the needs of students as centers of learning. It examines the curriculum and learning materials. It is the core principle in creating the components of learning materials to enhance academic performance of students. It is focused on equity, diversity, and inclusive innovation of teaching and learning. It highlights the curriculum and learning materials implemented in the school system and setting to support the needs of teaching with full satisfaction of the learners and experiences. It tries to craft and develop strategies that offer to implement teaching materials effectively. It ensures opportunities for equitable learning. It includes customizing the method of teaching, learning experience, and cognitive learning (Devi, 2024) <sup>[8]</sup>. Nevertheless, curriculum and learning materials promote and guide equity, diversity, and inclusive education and accessibility to curriculum learning materials. It discusses the need of developing a holistic approach to curriculum and learning materials in a classroom set-up process. It fosters equity, diversity, and inclusiveness to support and to create teaching and learning environment commitment and innovation. It explores the critical equity, diversity, and inclusive role of educational challenge and commitment. It empowers to cultivate the learning process through embracing diversity on various backgrounds and cultures in the educational institutions. It ensures opportunity in addressing proper curriculum learning materials (Parveen, 2024) <sup>[31]</sup>.

Notably, classroom culture shows to create a safe space for teachers to encourage and confront stereotypes, challenge biases, and experiences of students in the educational system. It promotes empathy to appreciate and understand the diverse background and identify of students on equity, diversity, and inclusive educational practices. It is necessary in the promotion of multicultural education and cultural diversity in teaching and learning. It highlights the classroom culture in the various techniques in teaching and learning as to problem-based learning, project-based learning, and cooperative approaches. Teachers implement the classroom culture based on the tradition of teaching and as based on the needs of students as centers of learning. It implements techniques to explore the students’ culture contextually in the application of teaching and learning. Classroom culture is also needed in the learning process and adjustment for teaching output. It faces global challenges and commitment to equity, diversity, and inclusive innovation of the educational system based on teachers’ skills and knowledge (Wulandari, 2024, pp. 1-18) <sup>[35]</sup>. In contrast, classroom culture shows how to practice cultural sensitivity for teaching and learning such as language concerns, belief, culture, and traditions where respect is observed inside the classroom. It incorporates different cultural backgrounds in the classroom setting and perspective in teaching. It examines the strategy and technique for culture responsive teaching inclusive in the classroom setting. It defines and discusses the context of classroom culture in building awareness of students’ culture in emphasizing professional development and self-reflection. It highlights curriculum design on classroom culture implementation and teaching process (Ashrafova, 2024, pp. 102-112) <sup>[5]</sup>.

Indeed, collaboration of learning involves the process of teaching learning to encourage students to share thoughts, knowledge, ideas, and experiences in the class discussion. It creates a classroom culture of respect to encourage open communication for discussion and perspective in teaching and learning. It transforms the equity, diversity, and inclusive innovation of educational change and instructions from good, better, and best based on the needs of the students as centers of learning. It cultivates collaborative learning in advanced transformation to protect and fosters relevance to global challenge and commitment in teaching and learning. It explores knowledge and skills of students' equity, diversity, and inclusive learning. It involves learning from one another, common goals, and sharing resources in teaching. It discusses collaborative learning and benefits for equity, diversity, and inclusive transformation of teaching. It includes mapping of the learning process, systematizing teaching, course design, community practice, and value of learning (Mena, *et al.* 2023) <sup>[26]</sup>. Also, collaborative learning utilizes teaching strategies and diverse materials in the learning process to provide reflective activities and diversity of students as centers of learning and it incorporates classroom setup and dynamics to promote group discussion, interaction inside the classroom teaching and learning. It promotes strategy in equity, diversity, and inclusive education. It highlights and identifies the role of EDI to promote the perspective of teachers. It promotes equal privilege in collaborative learning success, ability, and background. It recognizes the unique needs of collaborative learning in fostering various cultures and appreciation, understanding, and mutual respect. It enhances skills and knowledge in the implementation of global challenge and commitment to innovation in the educational system. Collaborative learning ensures an equal background to establish a conducive atmosphere (Ali, *et al.* 2024) <sup>[2]</sup>. Accordingly, academic support creates inclusive classrooms to reflect various equity, diversity, and inclusive education for students in teaching and learning collaboration. It also promotes understanding and empathy to create a comfortable experience in the academic support to students to achieve quality education. It is a pedagogical competence and improvement in the global challenge and commitment in the educational system innovation. It focuses on equity, diversity, and inclusive innovation in the educational system experiences. It implements proper academic support for the success and failure of students. It signifies development of academic support, practical solution and inspiration for students in the field of educational innovation and advanced teaching and learning. It innovates approaches in teaching and learning. It adapts the various needs of students (Zhang *et al.* 2024) <sup>[36]</sup>. Therefore, academic support helps integration of mental and health services to support the well-being of students in the learning process and provides personal support to meet the needs of students as to resource tutoring and to assist attain academic performance. It defines the process of fundamental education function and role in support to the academic success of students. It provides an implication opportunity of learning and calibrates the recognized needs of students' learning process. Academic support is a standard process from the different educational institutions in applying the principles of teaching and learning. It prepares students to hone their ability and skills in their brighter future. It helps in the cultivation of learning opportunities to thrive and motivation in the study habits of

students (Murray, 2024, pp. 575-576) <sup>[27]</sup>.

Moreover, inclusive pedagogy encourages open dialogue for students to create better teaching and learning on equity, diversity, and inclusive innovation in the educational practice and process and promotes empathy to identify the various backgrounds of students in teaching and learning. It is considered as a key technique and strategy in the implementation of effective teaching and learning. It designs appropriate teaching strategies to obtain better learning output. This must be based on the needs of students. Inclusive pedagogy of teaching is equipped with advanced technology of teaching and learning appropriate for essential tasks inside the classroom. It ensures that the task provides critical thinking and challenging on the part of students to hone them properly in the learning process. Inclusive pedagogy in teaching promotes independence and a positive learning process. It perceives the expectation and instructions of better teaching and learning (Bhardwaj, & Mittal, 2024) <sup>[6]</sup>. Notably, inclusive pedagogy of teaching and learning incorporates diverse perspectives in inclusive pedagogy to contribute from different perspectives in the school curriculum and is open to learning since teaching is a two-way process to examine critical thinking and resourcefulness of students as centers of learning. It discusses the various approaches in inclusive, equity, and diversity of educational innovation challenge and commitment. It supports teaching strategy techniques of the learning process. It provides perceptions on the positive attitude of learning. It utilizes various implications of teaching and impact on equity, diversity, and inclusive education in the global challenge and commitment context. It improves potential inclusive pedagogy in teaching educational inclusive outcome of learning (Paramansyah, 2024, pp. 49-59) <sup>[30]</sup>.

Furthermore, the policy framework provides holistic equity, diversity, and inclusive educational innovation and commitment to teaching practices and ensures flexibility in the educational system as responsive to the needs of students as centers of learning. It ensures quality teaching and learning in the educational system as a global challenge and commitment innovation among teachers. It creates a favorable opportunity for teachers to implement the framework policy based on the needs of students as centers of learning to equip quality education. It provides quality and positive influence in the educational system innovation and commitment relevance to equity, diversity and inclusive innovation process and system. It conditions the educational system to improve the process for global competency in the process of management in the school organization (Toshtemirovich, 2024, pp. 100-108) <sup>[33]</sup>. In addition, the policy framework prepares teachers to ensure equity, diversity, and inclusive innovation and commitment in the educational system process and supports students to identify needs, progress, and monitor their academic performance through the mission, vision, and core values of the school system. It examines the intersection process of education in all facets to cover global challenge and commitment innovation in the school organization. It focuses on the implementation of the educational system framework integration policy analysis for the improved competency in the management of educational processes. It identifies the challenges of the promotion system setting as to equity, diversity, and inclusive innovation and challenges in the process of educational commitment. It provides equitable



responsiveness to global challenge and commitment in educational innovation (Mouboua, *et al.* 2024, pp. 032-042). Finally, digital framework sets principles for equity, diversity, and inclusive digital framework, policy recommendation, and guidelines to bridge advanced technology in teaching and provides inclusive innovation and collaboration with the students as centers of learning who are being shaped in their educational career. It meets sustainable development goals of education. It facilitates the equity, diversity, and inclusive global challenge and commitment in the educational innovation and system. It provides an advanced technology framework in the process of educational system innovation to equip competency in classroom management. It focuses on a digital framework for the access of information of quality educational systems as to equity, diversity, and inclusive commitment and innovation in teaching and learning. It focuses on the digital framework of educational innovation and inclusion. It promotes the digital framework of teaching and learning productivity (Ramirez-Montoya, *et al.* 2024, pp. 1-18) [32]. Lastly, digital framework provides continuous improvement in the digital framework of educational innovation to equip with quality teaching and learning and provides sustainability through planning and curriculum development based on the needs of students' efforts and beliefs. It is a prevalence of the digitalization framework process to equip with advanced technology in the educational system. It equips knowledge and skills of students in a well-defined technique in teaching. It transitions to an educational digital framework in a global challenge and commitment for innovation of education. It provides a digital framework scope for the process of students learning. It accesses equity, diversity, and inclusive educational framework technology. It examines the continuous digital framework innovation and commitment in the educational system (Olawale, 2024) [28].

### Conclusions

It shows that the extent of equity, diversity, and inclusive innovation in the global challenge and commitment of the educational system discusses the need of developing holistic approach to curriculum and learning materials in a classroom set-up process where it supports students to identify needs, progress, and monitor academic performance through the mission, vision, and core values of the school system where it incorporates different cultural backgrounds in the classroom setting and perspective in teaching. Curriculum and learning materials show to design based on the existing curriculum implementation utilization and approach on equity, diversity, and inclusive core principles of intensive English program where it is intended to assess the constraints of the current curriculum that aligns to the needs of students as centers of learning. This includes promoting and guiding equity, diversity, and inclusive education and accessibility to curriculum learning materials. Classroom culture shows to create a safe space for teachers to encourage and confront stereotypes, challenge biases, and experiences of students in the educational system where it promotes empathy to appreciate and understand the diverse background and identify of students on equity, diversity, and inclusive educational practices. This includes the practice of cultural sensitivity for teaching and learning such as language concerns, belief, culture, and traditions where respect is observed inside the classroom.

Collaboration of learning shows to involve the process of teaching learning to encourage students to share their thoughts, knowledge, ideas, and experiences in the class discussion where it creates classroom culture of respect to encourage open communication for classroom discussion and perspective in teaching and learning and utilizes teaching strategies and diverse materials in the learning process to provide reflective activities and diversity of students as centers of learning.

Academic support shows to create inclusive classroom to reflect various equity, diversity, and inclusive education for students in teaching and learning collaboration where it promotes understanding and empathy to create a comfortable experience in the academic support to students to achieve quality education and helps in the integration of mental and health services to support the well-being of students in the learning process.

Inclusive pedagogy shows to encourage open dialogue for students to create better teaching and learning on equity, diversity, and inclusive innovation in the educational practice and process where it promotes empathy to identify the various background of students in teaching and learning and incorporates diverse perspective in inclusive pedagogy to contribute from different perspective in the school curriculum.

Policy framework shows to provide holistic framework in equity, diversity, and inclusive educational innovation and commitment to teaching practices where it ensures flexibility in the policy framework to the educational system as responsive to the needs of students as centers of learning and prepares teachers to ensure equity, diversity, and inclusive innovation and commitment in the educational system process.

Digital framework shows to set principles for equity, diversity, and inclusive digital framework, policy recommendation, and guidelines to bridge advanced technology in teaching where it provides inclusive innovation and collaboration with the students as centers of learning who are being shaped in their educational career and provides continuous improvement in the digital framework of educational innovation to equip with quality teaching and learning.

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