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Pedagogy in a State College During Educational Disruption: A Strategic Framework for Sustainable Teacher Development

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ABSTRACT This study evaluated the implementation of flexible pedagogy in a state college and developed a Sustainable Teacher Development Program (STDP) to strengthen instructional adaptability and long-term faculty growth. Descriptive multi-methods design was used, data were gathered from faculty who implemented flexible teaching between 2020 and 2022 through a validated survey measuring pedagogical practices and a qualitative component based on SWOT analysis. Results revealed strong institutional and instructional capacities, including effective technology integration, diverse learning resources, and robust academic support. However, weaknesses such as limited learner autonomy, inconsistent differentiated instruction, and gaps in ICT and psychosocial support persist. Opportunities in professional development, resource-sharing platforms, and technological innovations are present while threats-connectivity issues, workload pressures, infrastructure limitations, and resistance to change, which pose ongoing challenges. Through the TOWS matrix, strategic orientations were formulated and integrated into the STDP S-Framework (Stability, Skill-Building, Systems, Support, Sustainability), which sustains flexible pedagogy of teachers.