

The RAPID Way to Unpack Critical Pedagogy and Psychosocial Support

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The editorial note's title sounds a bit ambitious. Let me temper and level your expectations then. The current issue does not provide a reinvention of the wheel but rather offers empirical studies, cases and alternative or supplemental perspectives that may be considered as knowledge contribution in problematizing and enhancing flexibility, personalization, contextualization, processes and relevance of the current educational landscape both in the basic and higher education level.

If little to no improvement is needed on the wheel, the path that it navigates may then need enhancement. In a system view, the environment where the former interacts should be enabling and empowering. True enough, the post-pandemic educational landscape is rapidly returning to its pre-pandemic phase with evidence-based and insightful lessons learned during the pandemic. Without a doubt, the learning losses are immense and the road to recovery through the **RAPID Framework** is critical (World Bank, the Bill & Melinda Gates Foundation, FCDO, UNESCO, UNICEF & USAID, 2022).

The current issue is proactive to the RAPID framework mentioned earlier. Through the simplified worksheets and Integrative Assessment Performance Task (IAPT), Pedrosa et al. (2023) models how a school-based approach (**R**)each and (**A**)ssess the students at risk. Indeed, the concerted effort of key stakeholders and contextualized learning materials coupled with sound feedback mechanisms could drive extra miles in improving the personal and school life of students in need of support and attention. In parallel, the modular distance approach focusing on activity-based and problem-based activities are found to be effective in supporting learning among high schoolers but the latter is favored to be more effective in the new normal mode of education (Linab, 2023).

In terms of (**P**)rioritizing the fundamentals, teachers and education policy makers may consider increasing advocacy on teaching and/or facilitating critical thinking based on the Confucian ethics apart from the Western views (Villaver, 2023). Critical thinking in this age of connectedness has never been more important; it should then become an essential element of the basic skills more so for lifelong learners. On the other hand, (**I**ncreasing the efficiency of instruction particularly through a 'catch-up learning' at the higher education level may

necessitate the use of a proposed 'virtual dialogue program' (Marimuthu et al., 2023). With such a program, pre-service teachers' sources of stress are identified. Furthermore, authors support that dialogue partner personality, content of the conversation and number of engagements to name a few are crucial in learning optimization.

Finally, 'D' in RAPID stands for '*Develop* psychological psychosocial health and well-being.' The last paper in this issue is a fitting promotion to such a strategy. Malibiran and Fulgencio (2023) explore the school counselor's experiences in their interventions and their findings led to insightful recommendations in understanding further their student counselees' challenges and well-being, and the former professional needs and advocacies. To sum it up, their framework consisting of '*empowering, advocating, equalizing and transforming*' on social justice counseling guides key stakeholders informed practices and future researchers' directions.

All in all, the papers in this issue rapidly unpack an integrative, modular, dialogic and critical pedagogy with empowering psychosocial support for teachers, students, researchers and policy makers to reflect on as starting points and/or alternative views with limitations on their own. While you are reading this, we cannot help but sincerely express that we are indebted to the authors, reviewers, contributors, editors and organizational players in making this issue possible. The LUKAD journal legacy lives on!

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