

## ASSESSING THE LEVEL OF IMPLEMENTATION OF SCHOOL LEARNING ACTION CELLS (SLAC) IN SAN JOSE NORTH DISTRICT, OCCIDENTAL MINDORO

**Menia Quiñones Gamboa**, [menia.gamboa@deped.gov.ph](mailto:menia.gamboa@deped.gov.ph)

San Agustin Elementary School, SDO Occidental Mindoro, Region IV-B MIMAROPA

### INTRODUCTION

The School Learning Action Cell (SLAC) provides one of the main venues for continuing professional development in the Department of Education (DepEd) by helping to provide teachers knowledge necessary for facilitating the teaching and learning process. Every school head is mandated to serve as LAC leader and thus, plays a crucial role in its effective implementation, guided by RA No. 10912 and DepEd Order No. 35, s. 2016. San Jose North District has school heads who are aware that there is a need to conduct SLAC. However, there are no studies and reports showing how Learning Action Cells are facilitated in settings of school-based management, particularly in San Jose District. The findings of this study will be important in helping not only school heads but also the researcher and other bottom-up leaders as well. This study assessed the school heads' level of implementation of SLAC in San Jose North District - Occidental Mindoro Division. This study also identified the problems encountered, actions taken to address the problems encountered, and lessons learned in SLAC implementation.

A descriptive research design was employed. Fourteen out of the 20 school heads in San Jose North District became eligible to serve as respondents, excluding the researcher and other school heads who were either newly-transferred, newly-designated, or on leave. Data collection was done using a researcher-made questionnaire as the main instrument, with additional data obtained from interviews with school

heads and teachers for triangulation purposes. Standards for informed consents were followed, with the researcher asking permission to recruit the respondents of this study.

### DISCUSSION OF RESULTS

#### FINDINGS / RESULTS:

Level of Implementation of SLAC	Grand Mean	Interpretation
1. Planning phase of SLAC	3.76	Moderate
2. During the implementation phase	3.59	Moderate
3. Monitoring and Evaluation phase	3.50	Moderate

### PROBLEMS ENCOUNTERED

- Conflict of schedules/Overlapping school activities;
- Unavailability of Resource Speakers for identified topics;
- Limited knowledge about identified topics;
- Often limited time allocated for SLAC;
- Low teacher participation in SLACs (measured through activities and attendance);
- Difficulty in finding time for SLAC due to paperwork preparation requirements;
- Inconsistent compliance with guidelines (especially relating to attendance);
- Use of SLACs as staff meeting; and
- Lack of teachers' preparation for SLAC.

The following were the actions taken to address the problems:

- Rescheduling of SLAC to more convenient times;
- SLACS are now planned and scheduled, with teachers notified beforehand through the Monthly Calendar of Activities;
- No action taken;
- Invitation of capable resource speakers;
- Stricter time management;
- Delegation of LAC role to Master Teachers;
- Convey the importance of SLAC; and
- Schedule SLACs in alignment with other DepEd/Division/District activities.

Lessons learned in the implementation of SLAC are the following:

- Immediate problems were solved through collaborative effort/ideas shared by members of the SLAC;
- SLAC helps teachers improve their teaching-learning process and helps produce quality learners/pupils equipped with knowledge and skills;
- SLAC provides teachers the opportunity to address challenges by sharing their talents and expertise with regards to the problems encountered in their daily activities in the classroom situations;
- SLAC helps teachers identify and address teachers priority needs;
- SLAC enhances teacher's professional growth and development;
- SLAC develops teaching competency, skills, potentials, as well as camaraderie among teachers; and
- SLAC encourages personnel to update their knowledge in

teaching different areas for Continuous Professional Development and for functional Professional Learning Community.

## CONCLUSION AND RECOMMENDATION

This research concludes that SLAC was moderately implemented in San Jose North District. The problems encountered that were acted by school heads are mostly about time/human resource management, SLAC participation and guidelines. Lessons learned in the implementation of SLAC are focused on its benefits to school heads and teachers on the improvement of facilitating teaching and learning in order to be able to produce quality learners.

- School heads must abide by the provisions of DepEd Order No. 35, s 2016;
- All stakeholders must collaborate in the proper and meaningful planning of School Learning Action Cell and prioritize the topics/areas and needs of teachers integrated in the SIP and AIP;
- Ensure sustainability of SLAC by funding it using school MOOE.
- If need arises, invite resource persons to facilitate more difficult topics or topics outside the expertise of available personnel;
- Have regular and sustainable monitoring and evaluation;
- Conduct benchmarking alongside other school heads and conduct Clustered Learning Action Cells;
- Strengthen the implementation of SLAC.

The results of this study will provide baseline data in considering SLAC to be given creditable CPD units. The SLAC will also serve as a springboard for all

bottom-up educational leaders to provide technical assistance to school heads. The researcher highly recommends that future studies continue to examine issues related to the SLAC and the improvement of teaching and learning.

#### REFERENCE

DepEd Order No. 35 (2016). The Learning Action Cell as the K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning]

#### **Disclaimer:**

*This Research Bulletin is an abridged version of the full manuscript of Ms. Gamboa and supplements her research presentation during the Research O'clock last February 18, 2019, under the topic, Human Resource Development in DepEd. To request a copy of her manuscript, send an email to [ps.prd@deped.gov.ph](mailto:ps.prd@deped.gov.ph).*