

Picturesque of Learning Action Cell (LAC) implementation: Input to the formulation of a localized LAC framework

Ganiban, Emiluz ✉

Calaoa-an Elementary School, Calaoa-an, Candon City, Ilocos Sur, Philippines
(emiluz.ganiban@deped.gov.ph)

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Abstract

Studies acknowledge the vital role of Learning Action Cell (LAC) sessions in the continuing professional development of teachers. With the implementation of LAC, more investigations are needed to describe and identify the means and the challenges in implementing it. Clearly, a dearth of studies on these areas using a qualitative approach is evident. In such context, this basic descriptive qualitative study was conceptualized to describe the experiences of teachers in attending LAC sessions. Using naturalistic inquiry, it described how schools implement LAC sessions as bases for the formulation of a localized framework. Thematic analysis of the extended texts yielded the four (4) C's in implementing LAC sessions: **C**onducting Needs Assessment, **C**reating the LAC Session Design, **C**oordinating for Approval, and **C**onducting LAC Sessions through Various Strategies. These refer to how the school implements LAC sessions. Interestingly, the sharing of the participants revealed the three challenges or problems in implementing LAC sessions: time-related, technology-related, and output-related. Based on the result, the localized framework was formulated. Finally, the study concludes that the school follows mechanisms in implementing its LAC sessions. In such light, the developed framework may be adopted. Notably, conducting similar studies in a wider coverage are needed in which the output of the study should be implemented and evaluated in terms of its effectiveness.

Keywords: faculty development localization, naturalistic approach, professional development

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1. Introduction

Educational reforms and advancements have become pivotal in meeting the demands of time and learners. To meet those needs, educators and policymakers are responsive in creating change and policies. When implementing any educational program, it is crucial to take into account the influence and significance of teachers in these reforms. In such cases, teachers should be equipped with skills and knowledge to cope with the high quality of teaching. To ensure quality teaching, the Department of Education (DepEd) finds ways to help teachers in achieving this goal. One of them is the Learning Action Cell (LAC) as a professional development strategy for teachers. This will enable the teachers to work together and share ideas to address common problems and challenges at the school. Notably, it encourages open communication for promoting concepts and critical reflection that improves how teachers educate.

In creating successful teaching, teachers must use appropriate strategies and methodologies for evaluating and carrying out the intended learning outcomes for each lesson. Some of these strategies and methodologies can be obtained from the conducting LAC session for teachers. Nurturing successful teachers is one of the key aspects of these process that will enable them to support each other and foster collaborative spirit for the common goal; thus, improving learner's performance.

In addition, this LAC idea was motivated by the organized lesson plan model for professional development research that was conducted in Japan (Mendoza, 2017). Using lesson study is a group method for lessons in the classroom that teachers prepare, present, observe and assess classroom instruction. Also, LAC as professional learning is interesting because it supports the increasingly complex skills in the 21st century. These skills include ways of thinking such as creativity, critical thinking, decision-making, problem-solving, and learning which further connects to the framework of education teachers' professional development which is a key factor for learners' achievement (Parker, 2016; Baumert et al., 2010; Bakkenes, 2010).

Interestingly, LAC as a response to active professional learning development faces a lot of concerns and issues among teachers in public schools (Vega, 2019). De Vera (2020) underscored that LAC sessions should be according to the field of load or specialization, not just the typical general session, to address individual group concerns of teachers. Similarly, observations tell that there is a limited time allotted to teachers in the LAC session and assessment of the strategies used in the classroom.

After the conduct of LAC session, there is no assessment of the implementation. Assessment will help the teachers if the LAC session has something to do in the students and teachers progress. Notably, some of the challenges of schools in conducting LAC could be given interventions through the continuous collaboration of teachers through the leadership of the school head who should lead in organizing the LAC and in ensuring that the practice of holding regular LAC sessions is established, maintained, and sustained (Culajara, 2021).

Fortunately, LAC sessions, led by a designated LAC leader, have shown to be successful at getting a group of teachers to work together and overcome common problems. Teachers are encouraged to critically reflect during LAC sessions, which improve their comprehension of the curriculum and instructional strategies. In fact, Dizon et al. (2019) revealed that teacher-respondent perceived that the Learning Action Cell (LAC) Session Contents such as learners diversity and student inclusion mainly stress that learners are the reason for all education process and modify the instruction to foster harmony in the class; the Content and pedagogy of the K to 12 Basic Education Program primarily planning and delivering effectively instructions; assessment and reporting in the K to 12 Basic Education Program particularly implementing the learner-centered assessment policies were highly utilized.

With the implementation of LAC, Cartilla and Rondina (2020) mentioned that the Department of Education is continuously investing and providing training to teachers for the improvement of the achievement level of the students. In every situation inside the classroom, learning is never the same, there are slow learners, with disability or learning deficiencies that need to be cater. There are many problems regarding the performance of students based on low scores. That is why conducting LAC sessions will help the teachers to address these issues. Teachers must therefore study in methods that foster higher-order thinking and performance in order to assist students acquire the more sophisticated and analytical abilities they will need in the twenty-first century.

Notably, studies acknowledge the vital role of LAC sessions in the continuing professional development of teachers. With the implementation of LAC, more investigations are needed to describe and identify the means (Vega, 2019) and the challenges (Pasillian & Galicia, 2022; Vega 2019) in implementing it. Clearly, a dearth of studies on these areas using a qualitative approach is evident. As such, this study was conceptualized. With the aforementioned research gaps and observations, the researcher was interested into describing how LAC sessions are implemented as experienced by teachers. Through naturalistic inquiry of these experiences, the researcher hopes to understand the realities of LAC sessions as part of the professional development of teachers. In doing so, localized framework was formulated.

2. Literature Review

A Learning Action Cells (LAC) could have five (5) to fifteen (15) members. A school may set up as many LACs as may be judged necessary in light of the needs the school has identified. Teachers may meet in groups that have been carefully chosen in any school. These could be categorized by key stage, grade level, subject area, or programs the school offers. Depending on the goals of the LACs to be done, the district or division supervisors may group multigrade schools in different ways (Lego, 2019).

In the light of LAC, Murchan et al. (2009) suggest that teaching is effective when planning processes, pedagogy, and approaches. Public Education Leadership Program [PELP] (2009) focused on educators studying the complex processes, concepts, and principles contained in standards using varied strategies and accessible to all students. However, according to O'Connor (2012), collaboration is beneficial because it will provide opportunities for teachers to experience curricular organization and design unit lessons that can enhance instruction to engage diverse learners. On the other hand, Little & Veugelers (2005) highly suggest collaboration among educators because it allows improvement of skills and knowledge, expertise exchange, and professional dialogue. Such concept of collaboration highlights the significance of Learning Action Cells (LAC) sessions where collaboration among teachers is needed. Through LAC, sessions teachers are expected to enhance their skills and knowledge on the teaching and learning process.

Furthermore, educators' perceptions of improved abilities and professional effectiveness ultimately judged by how much instruction improves student learning. In fact, Desta et al. (2014) mentioned that teacher-acquired knowledge and abilities. Accordingly, professional development is crucial for reducing issues that are encountered in the routine of teachers in their professional lives. Meanwhile, Binauhan (2019) revealed that teachers and implementers performed their tasks well in the LAC implementation either as a LAC leaders, facilitator, documenters, resources persons or even as a member. Accordingly, teachers and implementers were great in the different indicators relative to Kto12 basic education programs such as learner diversity and student inclusion, teaching content and pedagogy, assessment and reporting, curriculum contextualization, localization, and indigenization, more importantly, the research proved that teachers and implementers possess the skills relative to 21st century, they can be identified as 21st-century teachers and implementers for 21st-century learners.

Notably, Vega (2019) revealed that the participants in LAC sessions advocated enhancing LAC by developing a model and an evaluation system to appropriately track its progress in each school. The results showed that LAC is implemented differently and inconsistently from other schools in terms of session scheduling. Additionally, there is no methodology for adopting LAC, no tool for evaluating the LAC session, and no success indicator used in the

school.

Above all, majority of the studies emerged and revealed the need to be extended so as to understand that LAC is a new emerging program with a demanding conceptual architecture that needs to be enhanced through localization or contextualization. In so doing, this qualitative study was conceptualized in order to describe LAC session experiences of teachers as an emerging salient component of the Philippine educational system.

3. Methodology

Design - This qualitative study utilized basic qualitative descriptive design. Lambert and Lambert (2012) underscored that the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals, qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. Accordingly, there is no pre-selection of study variables, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon. In as much as the study described the experiences of participants in Learning Action Cell (LAC) sessions as they naturally manifest in those sessions, the researcher found the design suitable.

Participants - This study was conducted at Calongbuyan Elementary School in Candon City, Ilocos Sur during the school year 2022-2023. The participants were teachers cum implementers of LAC sessions. They were chosen using purposive sampling in which two criteria were set. First, they have experienced attending LAC sessions. Second, they were willing to participate in the study. With these criteria and with the saturation of data, the researcher was able to identify the 11 participants of the study. Notably, that data saturation as a phase of qualitative data analysis is when the researcher has continued sampling and analyzing data until no new data appear and all concepts of the theory are well-developed...and their linkages to other concepts are clearly described (Morse, 2004) which transpires informational redundancy (Francis et al., 2010; Sandelowski, 2008; Guest et al., 2006).

Instrument - In gathering the data, the researcher used an interview guide which contains a priori codes that served as the bases in constructing the interview questions. To guide the researcher during the interview, an aidememoire was constructed which shall contain the questions from the interview guide. It is noted that format and mechanics of the interview guide, aide-memoire, and consent form were taken from the study of Azarias and Capistrano (2019) and Azariaset al. (2020).

Procedure - In the conduct of the study, permission to conduct the study was sought first from the respective Department of Education in Ilocos Sur and other school officials. Second, the researcher developed the interview guide containing a priori codes which served as bases in formulating the interview questions. After the interview questions were formulated, the aide-memoire was constructed. Third, the target participants were identified. Fourth and in consideration of ethics in research, the consent of the research participants was sought through a consent form; they were informed of the nature of the study and their voluntary withdrawal from the study should they find it necessary. After getting the consent of the participants, interviews were scheduled in their convenience. Then, the researcher conducted face-to-face interviews. Next, the interview recordings were transcribed and spot checked. Then, member-checking procedures were done through followup interviews and checking of the interview transcripts (Azarias, 2022). Finally, a qualitative analysis of the data was done.

Data Analysis - In the analysis of data, thematic analysis was used to treat the gathered extended texts. Thematic analysis was used following six steps: familiarization (transcribing the data and noting down initial ideas), coding interesting features of the data, collating codes into potential themes, checking or reviewing themes; defining themes (ongoing analysis to refine specifics of each theme and naming each theme), and producing an academic report of the analysis (Bloomberg, 2018). The themes that emerged from the study were subjected to a member checking procedure via interview, which allowed the participants to be approached to confirm the accuracy and consistency of transcription and interpretation. Through informal interviews and member checks, the researcher ensured the data's credibility and authenticity (Rafanan & de Guzman, 2020).

4. Results and Discussion

Implementation of Learning Action Cell (LAC) Sessions - Anchored on the principle of continuing professional development of teachers toward the delivery of quality and excellent education to all Filipino learners, schools implement LAC session. Given that vital role of LAC session in the teaching and learning process, investigating its implementation and the mechanisms that schools follow is paramount and needed; hence, the conduct of this study. Thematic analysis of the verbalizations of the participants that transpired in the extended texts surfaced how the locale of the study implements LAC sessions which were dubbed as four (4) C's: Conducting Needs Assessment, Creating the LAC Session Design, Coordinating for Approval, and Conducting LAC Session through Various Strategies. Interestingly, the sharing of the participants revealed the three challenges or problems in implementing LAC sessions which are time-related, technology-related, and output-related. Nonetheless, the interpretation of the data made sure to highlight the practices of the school in the implementation of its LAC sessions.

Conducting Needs Assessment. In the implementation of the LAC session, conducting a needs assessment is the first thing to do. Here, the needs of the teachers, their classrooms, and their learners should be identified first through the conduct of needs assessment. Needs assessment is a part of strategic planning that helps in knowing and determining the essential targets and goals of every teacher. To support the claim, the verbalizations below are cited:

“Before the conduct of the LAC sessions, the needs of the teachers are considered which come from the needs of our classrooms and learners.” (T1)

“Preplanning is done with consideration of what the teachers and their learners need to improve.” (T2)

“In crafting the matrix, topics are based on the needs of teachers and pupils to improve their skills and update teachers on the current strategies and techniques in teaching.” (T10)

“When we plan, we considered the things that our fellow teachers and their classrooms need to improve.” (T6)

“They ask our needs first before the LAC.” (T3)

Clearly, LAC sessions emphasize on addressing the needs of the teachers and learners. Evidently, the finding indicates that the school tackle the issues and concerns about the teaching-learning process to help the school achieve its mission and vision. This provides opportunity for improvement of the teaching and learning process.

Notably, the finding indicate that the school adheres to Republic Act (R.A.) No. 10533 which stated that the content to be discussed in LACs is on the identified topics and concerns by teachers which is consistent to the areas of discussion featured in the K to 12 Basic Education Program. Also the finding supports the study of De Vera et al. (2020) that revealed that the school head or the LAC leader conducted a needs assessment through a survey to identify existing problems that affect the curriculum, instruction, and learning outcomes of the students. Clearly, training needs assessment answers the question of why training is needed and provides some certainty that the resources required to develop and conduct training will deliver the desired performance-based results (Cekada, 2010).

Finally, the result highlights the vital role of needs assessment in implementing LAC sessions. In fact, needs assessment often is used to identify group needs that includes critical incident techniques, gap analysis, knowledge and skills tests, observation, revalidation, self-assessment, video assessment and peer review (Grant, 2002). The needs assessment is a vital step in the establishment of a training and development program. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided. These processes form a continuous

cycle which always begins with a needs assessment (Miller & Osinski, 2002).

Creating the LAC Session Design. The sharing of the participants revealed that the design for the LAC sessions is created through a matrix leading to the creation of the training design. If schools wanted to hold a LAC session, they must first carefully plan what needs to be discussed in the training matrix. There must be proper planning of the problems, ideas, and topics that are to be discussed. In preparing the matrix there is a designated teacher who will, compile all the necessary needs to be addressed on the date scheduled for the next LAC session. The LAC plan sets out the priorities in the school. It is scheduled in the training matrix. Here, the schedule of the LAC sessions is set which give time for the concerned speaker to prepare. Below are the statements of the participants to justify the claim:

“Prior in the conduct of LAC session, LAC plan was submitted to the division office and subjected for approval. Mentioning also that MOOE funded the expenses in the conduct of LAC session.”
(T1)

“LAC plan was crafted and then submitted and coordinated to the Division office for approval.”
(T2)

“LAC plan was crafted and then submitted to the Division office for approval.” (T10)

“Approval for the conduct will be secured first through proper coordination in which the plan containing the names of the facilitators and their topics were arranged through a training matrix is being submitted.” (T5)

From the abovementioned statements, it is clear that the school plans their activities well. This also highlights that planning is paramount in implementing a training or teaching event. It is to note that LAC session as a way of training or teaching teachers the ways to improve their teaching practices needs to be planned well. In fact, Elnaga and Imran (2013) underscored that to prepare their workers to do their job as desired, organizations provides training as to optimize their employee’s potential, by applying long term planning. Hence, training planning is the foundation of an effective training program.

Finally, planning for training is important. Elnaga and Imran (2013) argued that that planning is setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. Niazi (2011) added that the need for developing employees is compelling because a sound training and development plan has its contributions to increasing productivity and quality of work. In addition, Abed (2020) underscored that conducting an effective training session requires careful planning and preparation. Notably, a training session that has been carefully designed and organized makes a positive connection with the audience. Clearly, a pre-planned training program has a well-defined calendar, a timetable with specifics, an activity summary, and a task list of duties; this is the heart of any effective and expert trainer.

Coordinating for Approval. Based on the interviews, the participants shared that the LAC session design or plan will be coordinated and submitted for approval to the division office. It is noted that the Division office is the head office responsible for managing and carrying out educational activities. It also empowers schools with the tools they need to deliver high-quality basic education. It serves as the primary support structure in school operations and helps ensure the proper utilization of funds in accordance with accounting and auditing rules and regulations. That is why its approval on the conduct of LAC session is paramount. To justify the claims, below are excerpts from the extended texts:

“Prior in the conduct of LAC session, LAC plan was submitted to the division office and subjected for approval. Mentioning also that MOOE funded the expenses in the conduct of LAC session.”
(T1)

“LAC plan was crafted and then submitted and coordinated to the Division office for approval.” (T2)

“LAC plan was crafted and then submitted to the Division office for approval.” (T10)

“Approval for the conduct will be secured first through proper coordination in which the plan containing the names of the facilitators and their topics were arranged through a training matrix is being submitted.” (T5)

Notably, the result indicates that asking permission from concerned offices and authorities is one of the protocols that every school must follow. Without permission from the office, schools are not allowed to have a session. The finding also accentuates that having to adhere to the protocol given by the division office is observed properly. Through this, Principals and District Supervisors will be provided also with the status of LAC sessions implementation and monitoring in their respective area and discover challenges working against the success of LAC sessions program and identify ways to better determine teacher needs and demand for continuing professional development (Correos& Paler, 2020).

Above all, securing permission from concerned authorities offers advantages. In fact, Doyle and Gustavson (2015) articulated that asking permission from the authorities demonstrates that certain forms of permission-seeking (and giving) can foster collaboration and teacher agency across multiple constituent groups in a school community. Thus, it is the most ethical way in implementing any activity in any organization.

Conducting LAC Session through Various Strategies. Through the interviews, the participants revealed that their LAC sessions are conducted or implemented by using various strategies. These include collaboration, reflection, and assigning of roles. By employing various strategies in the LAC session, meaningful and creative discussions on the topic are created. These strategies help the teachers to easily understand the topics in their LAC.

In this study, collaboration is through engaging in solving current problems and sharing new insights. Here, teachers can share their ideas to address a certain issue or problem. As verbalized:

“It was collaborative learning... LAC sessions provided me with the opportunity to share my knowledge and ideas about the topic being discussed.” (T2)

“Learning Action Cell is group of teachers who engage in collaborative learning sessions which include teachers at Calongbuyan Elementary School who solve problems and address issues.” (T5)

“We learn from each other through collaboration and shared experiences of teachers. This helps us address school issues.” (T9)

The verbalizations of the participants accentuate the school’s adherence to the aim of conducting LAC sessions. In fact, Vega (2020) mentioned that LAC session aims to provide a community of practice that engages in collaborative planning, problem-solving, and, action implementation. Notably, Rabinowitz (2019) stressed that the participation of every member puts more ideas, gain equivocal perspectives from different sectors and elements in the organization, practice fairness, improved credibility of the institution, and increased the chance of higher quality and success of every effort done. Nonetheless, Cartilla and Rondina (2020) emphasized that LAC sessions provide a way for teachers to support each other and continuously learn while they apply these changes in the classroom.

Clearly, LAC sessions do not only improve the knowledge of the teachers on the current issues and concerns regarding classroom situation but also strengthened the camaraderie among teachers. The regular interactions among teachers are being practiced will lead to a professional mentor-mentee relationship. This activity makes teachers feel supported which can be emanated to the students (De Vera et al., 2020). In fact, Ronfeldt et al. (2015) found that teachers improve at higher rates if they work at schools characterized by higher-quality collaboration

than they would if they worked in a school with lower-quality collaboration.

Meanwhile, LAC sessions are implemented through the use of reflection by the teachers. Reflection is where the teachers describe their learning that might relate to their future experiences in conducting LAC sessions. Becoming aware and thinking critically about the effectiveness of the result of the session are vital for improvement of the next session and should be submitted to the proper authority. They shared:

“It motivates teachers to reflect critically, which increases the understanding and knowledge of curriculum and classroom practices.” (T3)

“In attending our LAC session, we are encouraged to have our reflection amongst teachers which increases the understanding and knowledge of the curriculum and classroom practices.” (T8)

“After our LAC, teachers are encouraged to give reflection about the topics discussed. This reflection will allow us to step back from what we learned.” (T9)

“It also develops our critical thinking skills by analyzing our experience and improving our future performance.” (T9)

The finding support Vega (2020) who revealed that the participants mentioned that they have a reflection pad to write on for the agenda and lectures which was also observed during the LAC session. They have mentioned as well that the reflection serves as their evaluation of the LAC session. In such light, the findings imply that a teacher’s reflection during LAC sessions can be a meaningful insight to reflect on the teacher’s achievement. It enables teachers to question themselves with their actions. It allows them revisit the knowledge they have learned and how depth the knowledge obtained from the LAC session is interestingly, a reflection can lead to the creation of a new tool or instructional materials based on the result of the concluded LAC session.

On the other hand, each faculty has a designated work to do in conducting LAC sessions. Each member can be the leader of the said session, and every teacher has the opportunity to be the speaker and share their knowledge and expertise on the topic given to him or her. To justify, the verbalizations below are cited.

“Our SLAC session is composed of our Principal being the LAC leader, our Principal or Master Teacher who is the LAC facilitator, the LAC documenter, and members. We, as LAC members, were given specific roles to perform that could be rotated.” (T2)

“I was given the chance to become a documentarian and emcee.”(T2)

“There is also an assigned documenter who is responsible for taking pictures, keeping attendance, and preparing reports after the session.” (T4)

Through LAC sessions, teachers proved that LAC sessions equip teachers with sense of responsibility. This is one strategy to boost the confidence of a teacher. The finding conforms to Madriaga (2021) who revealed that LAC members perform their role for involvement and active participation. In fact, Bajar et al. (2021) argued that asking a well-respected colleague considered an expert in the subject to lead the charge ensures that teachers actively participate in these kinds of collaborative professional development programs.

Noticeably, the three challenges that teachers encounter in the implementation of LAC sessions surfaced from their sharing. The first challenge is time-related. Here, the participants shared that scheduling of the LAC sessions is difficult considering the availability of some teachers. Also, the allotted time for the LAC sessions is not enough for them to thoroughly digest and absorb the topics. Overlapping of school activities also affects the implementation of the LAC sessions. They also noted that technology-related problems impede the effective implementation of the LAC sessions. Some of the teachers are not equipped with pertinent technology skills that they can use during the LAC sessions. Technical glitches are also evident which consumes the time of the speakers.

Last, they also revealed that they cannot submit their outputs for the LAC sessions because of because of other reports that they need to submit.

The findings conform to Reaso (2021) who revealed that the problems encountered in the implementation of the LAC session dealt with the difficulty in scheduling due to many school activities and that some teachers are not ICT knowledgeable. Similarly, Vega (2020) noted that most schools agreed that scheduling of LAC affects their classes although it is scheduled in the availability of teachers since time allotted for LAC exceeded beyond two hours; teachers were challenged with the output after the LAC activity where they need to read researches related to the principles introduced to them. Also, Potane et al. (2018) proved that challenges in LAC implementation included limited time of implementation and overlapping schedules.

In the light of these challenges, technical assistance from Schools Division Office plays a vital role in achieving success. It creates an avenue for the leader schools to share best practices and resources to their partner schools, thereby, creating an atmosphere of collaborative professional development strategies and activities. Notably, the identification of the leader schools could be division-based, not central-based considering that the division personnel knew better their context, especially on the characteristics of the low and high-performing schools both access and quality (Potane et al., 2018).

Localized Framework for Implementing LAC Sessions

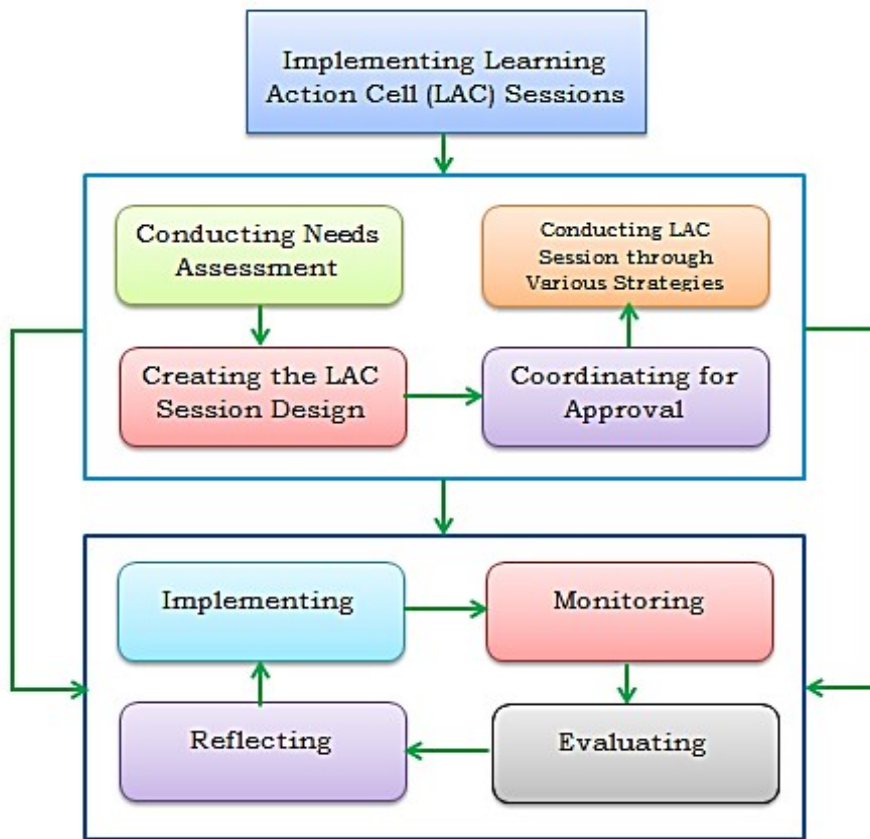


Figure 1. Localized Framework for Implementing LAC Sessions

Figure 2 shows the localized framework in implementing LAC sessions at Calongbuyan Elementary School. This framework mainly highlights the mechanisms that the school follows. The mechanisms are dubbed as 4C's in implementing LAC sessions: Conducting Needs Assessment, Creating the LAC Session Design, Coordinating for Approval, and Conducting LAC Session through Various Strategies. As concerned personnel in the implementation of LAC sessions follow the mechanisms, implementing what were learned from the LAC sessions,

monitoring by instructional leaders, evaluating the LAC, and reflecting on the part of the teachers are important process that needs to be followed. The succeeding discussions explains the things that should be followed in using the model.

Conducting Needs Assessment. The first step that the school follows in implementing is to conduct a needs assessment. To do this, interviews and simple survey should be done. Through this, the needs of teachers and their learners are identified.

Creating the LAC Session Design. After identifying the needs of the teachers and their learners, assigned personnel shall design the LAC sessions using a matrix. Some of the salient inclusions in the training matrix are schedule, topics, speakers, line item budget, and strategies for implementation. Notably, the training matrix is just part of the LAC session design.

Coordinating for Approval. This step requires the school to coordinate the conduct of the LAC session to the Division Office. Here, the training design is submitted for approval. This process shows strong adherence to the protocols being followed by the school. Through this process, pertinent assistance may be given to the school from the Division Office.

Conducting LAC Session through Various Strategies. Once approved, the school implements the LAC session using various strategies to maximize the participation of the teachers. Collaboration, reflection, and assigning roles to every teacher are being employed before, during, and after the conduct of the LAC session. In employing these strategies, the teachers articulated that the success of LAC session is assured.

Implementing, Monitoring, Evaluating, and Reflecting on the Gained Knowledge and Skills. This is the last step which was implicitly shared by the participants. After the conduct of the LAC sessions, the teachers are required to implement what they learned or gained in their classroom or school or community and evaluate their success; thus, the process of implementing and reflecting. LAC members should be prepared to report back on the success of these activities in future LAC sessions. LAC facilitators and LAC leaders should monitor these activities and evaluate how far they are contributing to improved outcomes for learners at school. School heads or principals should support the LACs by doing class observations and encourage teachers to continually improve instruction so that student learning will also improve, (Enclosure to DepEd Order No. 35, s. 2016). They are also required to reflect as an evaluation on the effectiveness of the LAC sessions.

Notably, instructional leaders should evaluate the extent to which the topics during LAC sessions are being implemented and practiced by the teachers. Similarly, teachers should also evaluate the effectiveness of the LAC sessions in which they are required to identify the needed areas for improvement for the next LAC sessions. Instructional leaders' feedback on the application of the LAC sessions' topics should be conveyed to the teachers for improvement.

Implications for teachers and learners - The implementation of Learning Action Cells (LACs) within the Picturesque of Learning framework brings forth transformative implications for both educators and students. For teachers, it necessitates collaborative teaching, localized curriculum design, adept facilitation skills, differentiated instruction, innovative assessment methods, and a continuous cycle of reflection and adaptation. On the other hand, learners are empowered with active participation, ownership of learning, honing critical thinking and communication skills, embracing cooperative learning, fostering cultural awareness, and benefiting from continuous feedback and self-reflection. This synergy between teachers and learners underpins a shift from traditional education to a dynamic, learner-centric paradigm that cultivates engagement, critical thought, and practical application of knowledge.

5. Conclusion and Recommendation

The emergence of implementing Learning Action Cell (LAC) sessions calls for the conduct of scientific study

that shall look into it in the light of various research variables. In the context of this study, how teachers implement LAC sessions in the locale of the study was described. Findings suggest that the school follows mechanisms in implementing its LAC sessions. Concerned individuals in the implementation of the LAC sessions adhere strictly to the protocols set by the Division Office. Notably, the mechanisms being followed by the school conform to the principles of designing training programs from analysis of needs to evaluation of the training. Meanwhile, the study possesses various limitations. First, the developed framework, though validated and affirmed during the member checking procedures, was not implemented and assessed in terms of its effectiveness or applicability. Second, the study was confined into one school; thus, the creation of the localized framework which is only applicable to the locale of the study. As such, conducting similar studies in a wider coverage is needed in which the output of the study should be implemented and evaluated in terms of its effectiveness.

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