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**TEACHERS' PROFESSIONAL DEVELOPMENT THROUGH SCHOOL-BASED LEARNING ACTION CELL IN AGONCILLO DISTRICT**

**RICH MICHAEL C. CANELA**

**ABSTRACT**

Teachers have always been at the heart of education, and their professional development has always been a top priority for the educational system. It is critical to note that to make a difference in students' achievement, teachers must continually improve their subject knowledge and teaching skills and pedagogies. In addition, School Learning Action Cell (SLAC) is a school session led by a group of teachers who participate in collaborative learning sessions to address shared challenges such as learner diversity, content and pedagogy, assessment and reporting, and ICT integration. This study is intended to assess the level of effectiveness of teachers' professional development through implementing school learning action cell in public elementary schools in the district of Agoncillo, division of Batangas Province. School heads and L &D Coordinators were the subjects of the study. The findings shown that majority of the respondents were clustered around 40-49 years old, female, 21-30 years in service and unit earners of Master of Arts in Education. They are agreed that level of effectiveness in implementing school learning action cell was highly effective as seen on the results. Also, they were strongly agreed on the benefits of implementing school-based learning action cell among teachers. There was a significant relationship between the level of effectiveness on implementing school learning action

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ISSN: 2704-3010

Volume IV, Issue IV

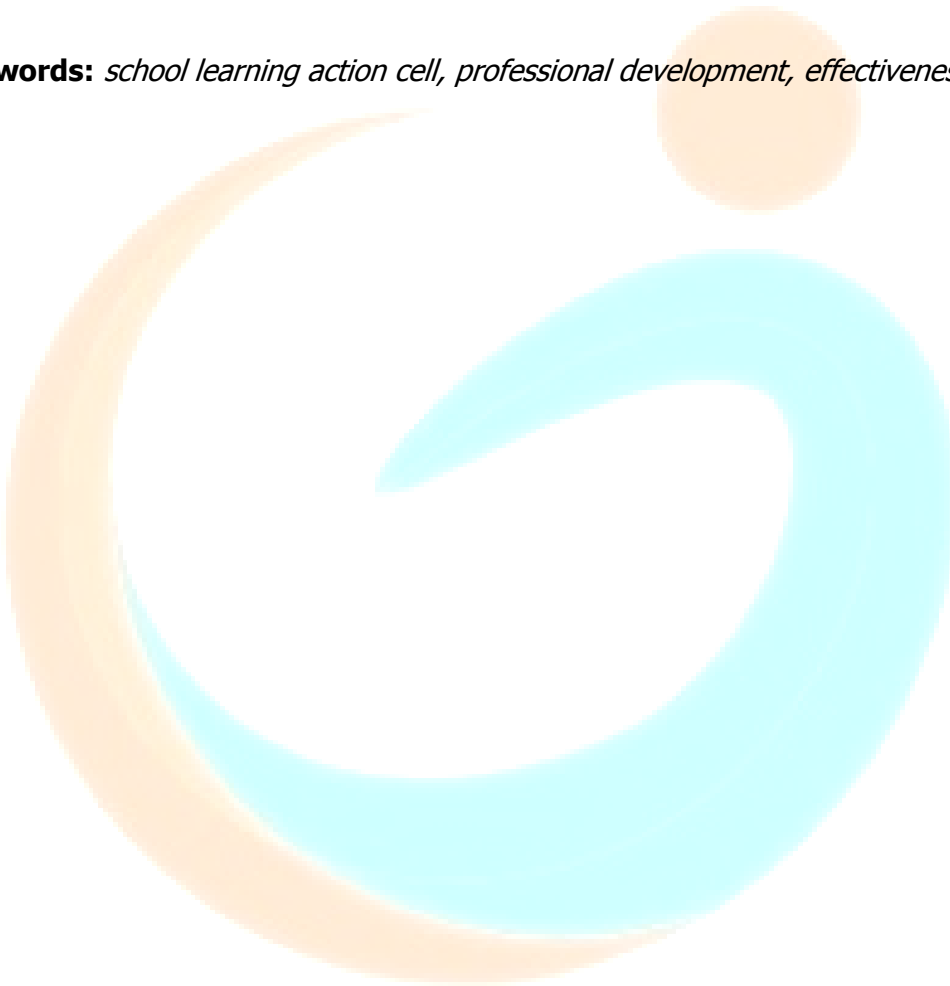
May 2023

Available online at <https://www.instabrightgazette.com>



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cell in continuing teacher's professional development and their benefits with a computed P-value of 0.000. An **Enrichment Program for Career Progression of Teachers through School-Based Learning Action Cell** was designed by the researchers to strengthen teacher's career development.

**Keywords:** *school learning action cell, professional development, effectiveness*



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