INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume V, Issue III
February 2024
Available online at https://www.instabrightgazette.com

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REINVENTING SCIENCE TEACHING THROUGH DEVELOPMENT OF INSTRUCTIONAL SUPERVISION BASED LEARNING ACTION CELL AT SAN PEDRO NATIONAL HIGH SCHOOL

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ABSTRACT

Supervision of instruction plays an important role in effective learning, and it is the tool with which educational objectives are achieved. It also stimulates desirable educational practices and provides a basis for action by the teachers and master teacher. Instruction supervision is a vital organizational subsystem for enhancing teachers and student performance in the school. It clarifies school goals, improves the values of the teachers and ensures good quality teaching and learning. Department order no. 35, s 216 "The Learning Action cell (LAC) as a K- to 12 Basic Education Program School Based Continuing Professional Development Strategy for the Improvement of teaching and learning was issued by the department of Education (DepEd) in line with the implementation of Republic Act 10533 or the Enhanced Basic Education Act of 2013.

This aims to enhance science instruction that will improve learning among students, develop professional growth and foster collaboration among science learners.

Keywords: *LAC, ICT, Supervision, Collaboration*

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INTRODUCTION

This study includes the Reinventing Science Teaching through the development of instructional Supervision Based Learning Action Cell at San Pedro National High School. The researcher wanted to improve teachers in teaching science by designing programs on instructional supervision.

Instructional materials for K to 12 school science include textbooks, laboratory manuals other books about scientific matters, kits, software, CDs, and other multimedia materials, such as videos, that provide equipment and materials for specific inquiry- based lessons. Not only are these materials a primary source of classroom science learning, but because the professional development for teachers is often structured around instructional materials, they also play a profound role In the education of teachers. Thus, to achieve the earning goals of the Standards, Standards or Benchmarks, students and teachers must be provided with instructional materials that reflects these. Moreover, teachers will be more likely to provide the requisite classroom experiences if professional development programs provided by school systems are grounded in standards- based instructional materials. For these reasons, the selection of instructional materials that reflect the learning goals of the standards is a central issue. (Schmidt et. al.1997)

Shift from inspection to supervision approach at the beginning of 19th century had unleashed and prospering numerous strategies and patterns in order to create a significant improvement of the learning procedure. The good practices exercise by supervisors purposely to attain good performance from supervisees. Some the best practices written in literatures

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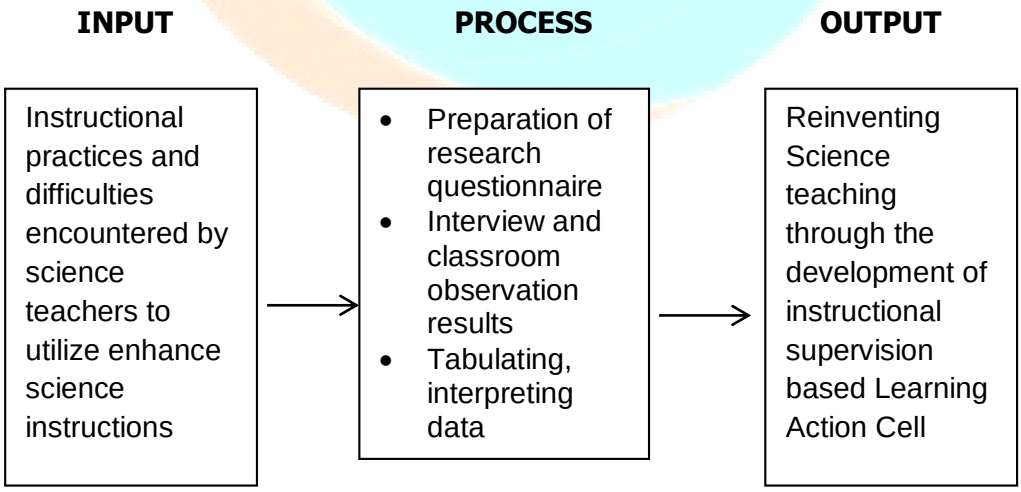
and categorized according to the three different styles of instructional supervision, directive, non- directive and collaborative style. In every style, various good practices studied can be a reference by current and future supervisors for further advance in their supervisory practice. Selected exemplary supervision practices is not fundamental to supervisor belief, but allows supervisors to adapt and match the practice to the need of supervisees in relation to the situation

MATERIALS AND METHODS

This study used descriptive method or qualitative research design illustrated by supervision and classroom observation.

They conduct an actual experiences of teachers in teaching science at San Pedro National High School by observing and interviewing through giving questions to science teachers.

This research consists of Input, Process and Output are the following;



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RESULTS AND DISCUSSION

Figure 1. Schematic representation of the processes conducted in attaining the objectives of the study.

Table 1. On the Science Instructional practices/ needs of the teachers.

Instructional Needs	Frequency	Percentage
Activity worksheets	18	85.71%
Visual Aids	17	80.95%
Video Clips	15	71.43%
ICT based Learning	20	95.23%
Laboratory set up	14	66.67%

Table 1 shows that the teachers need ICT Based Learning with the percentage of 95.23%, followed by Activity Worksheets, Visual Aids, Video Clips and Laboratory Set up with the percentage of 85.71%,80.95%, 71.43% and 66.67% respectively. It means we need to focus on the ICT Based Instruction.

Table 2. On common difficulties encountered by teachers in the classroom.

Common difficulties	Frequency	Percentage
Students behavior such as study habits	19	90.47%
Time constrained	12	57.14%

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Lack of laboratory materials	17	80.95%
Lack of students participation	16	76.19%
Overpopulated	15	71.42%

Table 2 shows that common difficulties encountered by teachers in the classroom were students behavior with the percentage of 90.47%. Followed by lack of laboratory materials, lack of students participation, overpopulated and time constrained with the percentage of 80.95%, 76.19%, 71.42% and 57.14% respectively. This means that students behavior is the most problem encountered by the teachers.

Table 3. Learning Action Cell (LAC) topics to enhance instruction

LAC topics suggested	Frequency	Percentage
Power point Making	18	85.71%
Better Instructional Materials	15	71.43%
Assessment for Learning	16	76.19%
Strategies and Techniques in teaching science	20	95.23%
ICT Based Instructional Management	19	90.48%
Classroom Management	17	80.95%

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Table 3 shows that the teacher suggested in Strategies and Techniques in teaching science with the percentage of 95.23 % followed by ICT based instructional, management, power point making, classroom management, Assessment of learning, 90.48%, 85.71%, 80.95%, 76.19% and 71.43% respectively. In short the teacher suggested in LAC session the Strategies and technique in teaching science in order to enhance science instruction.

CONCLUSION:

1. The teachers need ICT Based Learning with the percentage of 95.23%

2. The common difficulties encountered by teachers is students behavior with a perrcentage of 90.4%.

3. The teachers suggested the to topic about Strategies and Techniques in teaching science with the percentage of 95.23 %.

4. The output of this research is to conduct training designs and matrix to be used in Science School Based LAC Session to be done every month of the school year calendar

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PPST module

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