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**SCHOOL LEARNING ACTION CELL (SLAC): ITS IMPLEMENTATION  
AND IMPACT ON TEACHERS' PROFESSIONAL DEVELOPMENT AS  
BASIS FOR ENHANCEMENT PROGRAM**

**RIZALDY G. GENTIZON**

**Teacher I**

Paaralan ng Buhay ng Laorca  
rizaldy.gentizon@deped.gov.ph

**ABSTRACT**

This research study aimed to find out the implementation and impact of School Learning Action Cell (SLAC) on the professional development of teachers as basis for the Enhancement Program using the phenomenological approach under qualitative method. The participants of the study were eleven (11) SLAC coordinators and eleven (11) teachers in the District of Nueva Valencia North, Schools Division of Guimaras during the School Year 2024-2025. The data were gathered using a researcher-made questionnaire through in-depth interviews. The results revealed that teachers are becoming more effective and efficient if they collaborate with their colleague. The study also highlighted that through the SLAC sessions experienced teachers and those neophytes in the service can work together and could make the teaching-learning process more meaningful. Also, to SLAC can help teachers boost their morale and even improve their communication skills. To further develop teachers them professionally, an enhancement program was created to further maximize the teachers' potential and skills.

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**Keywords:** Implementation, Impact, Professional Development School Learning Action Cell, Enhancement Program

## INTRODUCTION

Teachers are considered to be the best asset of the school. Having good teachers means that the school is producing competent graduates. Being in the field of education, educators need to be flexible enough in facing adversities and challenges that would come along the way most especially in this fast-changing world. These professional must be given full attention for the future leaders of our country is being molded in their hands.

Professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within their classroom contexts. It helps the teacher to cope up with the skills and techniques in order to respond to the needs of the 21<sup>st</sup> Century learners. While it is necessary for a certain professional to recalibrate his or her professional status, professional development programs and activities play a vital role in making these actions possible.

The systematic use of appropriate strategies for delivering and assessing the learning objectives targeted for each lesson results to successful teaching (UNESCO GMR 2014). These educators are able to convert simple concepts and ideas into a comprehensive learning objectives where learners enables to relate with the topics or lessons presented, determine the most appropriate instructional strategies and learning materials and implement those to

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teach the target content objectives, draw sound and fair conclusion, intervention, remediation and enrichment activities based on the results of formative assessment, sincerely promote their students learning and holistic development, promote sincerely their students' learning and holistic development, and possesses positive traits and gives emphasis on ethics towards his or her work(Stronge, 2007).

In the context of the Philippine Education System as being manned by the Department of Education, the School Learning Action Cell (SLAC) as the K to 12 Basic Education Program is a School-based Continuing Professional Development strategy intended for the improvement of teaching and learning as stated in the Department Order No. 35 series of 2016 dated June 07, 2016. There were several methods that the Department of Education is implementing for a more meaningful teaching-learning processes yet, most of these are top-down progressions wherein a traditional method is used that expert knowledge is shared or transferred. Examples of these are lectures or workshops during cascaded or echoed teacher training and short-term courses.

As the Department recognizes that the quality of learning is greatly influenced by the quality of teaching, organizing Professional Learning Communities was also adopted in order to aid teachers in the building of new facts about instruction as well as in brushing up traditional principles and norms about education, teaching community, and learning to suit the current needs of learners. Affirmative bases for this policy are also drawn from the learnings of many interventions in education such as the Program for Decentralized Education (PRODED), Third Elementary Education Project (TEEP), Secondary Education Development

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and Improvement Project (SEDIP) as well as empirical studies on similar professional development programs that demonstrate that teachers' participation in professional development activities have a positive impact on teachers' beliefs and practices, students' learning, and the implementation of educational reforms (UNESCO ISO, 2006).

Hence, this study was hereby proposed by the researcher to further investigate in enhancing teachers' professional development through the conduct of School Learning Action Cell (SLAC) as basis for enhancement program in the Schools District of Nueva Valencia North, Schools Division of Guimaras during the school year 2024-2025.

The researchers' core on conducting a study on the School Learning Action Cell (SLAC) stem from the researcher's firsthand experience as a teacher in the area. The researcher have observed that while SLAC sessions were regularly conducted, the sessions often lacked depth in addressing specific professional development needs of teachers, especially in adapting to localized challenges such as multi-grade teaching, limited resources, or integrating culturally responsive pedagogies for indigenous learners.

This experience could have sparked a desire to investigate how effectively SLAC sessions are implemented and whether they truly impact teachers' skills, knowledge, and classroom practices. By uncovering gaps and identifying strengths, the researcher aimed to develop an enhancement program that ensures SLAC sessions become a more targeted, impactful, and sustainable platform for professional growth, ultimately improving teaching practices and student learning outcomes in similar rural contexts.

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## MATERIALS AND METHODS

### Research Methodology

The research methodology is described in this chapter. This study will make use of design, sample design, study participants, data collection methods, research instruments, validity of research instruments, and data analysis.

### Research Method

In-depth interviews were used as part of a qualitative research design for the study. The interviewer and the interviewee had the opportunity to speak face-to-face while going over the set of questions pertaining to a certain subject. Participants are expected to convey the key points of view from those concerned in a specific issue within a social setting through their responses to the questions (Wallace Foundation, 2022).

### Research Design

The study utilized a qualitative design with a focus on a phenomenological approach. According to Creswell (as cited by Jordan, 2023), the goal of phenomenology is to explore and describe the essence of a phenomenon through qualitative methods, focusing on the shared experiences of a group.

This study's main goal was to outline the approach that can be used in order to fulfill its research goals. With the purpose of developing enhancement programs, this study sought

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to understand the experiences and possibilities that instructors had when leading School Learning Action Cells.

Under the descriptive method of research, the study used descriptive-qualitative methods, utilizing key informant interviews, in-depth interviews, and documentary analysis. Relevant information on the experiences and problems teachers had when leading School Learning Action Cells were thoroughly reviewed and assessed in order to conduct a documentary analysis.

The process of qualitative analysis involves a number of bottom-up phases, including data transcription, code-based information segmentation, topic or category development, theme description, and data interpretation (Creswell, 2009).

These procedures are essential for verifying the findings' consistency and accuracy. Interviews in a qualitative study provide participants a chance to express their opinions, insights, and justifications without the researcher predetermining them (Galanes, 2003).

Future research as well as the body of existing literature on teachers' experiences and opportunities to lead School Learning Action Cells would validate the findings.

## Participants of the Study

The participants of the study were twenty-two (22) teachers from the different schools of District of Nueva Valencia North, Schools Division of Guimaras during the school year 2023-2024. The right sampling technique—also referred to as judgment, selective, or subjective sampling—was used to identify the participants. The participants and individuals who have a

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major role in the School Learning Action Cell were identified by the researcher. The researcher's judgment in choosing a sample that they think gave them the necessary data based on earlier information. The researcher's assessment of a sample's representativeness or their level of knowledge about the required information could be incorrect, or their judgment (Fraenkel and Wallen, 2010).

### Sampling Design

Purposive sampling, often referred to as judgmental, selective, or subjective sampling, is a research method in which the researcher uses their expertise and judgment to intentionally select specific participants from the population for the study. It was used to identify the participants in the study. By describing the participants' perceptions and reactions, the researcher will be able to obtain some insight into their reality (Creswell, 2007).

The phenomenological investigation looked into different responses to, or experiences with, a specific occurrence. By describing the experiences and reactions of the participants, the researcher was able to obtain some insight into their reality. In-depth interviews conduct was used to gather data. The researcher then tried to precisely identify and characterize each person's perceptions and responses to their experiences. Phenomenologists work to discover, comprehend, and characterize the similarities between the ways that people perceive and interpret similar events because they generally assume that there are some commonalities.

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## RESULTS AND DISCUSSIONS

The study aimed to determine teachers' experiences and opportunities in the conduct of School Learning Action Cell (SLAC) basis for enhancement program in the District of Nueva Valencia North, Schools Division of Guimaras during the School Year 2023-2024.

The study adopted a phenomenological approach within the qualitative research framework. This method was chosen as it allowed the researcher to explore the experiences of a particular group to gain deeper insights into their lives or specific aspects related to their practices.

The participants of the stEudy were twenty-two (22) teachers in the District of Nueva Valencia during the school year 2024-2025.

The study employed a researcher-developed interview guide as its primary research instrument.

A mobile phone with audio recorder was used for data gathering and documentation depending upon the permission of the respondents.

The interview guide was reviewed and validated by a panel of experts, and all feedback and recommendations provided during the validation process were thoroughly considered and incorporated.

All necessary permits, including those from individual respondents, were obtained to conduct the study. The researcher personally visited schools, communities, or locations convenient for the respondents to carry out the interviews.

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An in-depth interview was conducted using a mobile phone with an audio recorder to ensure the accurate capture of the respondents' responses. Each respondent was interviewed individually to gather their perspectives on the study. The researcher compiled and analyzed all data collected from the series of interviews.

In-depth interviews were conducted using a mobile phone equipped with an audio recorder to ensure accurate capture of the respondents' responses. Each participant was interviewed individually to gather their perspectives and insights related to the study. The primary goal was to gain a comprehensive understanding of their viewpoints.

After conducting a number of interviews, the researcher combined all of the information gathered.

A thematic approach was used to analyze the collected data.

The following are the findings of the study:

School Learning Action Cell helps the teacher to develop further their professional skills as well as their personal growth.

This activity serves also as an avenue for the teachers to gain experiences from each other by sharing their best practices. By this, they apply various strategies taken from their fellow teachers during the SIAC Session.

Based on the results of the in-depth interview, it was found out that the following are the impact of the SLAC to the teachers of the Department. First, it addresses the gaps on the needs of the teachers because topics that are being discussed in the sessions are the immediate concerns based on the observation of their immediate supervisor. Second, it boosts

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the confidence of the teachers. In an interview to the respondents they said that even though they are exposed to speaking in front of the crowd their confidence at time differs when they face their fellow professionals, especially when they are tasked to be the resource speaker. Teachers gain realizations in the conduct of this activity. For instance, the seasoned teachers may provide ideas through their experience while the new ones may employ the trends in education that would fit in the current generation. It was also highlighted that there should have action research for SLAC to further determine the needs of the teachers. Assessing the needs of their teachers should be a top focus for administrators, including master teachers. By using learners' feedback and self-efficacy, teachers may determine what their students need and how to improve the way they teach. Lastly, it was brought up that the Department should allot sufficient funds for this initiative since the main beneficiaries are the department's employees who operate in the field and have firsthand contact with it.

These findings align with the study by Mary Grace P. Aclan and Delon A. Ching (2022), which revealed that teachers observed the presence of a community of practice in the implementation of the School Learning Action Cell (SLAC). This suggests that schools are adhering to the Department of Education's guidelines for implementing SLAC, which emphasize collaborative planning, problem-solving, and action implementation within a given year. Schools believe that successfully meeting teacher performance standards depends on the effective use of SLAC through collaboration, problem resolution, and action implementation. Furthermore, the themes and topics addressed in SLAC sessions across district schools are considered highly beneficial.

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Based on the findings, the following insights were drawn:

This suggests that teachers find the themes highly relevant and attribute their effectiveness to the daily teaching and learning experiences on school grounds. To improve performance, schools should prioritize themes that encourage learner inclusivity, address subject components and competencies, focus on curriculum and assessment, integrate 21st-century skills and ICT, and emphasize curriculum contextualization and indigenization. Teachers in the district exhibit exceptional performance in their roles by addressing critical aspects such as understanding subject matter and pedagogy, fostering a positive learning environment, supporting learner diversity, engaging in effective curriculum planning and assessment, building community connections, and pursuing personal growth and professional development.

Given that a community of practice for SLAC is being established on school grounds, it simply demonstrates that the teachers observed to do well in school in multiple areas of their performance assessment. Outstanding work performances can be achieved by teachers with the support of an efficient and well-run SLAC.

Additionally, school administrators may still prioritize assessing teachers' needs in order to build specialized programs and seminars related to their professional development.

In order to determine what the requirements of their students are and how to improve the way they teach and learn, teachers might utilize self-efficacy and student feedback. Potential avenues for further research include developing professional development plans to

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close any gaps in teachers' professional development. The study may also be carried out at a different location and school.

## CONCLUSION

Based on the findings and insights from this study, the following recommendations are proposed:

An enhancement program is suggested. The goal or objective of this program is to strengthen the conduct of School Learning Action Cell in every school.

To effectively design targeted programs and seminars focused on teachers' professional growth, school leaders, including master teachers, should prioritize assessing the specific needs of their educators. By considering students' feedback and examining their own self-efficacy, teachers can identify students' needs and refine their instructional strategies. Therefore, the following actions are recommended:

Teachers should sustain best classroom practices and design resilient initiatives or innovations that would lead to the improvement of teaching and learning delivery.

School administrators should provide a sufficient budget in the School Improvement Plan and Annual Implementation Plan for the implementation of School Learning Action Cells that yield positive results and outcomes. School administrators and teachers should intensify the implementation of the SLAC for quality learning experience.

Linkages between the school and stakeholders should be strengthened for open and continuous collaboration for the betterment of school programs. These will promote a more

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conducive learning environment for learners that will improve not just the learners' performance but of the school as well.

DepEd Officials should guarantee learning continuity and maximize learning outcomes by religiously monitor the schools and conduct technical assistance in an efficient manner in order to fulfill the mandate of Basic Education Learning Recovery.

Another research study on School Learning Action Cell found out that the results of the study clearly show that instructors are in favor of SLAC (School Learning Action Cell) being implemented widely. They admit that SLAC has had a significant influence on their development on the personal and professional levels. Based on their years of teaching experience, teachers' opinions on the effects of SLAC implementation did not differ in any way. Remarkably, a notable discrepancy surfaced in the perceived effects of SLAC adoption on personal development when teachers were divided into sexes. On the other hand, no discernible gender-based difference in professional development was found. These findings highlight how crucial it is to take gender-specific considerations into account when designing and execution of professional development programs such as SLAC to guarantee fair assistance and development chances for all teachers.

Future research should expand the scope of this study by examining the implementation of School Learning Action Cell (SLAC) across different areas of context, exploring its impact on students' learning, developing and evaluating tailored professional development programs, and investigating the role of leadership, and technology in SLAC effectiveness.

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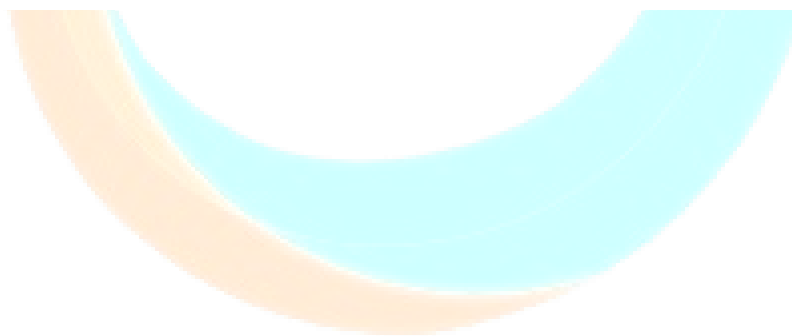
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