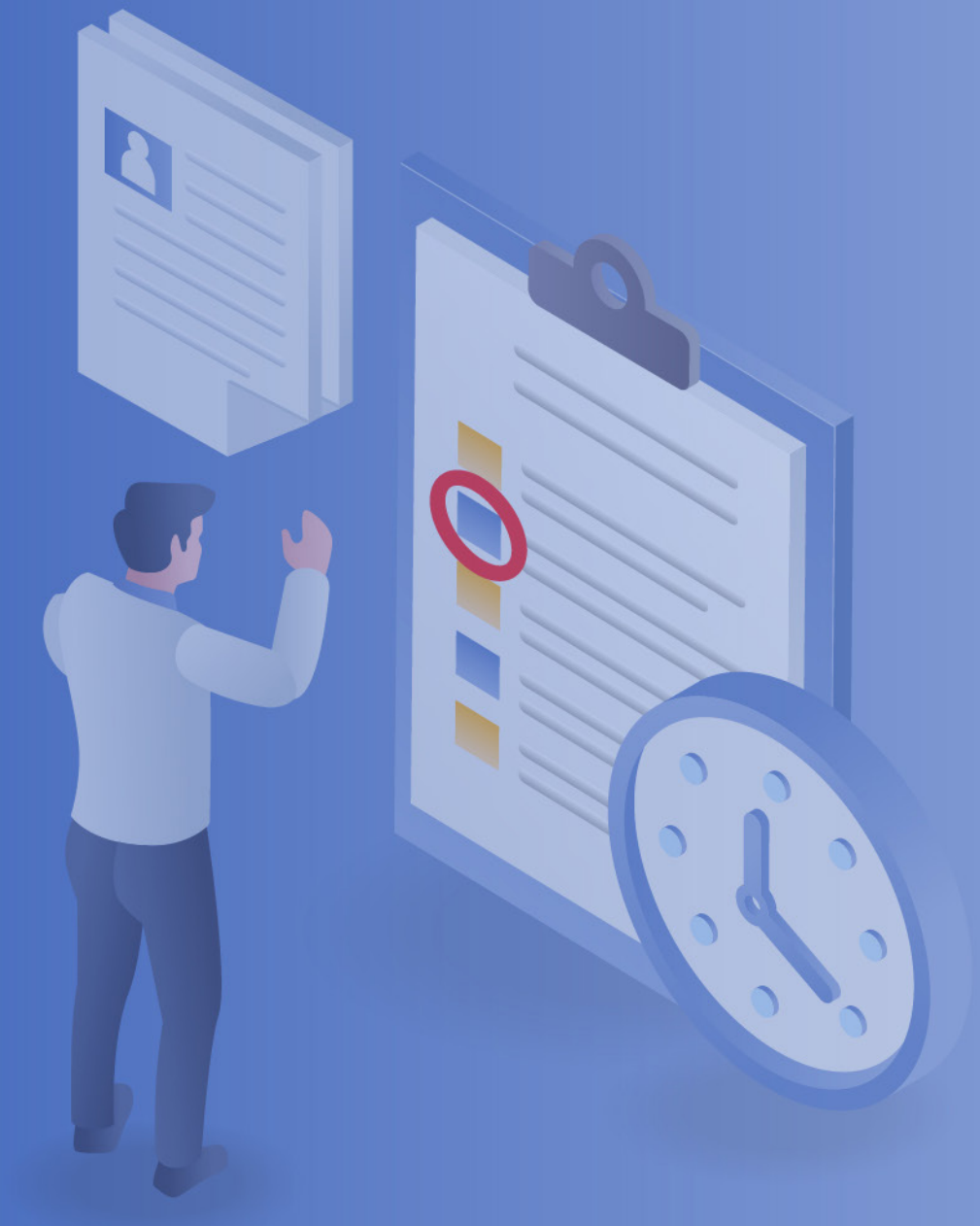
JOURNAL OF POLICY AND PLANNING (JPP)

VOLUME 1 ISSUE 1 (2024)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Journal of
Policy and Planning (JPP)

Volume 1 Issue 1, Year 2024
https://journals.e-palli.com/home/index.php/jpp

Teachers' Experiences in School-Based Learning Action Cell (LAC) Sessions in Oriental Mindoro National High School

Eunice N. Dilay[1], Alice R. Ramos[1*]

Article Information

Received: June 15, 2024

Accepted: July 07, 2024

Published: July 12, 2024

Keywords

LAC Session, Teacher's Experience, Mathematics Education

ABSTRACT

Designed with the qualitative research design, the study's goal focused on the in-depth understanding of the selected junior high school mathematics teachers' experiences from Oriental Mindoro National High School towards School-Based Learning Action Cell (SLAC), a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning (DepEd Order No. 35, s. 2016). Utilizing the data from the interview with seven (7) mathematics teachers, twelve (12) themes emerged in the study. Among the teachers' positive experiences in SLAC included fostering collaborative learning, enabling the acquisition of relevant content, aiding personal and professional growth and development, and promoting output-based strategy. Meanwhile, their negative experiences included resource and time constraints and resistance to changes and possible improvements. Teacher-participants dealt with the challenges and difficulties experienced during the SLAC session by promoting institutionalized session, encouraging participants' active participation, aligning the content to the actual needs, having proper time allotment and scheduling, and inviting experts to discuss the topic. Generally, to reach the actual goals of the School-Based LAC session, there must be an utmost commitment among teachers and school leaders.

INTRODUCTION

Teachers serve as a core of educational success. They are crucial in delivering quality instruction to attain the prescribed learning outcomes. In this case, they must acquire knowledge and skills so they can attain the primary goals of the educational system which are to improve learning performance and promote achievement among students.

In line with this, the Department of Education (DepEd) released a policy titled The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning (DepEd Order No.35, s. 2016). With this policy, the department shows its commitment and full support to the teaching personnel's personal and professional growth and development since this will help teachers reach their potential skills and succeed in the profession. Thus, under this DepEd Order, the implementation of the School-Based Learning Action Cell functions as a professional development strategy for the improvement of teaching and learning.

School-Based Learning Action Cell (SLAC) in DepEd schools refer to a professional community that performs several collaborative sessions in planning lessons, solving challenges encountered in school, studying the content and pedagogies, and conducting action research as a group. This serves as a positive and safe space for teachers. The topics for LAC sessions may be identified by the LAC leaders, department heads or school heads. Strategies like needs assessment are made to determine the priority areas of learning. The selected topics should also be in line with the areas of discussion that are within the features of the Enhanced Basic Education Act of 2013 (R.A. No. 10533). These are learner diversity and student inclusion, content and pedagogy, assessment and reporting, 21st-century skills and ICT integration in instruction and assessment, and curriculum contextualization, localization, and indigenization.

Several studies stated the advantages of having SLAC sessions in school. First, there will be a better working environment and development of good relationships among teachers (Vega, 2020). With SLAC sessions, a group of teachers can create a community that is safe and proactive. Exchange of ideas and collaboration are observed in the workplace. Second, teachers can gain new knowledge, explore innovations in teaching and develop uniform and quality instructional materials (Cardenas, Guzon & Vistro-Yu, 2023). Through this, teacher efficacy and instructional mastery can be attained. Also, there will be a reduction of tasks since they can work collaboratively in crafting tools for instruction. Third, if there are more SLAC sessions conducted, there will be an achievement of a higher level of teachers' competencies (Conde, Yazon, Tan & Bandoy,2023). Fourth, SLAC plays a significant role in the lives of teachers since it promotes professional growth and development which greatly contributes to the improvement in the way of teaching and consequently to the students' performance (Binauhan,2019).

On the other hand, there were also challenges in the implementation of SLAC sessions. Vega (2020) enumerated various issues such as different and inconsistent scheduling of sessions, disruption of classes, absence of tool for evaluation and absence of SLAC model as a guide in the implementation. Cardenas, Guzon,

[1] Divine Word College of Calapan, Philippines
[*] Corresponding author's e-mail: alice.ramos@minsu.edu.ph

and Vistro-Yu (2023) added that there are some teachers who are not aware and oriented on the program and are reluctant to engage in SLAC sessions. Also, Vera, Borja and Orleans (2020) added that there are also concerns in the actual topics as focus of the discussion.

With all the experiences and feedback from several literature and studies, the researcher sought to identify the positive and negative experiences of teachers during the SLAC sessions and know what are the impacts of these programs which can be classified as strengths or weaknesses. Moreover, the researcher tried to determine the strategies that can be recommended to enhance the implementation of the SLAC sessions and realize all its end goals.

The following were the research questions; (1) what are the strengths of SLAC sessions in OMNHS as assessed by teachers? (2) What are the weaknesses of SLAC sessions in OMNHS as assessed by teachers? (3) How can the LAC sessions in OMNHS be improved?

LITERATURE REVIEW

The Department of Education (DepEd) released DepEd Order No. 35 s. 2016 that advocates the implementation of 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. This is a school-based activity in the form of training and seminar that invites resource speakers who are expert on the topics of discussion which aims to enhance the teaching and learning process, develop high caliber educators, and improve the learning of the learners (Madriaga, 2021). Aside from these goals, SLAC session allows teachers to guide and support one another in improving pedagogical knowledge, attitudes, and skills, thus, promoting a professional cooperative spirit among themselves (De Vera, De Borja, De Guzman & Orleans, 2020).

For the previous years of implementation, several studies have been conducted to assess the implementation of the SLAC session in the Philippines. Positive consequences and outcomes have been listed. Verbo (2020) found that there is an improvement in the content knowledge and instructional performance among teachers in the field of Mathematics since there is an increased performance in both aspects in the classroom observation of teachers before and after the SLAC session.The results of the statistical tests supported this; with the computed z-value of 3.34 that is higher than the tabular z-value of 1.96 and with computed t-value of 4.01 that is greater than the tabular t-value of 1.96 at 0.05 level of significance, respectively. Likewise, the students' performance has improved before and after the teachers' participation in the SLAC session. This is evident based on the overall mean grade of 82.79 (Approaching proficiency) and 87.52 (proficiency), respectively. Then, Bajar, Bajar, and Alarcon (2021) stated that another positive effect of the SLAC session is workplace collaboration. This is a platform for teachers to share and discuss common difficulties and challenges, develop camaraderie and friendship with one another, go beyond the mentor-mentee relationship, and create a workplace that is harmonious. According to Cardenas, Guzon, and Visto-Yu (2023), another benefit to the teachers is that they have been exposed to the use of technology, the recent developments in ICT integration, and new innovations in instruction to improve the quality of teaching Mathematics. They added that there is a significant improvement in the teacher's productivity brought by the development of unified lesson plans and parallel projects, performance tasks, and tests. They can work collaboratively and there is less time needed to accomplish these tasks allowing them to focus on other school responsibilities. Moreover, SLAC session fosters professional and personal growth and development. This statement was supported by the study of Vega (2020) because one of the topics cited is on Pedagogical Retooling in Mathematics, Language, and Science (PRIMALS) which enables them to hone their leadership skills and become updated in the newest pedagogy in teaching. There are instances that a teacher representative who attends seminars beyond the school level can echo and discuss the topics among the co-teachers. Teachers can acquire learnings on teaching techniques, test construction, research writing, curriculum,etc.

In contrary, there were also problems and challenges encountered by the teacher-participants. According to Almonicar and Padasas (2022), among these are the schedule of the school learning action cell, overlapping activities, availability of electricity, lack of learning resources, and non-adherence to policies and guidelines, etc. The schedule of the SLAC is the topmost challenge experienced by them since the planned and original schedule could not be followed due to several activities conducted by DepEd. This challenge has something to do with the difficulty experienced by the Science teachers from the study conducted by (Vega,2020). With the scheduling of the SLAC session, classes are affected and disrupted. For instance, although the availability of the teacher is considered in scheduling, there are times when the time duration of the SLAC may have exceeded its original time allotment. Additionally, school heads were really faced with challenges in scheduling because workloads and other tasks of teachers are to be considered(Cortejo,2022). Aside from that, results showed that funding and financial resources are a challenged since many participants stated that they do not gain financial support in implementing the SLAC session. The School Maintenance and Other Operating Expenses (MOOE) can support the funding, but according to a department head, it requires time since it is a lengthy process. Another challenge, it was revealed that there was no existing model for priority topics in the SLAC session and some participants found other topics irrelevant. Culajara (2023) stated that there is a lack of needs assessment that may have something to do with the lack of priority topics as previously stated. Supposedly, SLAC is designed to hone the knowledge, skills, and attitudes

of the teachers for improved teaching and learning and address the challenges faced by them but according to the some of the participants, the discussed topics were repeated, not filtered and do not refer to the teachers' needs. Lastly, in the study of De Vera, De Borja, De Guzman, and Orleans (2020), they added that there is no definite evaluation or assessment to check the weak and strong points of the SLAC session and monitor the quality of the services offered by this program.

With all these challenges and difficulties, several solutions and interventions were proposed. Madriaga (2021) suggested designing the SLAC activities appropriately based on the teachers' needs and allotting funds for all the needed materials from the MOOE of the school. It would be best to adopt the proposed program enhancement proposed in the study to enhance the implementation of the SLAC sessions. Medina, Camposagrado and Lim (2022) added that classroom teachers together with the school administrators and expert teacher sshould be working together in the planning phase, implementation, and post implementation or evaluation stage. In this way, all the aspects of the SLAC session such as the curriculum needs, time schedule, technology, internet access, and workload can be addressed. Then, it is also proposed by De Vera, De Borja, De Guzman and Orleans (2020)that there should be benchmarking or considering the best practices of the other schools in the implementation of the SLAC session for improvement. Meanwhile, in terms of the topic to be discussed in the SLAC, there should be a sustained discussion of diverse topics and to reduce the overlapping activities, it is recommended to lessen the ancillary tasks of the teachers and budget the calendar of activities (Cortejo,2022).

METHODOLOGY

The study utilized the qualitative phenomenological approach. Creswell (2014), as cited by Lima and Newell-McLymont (2021), pointed out that qualitative research is a way to understand and explore the meaning that individuals or groups ascribe to a human or social problem. This research focused on understanding the respondents' beliefs, attitudes, and experiences through the examination of subjective data such as interviews, focus groups, observations, and textual analysis. Specifically, the researcher used phenomenological analysis since this research aimed at analyzing how individuals make sense of their experiences and the meanings, they attach to them. Moreover, this involved in-depth interviews with participants to explore and understand their experiences in detail (Hassan,2024). This research design involved in-depth interviews and observations with public junior high school mathematics teachers to determine their lived experiences while having the SLAC sessions.

The researcher selected seven (7) public junior high school mathematics teachers in Oriental Mindoro National High School who were exposed to the implementation of the Learning Action Cell. Specifically, they are teachers handling Mathematics across grade levels. Additionally, the researcher used purposive sampling to choose the individuals so they could purposefully inform an understanding of the research problem. Before the data was acquired, the researcher sought consent from the Principal and Assistant Principal for Junior High School Academics as well as the subjects of the study and asked about their availability. The researcher provided adequate confidentiality and privacy protection.

Detail methods are needed for this article, i.e. how data were collected, how the major findings found, etc.

RESULTS AND DISCUSSION

This qualitative study examined the lived experiences of public junior high school mathematics teachers towards the School-Based Learning Action Cell.

What are the Strengths of SLAC Sessions in OMNHS as Assessed by Teachers?

Fosters Collaborative Learning

As revealed by the participants, collaboration is vital among participants. Each of them acquired knowledge and skills from the experiences, viewpoints, and ideas of others which can help solve shared challenges or difficulties experienced in the classroom. SLAC sessions engaged participants in break-out sessions where reflections were asked and best classroom practices were shared. Participant 2 stated,

"As a participant in LAC sessions, ay di pa naman ako ganun katagalan sa
service 2 years pa lang, nagbebenefit ako sa LAC session by means of having
a peer support on which I can seek guidance and advice to those teachers or
my coteachers that are more experienced professionally."

Participant 1 added, "SLAC promotes peer learning by allowing teachers to learn from one another's experiences, viewpoints, and knowledge."

The findings supported the viewpoint of Pasilan and Galicia (2022) stating that there is collaboration resulting to teacher empowerment. Teachers can deal with the challenges and demands through having coaching and mentoring sessions. With this, all of them are reminded to promote a collaborative culture by sharing the best practices among the members of the school community. Additionally, with Learning Action Cell that fosters sharing of ideas and active discussions, the performance of teachers are developed (Cortejo,2022). Then, Cardenas, Guzon, and Vistro-Yu (2023) highlighted that the collaborative nature of the LAC permits the growth of social relationships among teachers that results from contributing their own wealth of experiences and ideas. This is also evident in the study of Bajar, Bajar, and Alarcon (2021), in which they share that one respondent has said that she can elaborate on the common challenges and at the same time have time to bond with others, thus expanding their network.

Acquisition of Relevant Content

Underscored in this theme was the participants' learning of content relevant to their needs which they can apply in their context. With School-Based LAC sessions, learning opportunities were available where resource speakers gave new knowledge, skills and insights relevant to teaching. Participant 4 narrated "..of course the fact that I am gaining new knowledge and experiences, I guess I benefitted lot from the LAC sessions.". Participant 7 added, " There are certain topics in LAC session that we can use and adapt to our teachings as well as be updated in certain issues and concerns."

Supporting the given statements, Culajara (2023) posited that teachers' innate abilities are enhanced when they participate in this professional development program. The responsibilities of delivering instructional content and providing quality instruction to the learners are achieved through the help of the LAC session. Moreover, Vega (2020) highlighted that there are various benefits of LAC sessions for teachers. One of these is the utilization of appropriate teaching strategies.

Aid for Personal and Professional Growth and Development

Prevailing in this theme was the participants' positive outlook towards the effect of SLAC session to the personal and professional growth and development. In SLAC sessions, participants were exposed to various activities and had the chance to seek feedback from peers which enabled them to reflect. Moreover, this promoted professional development since resource speakers were invited who could share experiences on the topics at hand. All ideas gained from the session can be used in the development of teaching strategies and practices applicable in the classroom. Particpant 5 emphasized "School based LAC session is distinct since it is a small group session whose major goal is to support development of the teachers and learners."

This echoed the findings of Medina, Camposagrado, and Lim (2022) stating that LAC session as a school-based professional development program is vital for the teacher's professional improvement. Improvement in communication skills, technology, pedagogical knowledge, and collaborative practices (Conde, Yazon, Tan & Bandoy, 2023). With these improvements, Madriaga (2021) added that it can enhance the teachers' skills in doing all school-related activities and provision of better education services (Valdehueza,Villanueva & Suminguit,2023). Therefore, in order to observe the maximum potential, teachers must be involved in this professional development program that will allow them to evaluate their professional practice (Bajar, Bajar & Alarcon,2021).

Promotes Output-Based Strategy

The participants disclosed in this theme that outputs were encouraged among them as an indicator of their learning towards the SLAC session. There was an application of learning through tangible products such as action plans that described concrete steps in addressing challenges in professional contexts,interactive instructional materials and lesson plans that were aligned with the learnings gained from the SLAC sessions. Participant 2 stated,"The tangible products that I have based on my participation in LAC are the instructional materials na ginagawa after the sessions at mga different lesson plans based on the learnings from the LAC sessions." Participant 3 added "… yung mga pinapagawa samin na output like intervention kapag may mga students na struggling sa isang particular na topic…."

A study asserted that mathematics teachers' view of the LAC session is positive since they can create uniform learning materials and learning innovations aside from sharing of best pratices and experiences with the other teachers (Cardenas, Guzon, & Vistro-Yu, 2023). Bajar, Bajar, and Alarcon (2021) added that LAC session also offers teaching demonstrations by participants so they have the direct utilization of teaching approaches and strategies. Then , the sharing of reference and other supplementary materials are also evident.

What are the Weaknesses of SLAC Sessions in OMNHS as Assessed by Teachers

Resource and Time Constraints

Participants shared that time is a factor that can hinder the successful implementation of the School-Based LAC session. Teachers' readiness towards the topic was affected when LAC sessions were done during the busy schedules and when these were done during class hours. Additionaly, in comparison to other professional development programs, SLAC session was conducted in a shorter period of time oftenly ranging from one to two hours. As to the response of Participant 4,

"Again it is the limited time given to the session. That's the first factor and the
other one may be torn si teacher hindi siya makafocus kasi he/she is still
thinking about his her class na pinababantayan sa ibang reliever during the session."

As stated by Participant 5, "Time schedule of LAC session uses class hours"

As stated by Participant 3,

"Teachers and staff may feel that they have insufficient time yung di sapat na oras
to fully participate in the session due to busy schedule, curriculum demands
and also yung ibat ibang tasks"

As stated by Participant 4, "It's the time constraint as well as the policy of the DepEd of no disruption of classes"

The findings presented above are consistent with the study of Medina, Camposagrado, and Lim (2022) that there are certain barriers that hinder teachers to fully participate in LAC . One of these is the schedule. Cortejo (2022) supported the previous statement since there is limited time allotment and schedule when it comes to the implementation of LAC. According to Almonicar

and Padasas (2022), there are overlapping activities in the school along with other internal and external stakeholders. LAC sessions should be implemented based on the Department of Education's policies and guidelines which is why there are instances that teachers adjust the session or congest the number of hours planned due to the several activities resulting to failure in the achievement of desired goals.

Resistance to Changes and Possible Improvements

As revealed by participants, teachers' resistance to changes even the wrong perspective of other stakeholders also weakened the goals of the school-based LAC session. Alongside the proposed improvements of the program, adaptability among some participants was not evident. There were instances that they were not motivated to attend to the topic and were not committed to learn. As a result, changes/improvments proposed in the program were not being realized. Participant 2 revealed,

"Resistance to change not only from the students but also from the teachers,
the parents, and other stakeholders kasi alam natin na maraming mga
seasoned teachers na kung ano yung nakasanayan nilang gawin is yun
na lang ang gusto nilang iimplement sa classroom na kung saan yung
bago nilang natutunan after the LAC session hindi na nila gustong gawin
kasi they are resistant to change kasi dun sila sa nakasanayan nilang
gawin."

The study of Madriaga (2021) indicated that due to the teachers' differences in gender, age bracket, educational attainment, position, and experience in teaching, they have built different views in the implementation of the SLAC so it is significant to encourage all teachers in the SLAC despite these differences. Culajara (2023) stated that teachers must have the commitment to learn and adapt to new improvements in the delivery of instruction and enhance the teaching and learning. That is not limited only to joining the SLAC but also in other professional development programs such as seminars and workshop. Additionally, school heads or administrators must address the issue of attitude towards the engagement in the SLAC.

How can the SLAC Sessions in OMNHS be Improved?

Promotion of Institutionalized LAC Session

Participants suggested that SLAC session should be institution-based not departmentalized. This is to ensure that the same topics will be discussed and each department will not be working in isolation. The more participants are, the more learnings and experiences will be shared. Participant 6 said,"….isolation of the different departments in which pwede naman sigurong instead of working in isolation sa School-Based LAC session pwede namang panlahatan na kumbaga isang session na lang for all teachers"

But according to Cardenas, Guzon, and Vistro-Yu (2023) LAC session is indeed a school-based program and it is essential since it promotes collaboration among the participants. To be able for the SLAC to potentially change and develop, there must be proper support from the school leaders and educators.

Encouragement of Active Participation

Full and active participation should be encouraged among participants to have a clear indicator that the topics in School-Based LAC session were really learned. This can be done through asking questions and feedback as well as presentation of the made outputs. There should be close monitoring of performance and output in the SLAC sessions. Moreover, action research should be proposed as part of the outcome to address the challenges faced by both teachers and students. Participant 3 shared,"Participation minsan kasi hindi active ang participant siguro dapat iencourage maging active yung participant rather than passive , minsan kasi nagaattendance lang tapos busy na sa kani-kanilang gawain."

Participant 4 added,"Maybe ano yung output should be presented in order to validate the participants learning kaya nga lang dahil limited yung time so this part is usually not being practiced kasi nga wala ng oras"

Participant 2 added,

"Siguro yung ahm activities na pwedeng maiadd sa school based LAC sessions
ay yung mga different action research projects on which pwede nating
iencourage ang mga teachers to participate/engage in different action
research projects as part of the LAC programs para mas malaman natin
yung mga specific issues and challenges within the school,…ano para
makapaggather talaga tayo ng tamang data, maanalyze natin makapagcreate
tayo ng findings and develop evidence-based solutions para mas improve
natin ang kung ano ang mga kailangg iimprove pa sa ating school."

This was evident in the study of Cardenas, Guzon and Vistro-Yu (2023) that in the LAC session, there are challenging realities faced by the teachers. One of these is that they are hesitant to get involved in the LAC. With this, there must be a provision of supporting mechanisms to enable and motivate teachers to create their own learning cells.

Alignment of the Content to the Teachers' Needs

According to the participants, the topics covered should be in line with the actual needs of the teachers. It is important to first conduct needs analysis to determine truly what is timely and relevant on the part of the teachers. Participant 4 mentioned,

"Siguro better if talagang need ng teacher ang madiscuss kasi as we all know

in OMNHS standardized ang ating mga topics ay pare-pareho lang So
meaning the need of the math teachers is the same as the need of the
TLE teachers which I guess should not be like that."
Participant 2 added,
"Siguro ang maisasuggest ko lang when it comes to School-Based LAC sessions
is yung promotion of teachers well-being kasi by incorporating strategies
na magsusupport sa mental health like balance and self-care ng mga
teachers , the teachers like me could develop resilience, manage stress , and
cultivate a positive school culture …."
This theme contended that teacher's involvement in the process of designing the LAC session is essential. The actual needs of the teachers should be highlighted and it is suggested that LAC sessions should be conducted by the area of teaching load to ensure that common concerns of each department are being attended (de Vera, de Borja, de Guzman, & Orleans, 2020). It is supported by Culajara (2030) that SLAC calls for needs assessment to address gaps and invite teachers to be more dedicated and committed to participating in this program . With this, the literature written by Aminudin (2012) as cited by Almonicar and Padasas (2022) states that teachers become less successful in developing their own teaching because their individual needs are not tailored by the LAC. Cortejo (2022) suggested to expose teachers to diverse topics to reach their maximum potential. Vega (2020) proposed priority topics such as Learner Diversity and Student Inclusion, Assessment and Reporting in the K to 12 Basic Education Program, and Indeginization and Localization.

Time Allotment and Scheduling

Participants recommended that proper time allotment and scheduling be needed. Some said to minimize the number of sessions while others said to budget more time for it. Depending on the scope of the topic, time should be properly considered. Participant 5 suggested, "Minimize the number of sessions. Once in a quarter is enough". In contrary, participant 6 said "…have more time for LAC session. One and a half hours I guess hindi siya enough,is not enough para macover lahat ng topics…"
Medina, Camposagrado, and Lim (2022) stated that the participants in their study mention proper scheduling of the session for better accommodation and cooperation of all participants and reap the benefits of LAC session. School adminstrators and other stakeholders should prioritize setting a schedule and ensure balance between teachers' workload and time to focus and participate in the LAC session. Cortejo (2022) agreed with the statement stating that school leaders should provide organizational staffing and calendar of activities so overlapping activities or conflict in schedule can be avoided.
Meanwhile, De Vera, De Borja, De Guzman, Orleans (2020) suggested that the LAC session will be implemented every last Friday of the month with provision of the needed materials in the session.

Need for Experts in the Topic

A participant suggested that in planning the School-Based LAC session, not only the time should be considered but also the resource speakers who will be assigned for the topic. Choose a person who is an expert in the field, will give comprehensive information,and will share concrete experiences. Participant 4 said,
"I suggest to have a more knowledgeable other na resource speaker who are
expert on the particular topic kasi marami naman expert, wag natin ilimit
sa mga coteachers natin. Have an expert or more knowledgeable others na
magiging speakers na talagang makakatulong para maimprove yung
alam ng teachers."
Almonicar and Padasas (2022) proposed master teachers and seasoned teachers should support and advise beginning teachers during the LAC session. In this way, newly employed teachers are guided and can acquire new knowledge from the more knowledgeable others during the sessions. Some possible skills that they can develop are classroom management, the behavior of the students and accomplishment of numerous school records.

CONCLUSION

Learning Action Cell as stated in DepEd Order No.35, s. 2016 aims to achieve the following objectives. First, to enhance the teaching-learning process that can result in improved learning. Second, nurture the abilities and skills of teachers. Third, to provide a collaborative environment for teachers to strengthen their mastery of the content and pedagogical knowledge, skills, and attitude. Fourth, to build consensus among school heads, teachers, and the community as a whole. Similarly, the positive lived experiences of junior high school mathematics teachers in Oriental Mindoro National High School towards School-Based LAC sessions consisted of fostering collaborative learning, acquisition of relevant content, aid for personal and professional growth and development, and promoting output-based strategy. On the other hand, the major challenges that they experienced were resource and time constraints and resistance to changes and possible improvements.

RECOMMENDATIONS

Teachers must always maximize the benefits caused by the School-Based LAC session. They have to be reminded to always practice collaboration through brainstorming and exchange of ideas to resolve shared challenges and be aware of the best classroom practices. Thus, it can be a venue for personal and professional growth and development. Since, meaningful content is offered in the SLAC session and learning opportunities are available,

then full and active participation should be encouraged among participants. There has to be a thorough evaluation of the performance of the teachers to ensure the application of knowledge from the LAC sessions. This can be performed by seeking feedback and requiring the presentation of outputs made by the participant.

Meanwhile, due to resource and time constraints, the successful implementation of the SLAC session is being hindered. This can be addressed by prioritizing the proper scheduling and provision of the calendar of activities. School leaders should plan by also considering the workload and teaching schedules of the teachers to avoid overlapping activities and disruption of classes. Since it is recorded that participants were hesitant to engage in the SLAC session and resistant to applying the new learnings into the teaching process, they must be highly encouraged to adapt to changes and improvements. Master teachers and seasoned teachers should take the initiative of welcoming new teaching practices and must closely guide and advise the beginning teachers. Additionally, participants' level of interest in SLAC sessions can also be strengthened if the topics covered are aligned with their actual needs so needs' analysis should be done.

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