

# Community of Practice and Themes of School Learning Action Cell Towards Better Teachers' Performances

<sup>1</sup>Mary Grace P. Aclan & <sup>2</sup>Delon A. Ching

## Abstract

School Learning Action Cell (SLAC) must be planned and implemented in accordance with the Department of Education's call for schools to continuously provide professional community of practice that would empower teachers and make them more productive teachers in front of their students. The study sought to determine the perceived observance of the SLAC Community of Practice and the usefulness of SLAC Themes. A descriptive correlational strategy was used in this investigation. The data was gathered using an online survey questionnaire created by the researcher. According to the findings, the SLAC community of practice was highly observed in terms of collaborative planning, problem-solving, and action implementation by the majority of respondents. Similarly, respondents' average perceptions of SLAC themes' usefulness in terms of learner inclusivity, subject components and competencies, curriculum assessment, 21st-century skills and ICT integration, and curriculum contextualization, localization, and indigenization revealed that SLAC is very useful. After attending SLAC for several sessions, the teacher's performance was deemed outstanding in the areas of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and professional growth and professional development. A significant association was found between the SLAC community of practice and teacher performance. The association of SLAC themes to the teacher's performance yielded the same result.

**Keywords:** *School Learning Action Cell, Community of Practice, SLAC Themes, Teachers Performance*

## Article History:

*Received: August 30, 2022*

*Accepted: November 15, 2022*

*Revised: September 30, 2022*

*Published online: December, 6 2022*

## Suggested Citation:

Aclan, M.P. & Ching, D.A. (2022). Community of Practice and Themes of School Learning Action Cell Towards Better Teachers' Performances. *The Research Probe*, Volume 2 Issue 2, pp. 138 - 145.

## About the authors:

<sup>1</sup>Teacher I, Laguna State Polytechnic University, San Pablo City Campus

<sup>2</sup>Research advisor.

*\*This paper is a finalist in the International Research Competitions 2022, Category 3 Graduate*



© The author (s). Published by Institute of Industry and Academic Research Incorporated.

This is an open-access article published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Read full license details here: <https://creativecommons.org/licenses/by/4.0/>.

## Introduction

Outstanding teachers contribute to the development of great students. They are one of the aspects that have an impact on student accomplishment and the school's overall performance. Teachers must be knowledgeable about contemporary educational trends and issues. Teachers must be prepared to tackle new challenges and tasks to fully fulfill their responsibilities in the classroom, given the complex function of the teacher in modern schools (Zuljan & Vogrinc, 2011). Various developments are improving and altering the educational landscape today. The School Learning Action Cell (SLAC) is the venue for in-service training and teacher development that is both ongoing and cost-effective. To this end, The Department of Education fully supports its teachers' ongoing professional development, which is based on the principle of lifelong learning and recognition of teaching as a profession in which teachers must possess expert knowledge and specialized abilities, which they must acquire and maintain through continuous study (UNESCO 2006).

Teachers require more training to get new skills and information to tackle new problems and reform in the classroom. SLAC can assist teachers in becoming more professional to help the organization meet its goals. A training program like SLAC in a school provides people with the necessary skills and information or attitude to carry out their responsibilities. Training is concerned with broadening an individual's skills in preparation for future duties, whereas development is concerned with an organization's efforts to enable learning among its personnel (George and Scott, 2012). As a result, addressing these challenges and satisfying the needs of the school requires a training program. It also serves as a bridge between novice and experienced instructors, assisting them in overcoming the challenges of guiding students to greater levels of learning and self-development. Teachers require professional development programs such as SLAC; nevertheless, this should not be done in the absence of reform. Teachers can be more methodical and logical in their teaching manner by using the School Learning Action Cell (Kazmi et.al., 2011).

To stay current with the newest trends, instructional strategies, and methodologies in the field of education, instructors must constantly advance their professional skills. Professional development is typically founded on the concept that after attending conferences and workshops, instructors will return to their classrooms and employ their newly acquired abilities (Girvan et al., 2016).

The study aimed to determine the perceived observance of the School Learning Action Cell Community of Practice as to collaborative planning; problem-solving; and action implementation. The study also aimed to find out the usefulness of the School Learning Action Cell Themes: learners inclusivity; subject components and competencies; curriculum assessment; 21st century skills and ICT integration; and curriculum contextualization, localization, and indigenization. The study aimed to determine the performance level of the teachers in school when it comes to content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages; and personal growth and professional development. Lastly, it is the intention of the study to find out whether there is a significant correlation between the perceived observance of the School Learning Action Cell community of practice and the teachers' performance, and the usefulness of the School Learning Action Cell Themes and the performance of the teachers.

## **Methodology**

The descriptive-correlational research strategy was used after analyzing the study's goals and objectives and reviewing existing research on the subject. There are 124 respondents in the study, these are the teachers conducting the School Learning Action Cell in Padre Garcia District, Division of Batangas. The instrument was composed of five parts. There were 61 statements in the questionnaire which were rated on a five-point scale. The respondents were well-informed, so they understood exactly what they were being asked to do and what the risks are before they agree to take part in the study.

## **Findings**

The teachers highly observed in the school that there is a community of practice when it comes to the implementation of the school learning action cell. This means that the school adheres to the standards required by the Department of Education that in conducting SLAC within the year, there must be considerations of having collaborative planning, problem solving and action implementation. To which the schools consider that to attain success in meeting the level of performance of the teachers, SLACs are implemented following the terms of collaborative planning, problem solving and action implementation. The themes or topics that are used in the School Learning action cell at school within the district are said to be very useful. It implies that the teachers noted that the themes are truly relevant and that can be attributed to

their daily teaching and learning experiences encountered in the school premises. For them to become more performing in their job, the school must provide them very useful topics that covers learners' inclusivity, subject components and competencies, curriculum assessment, 21st century skills and ICT integration and curriculum contextualization and indigenization. Therefore, the teacher in the district shows an outstanding performance to the parameters on content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and personal growth and professional development. It only shows that the teachers observed to perform well in school in several aspects of their performance assessment considering that there is a community of practice that are implemented in the school premise when it comes to SLAC. Effective and well organize SLAC can help teachers outbring outstanding performances at work.

## **Conclusion**

Teachers and others who are working in the field of education may realize the importance of having a SLAC community of practice and themes that may have a significant impact on how they conduct, lead, and perform in the organization. The Department of Education may always conduct School Learning Action Cell every last Friday of the month for teaching professionals. They must provide the needed materials in every session. The result may establish workforce strengths and development needs and somehow enables the organization to respond rapidly to capabilities concerns and challenges. The result of the study may guide teachers that for them to have an outstanding performance they may highly observe the School Learning Action Cell community of practice with the collaborative planning, problem-solving, and action implementation. Teachers may consider the SLAC themes as very useful. The themes are centered and focused on the most important aspects of learning. Future researchers may be encouraged to conduct further studies embedded in a local setting to justify the idea that the mentioned variables may predict the teachers' performances of DepEd school managers in the district, division level, or even at the regional level.

School Learning Action Cell (SLAC) must be planned and implemented in accordance with DepEd's call for schools to continuously provide professional community of practice that would empower teachers and make them more productive teachers in front of their students. The study sought to determine the perceived observance of the School Learning Action Cell Community of Practice and the usefulness of School Learning Action Cell Themes.

After attending School Learning Action Cell for several sessions, the teacher's performance was deemed outstanding in the areas of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and professional growth and professional development. A favorable significant association was demonstrated by the correlation between the SLAC community of practice and teacher performance. The association of SLAC themes to the teacher's performance yielded the same result. The result of the study served as guide for teachers and others who are working in the field of education may realize the importance of having a SLAC community of practice and themes that may have a significant impact on how they conduct, lead, and perform in the organization.

## References

- Ahmed, N., & Malik, B. (2019). Impact of psychological empowerment on job performance of teachers: Mediating role of psychological well-being. *Review of Economics and Development Studies*, 5(3), 451-460.
- Albion, P. R., Tondeur, J., Forkosh-Baruch, A., & Peeraer, J. (2015). Teachers' professional development for ICT integration: Towards a reciprocal relationship between research and practice. *Education and Information Technologies*, 20(4), 655-673.
- Ali, L. (2018). The Design of Curriculum, Assessment and Evaluation in Higher Education with Constructive Alignment. *Journal of Education and e-learning Research*, 5(1), 72-78.
- Banks, T. (2014). Creating positive learning environments: Antecedent strategies for managing the classroom environment & student behavior. *Creative Education*, 2014.
- Barnes, M., & Schmitz, P. (2016). Community engagement matters (now more than ever). *Stanford Social Innovation Review*, 14(2), 32-39.
- Blecker, N. S., & Boakes, N. J. (2010). Creating a learning environment for all children: are teachers able and willing? *International Journal of Inclusive Education*, 14(5), 435-447.
- Clapper, T. C. (2010). Creating the safe learning environment. *Pailal*, 3(2), 1-6
- Delsa, D., Chalchisa, C. & Lemma, G. (2013). School-based continuous Teacher Professional Development in Addis Ababa: An Investigation of Practices, Opportunities and Challenges. CICE Hiroshima University, *Journal of International Cooperation in Education*, Vol.15 No.3 (2013) pp.77~94

- Deng, Z. (2010). Curriculum planning and systems change. *International encyclopedia of education*, 1, 384-389.
- DepEd Order No. 35, s. 2016
- DepEd RPMS Manual 2018
- Donnelly, V., & Watkins, A. (2011). Teacher education for inclusion in Europe. *Prospects*, 41(3), 341-353.
- Elmore, R. F. (2012). *Bridging the gap between standard and achievement: The imperative for professional development in education*. Retrieved from <http://www.ashankerinst.org/Downloads/BridgingGap.pdf>(Accessed August 12, 2008).
- George, S. A. & Scott, B. W. (2012). *Managing Human Resource*, 16th Edition.
- Girvan, C., Conneely, C., & Tangney, B. (2016). Extending experiential learning in teacher professional development. *Teaching and Teacher Education*, 58, 129-139.
- Gumban, H. F., & Pelones, M. T. P. (2021). School Learning Action Cell: Examining Links of a Lesson Study with Work Performance of Teachers. *ASEAN Multidisciplinary Research Journal*, 7.
- Hammond, L. (2017) *Effective Teacher Professional Development*.
- Infande, A. (2015). *The Four Basic steps in the Training Process*, Kindle Edition
- Jimenez-Silva, M., & Olson, K. (2012). A community of practice in teacher education: Insights and perceptions. *International Journal of Teaching and Learning in Higher Education*, 24(3), 335-348.
- Kazmi, S.F., Pervez, T., Mumtaz, S. (2011). In-Service Teacher Training in Pakistan Schools and Total Quality Management, *Interdisciplinary Journal of Contemporary Research In Business*, March Edition 2011.
- Little, J. W. (2012). Professional community and professional development in the learning-centered school. In M. Kooy & K. van Veen (Eds.), *Teaching learning that matters: International perspectives* (pp. 22–46). London: Routledge.
- Loughran, J. (2013). Pedagogy: Making sense of the complex relationship between teaching and learning. *Curriculum inquiry*, 43(1), 118-141.
- Mam, R. M. G., Domantay, G. F., & Rosals, J. (2017). *Contextualized and Localized Teaching as a Technique in Teaching Basic Statistics*.

- Marquez, E., & Garcia, S. (2019). Creating a Learning Environment that Engages Engineering Students in the Classroom via Communication Strategies. In *2019 ASEE Annual Conference & Exposition*.
- Mwamba, P. (2016). *An evaluation of the performance of inclusive education programme in Kalulushi District* (Doctoral dissertation, University of Zambia).
- Osamwonyi, E. (2016). In-Service Education of Teachers: Overview, Problems and the Way Forward. *Journal of Education and Practice*, p.83.
- Perevoshchikova, E. N., Samoilova, G. S., Lapin, N. I., Elizarova, E. Y., & Panova, I. V. (2019). The methodology for developing professional competencies of bachelors in the program. *Pedagogical Education. Revista Espacios*, 40(33), 26.
- Powell, R. G., & Powell, D. L. (2015). *Classroom communication and diversity: Enhancing instructional practice*. Routledge.
- Ridden, P., & Heldsinger, S. (2014). *What teachers need to know about assessment and reporting*. ACER Press.
- Rimpola, R. C. (2014). Collaborative Planning and Teacher Efficacy Of High School Mathematics Co-teachers. *Educational Planning*, 21(3), 41-53
- Salomaki, U., Ruokonen, I., & Ruismäki, H. (2012). Educators' professional and personal growth: A case study of European teachers' in-service training courses. *Journal of Teacher Education for Sustainability*, 14(1), 20
- Schleifer, D., Rinehart, C., & Yanisch, T. (2017). *Teacher Collaboration in Perspective: A Guide to Research*. Public Agenda.
- Suárez-Rodríguez, J., Almerich, G., Orellana, N., & Díaz-García, I. (2018). A basic model of integration of ICT by teachers: competence and use. *Educational Technology Research and Development*, 66(5), 1165-1187. <https://doi.org/10.1007/s11423-018-9591-0>
- Tavakoli T. (2010). Evaluating the need for in-service training courses in human resource management. *Electronic Journal of Libraries and Museums*. Volume One, Number Four, pp. 1-5.
- Timperley, H. (2011). *Realizing the power of professional learning*. London: McGraw-Hill Education.
- Voogt, J., Fisser, P., Pareja Roblin, N., Tondeur, J., & van Braak, J. (2013). Technological pedagogical content knowledge—a review of the literature. *Journal of computer assisted learning*, 29(2), 109-121

- Wenglinsky, H. (2012). How schools matters: The link between teacher classroom practices and student academic performance, *Education Policy Analysis Archives*, 10 (12), 13-17.
- Yadav, A., Hong, H., & Stephenson, C. (2016). Computational thinking for all: Pedagogical approaches to embedding 21st century problem solving in K-12 classrooms. *TechTrends*, 60(6), 565-568
- Zuljan, M. V., Zuljan, D., & Pavlin, S. (2011). Towards improvements in teachers' professional development through the reflective learning paradigm—the case of Slovenia. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 41(41).