LEARNING AND DEVELOPMENT POLICY

I. INTRODUCTION

"Great vision without great people is irrelevant – Jim Collins

Every organization's goal is associated with the quote above that having great people in the workplace would mean great and successful realization of its vision. If we take care of every employee's need, and his/her satisfaction has met, he/she would become an effective and productive individual who can give quality and better service. The old system of providing training or development that is not based on its employees' needs is a trace of yesterday. We need to keep abreast with the ever changing world and its system. Likewise, considering our employees' skills, potentials, ability and behavior by providing the appropriate interventions would be of great help to any organization.

Today's work environment requires its human resources to be capacitated, skilled, competitive and effective in performing their tasks. More so, they are projected to do beyond an expected level of performance. Therefore, the very purpose of this learning and development policy is to provide interventions to address the identified needs of both teaching and non-teaching personnel. The SDOIC believes that its people are the most essential resources of the organization, thus, their performance must be prioritized and must be considered to perform their roles and responsibilities effectively.

The Department of Education (DepEd) across governance does not only provide the needs of its people but also support their continuing professional development based on the principle of the lifelong learning (DO 42, s. 2017). The development and retention of a competent and efficient work force in the public service is a primary concern of government. (EO 292, Section 30). Through these orders, the Schools Division Office of Imus City (SDOIC) shall create a policy on learning and development to provide continuing program and professional development for all its employees regardless of their job position, and employment status. This means that equal opportunities shall be given to all without bias or discrimination.

II. COVERAGE

This policy provides guidelines on the procedure, implementation, monitoring and evaluation of the learning and development interventions of the teaching and non-teaching personnel of the Schools Division Office of Imus City (SDOIC).

It applies to all downloadable learning and development interventions from Central and Regional levels, and all two or more days division-based initiated interventions, school and cluster-based interventions. Also, Learning Action Cells (LAC) being conducted in the school level based on DepEd Order No. 35, s. 2016 is covered in this policy.

III. LEARNING AND DEVELOPMENT STANDARDS

Participation of the teachers in the professional development programs has a positive impact on their belief and practices, students' learning and the implementation of educational reforms (UNESCO ISO 2006). Also, capacitating non-teaching personnel is an integral part of the career development plan of the human resource.

The following chapters discuss the policy on learning and development, curriculum framework and standards.

CHAPTER 1 – LEARNING AND DEVELOPMENT POLICY

1. Learning and Development is a process and mechanism for building competencies and developing potentials of staff, leaders and teams to ensure that the organization has the competent and engaged workforce it needs.

2. It provides systematic and comprehensive support system for both teaching and non-teaching personnel. This policy is anchored in the standard set by the National Educators Academy of the Philippines (NEAP) and it is designed in accordance with the standards provided in the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) systems of the Civil Service Commission (CSC). Generally, it intends to address the identified needs/gaps of the target group to improve their knowledge, skill, attitude and values (KSAVs). Also, the learning and development intervention is intended to cascade downloadable trainings from Central, Regional and Division to school level.

3. It is a subset of human resource management and development. It aims to improve the performance of individuals and groups. It is interfacing across curriculum and support services and provides direction as to the implementation of all the interventions through the use of appropriate and relevant modalities.

4. The learning and development intervention employs different modalities and learnings such as job embedded learning, relationship and discussion-based learning and formal knowledge and skill transfer which is based on Morgan McCall's 70-20-10 model for learning and development. It is basically utilized activities that are learner-centered, research-based, needs-based, gender sensitive, competence-based, flexible and dynamic.

5. Also, it adheres to the principle of non-discrimination policy on equal opportunity principle which all personnel regardless of age, sex, religion, ethnic origin, position and physical abilities have equal access to learning and development opportunities.

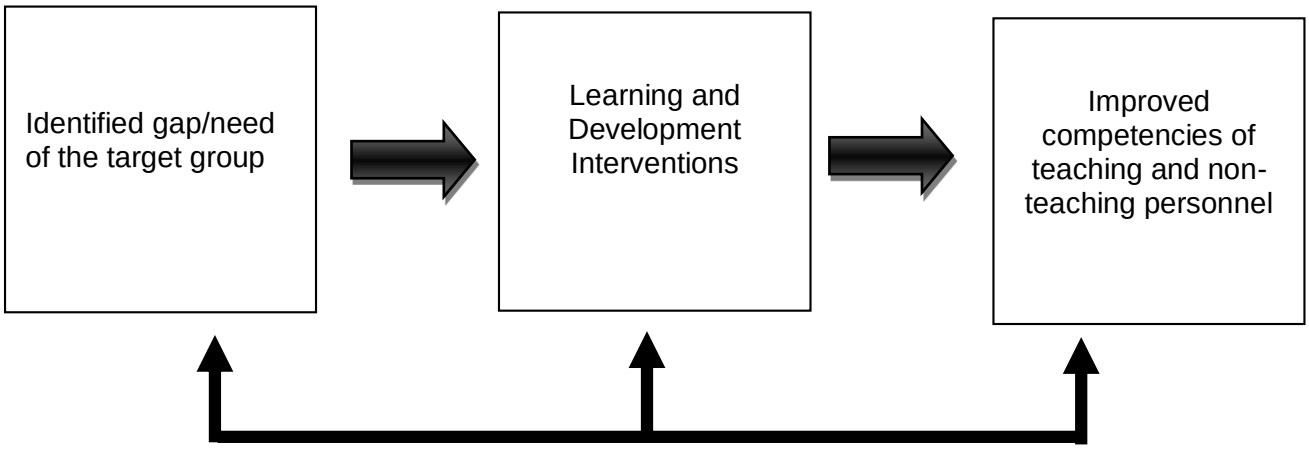
6. Likewise, it follows strictly the Republic Act 10173-Data Privacy Act of 2012 regarding the information about the learners that should be kept confidential and shall be used for the purpose of interventions.

7. At the school level, the Learning Action Cell (LAC) shall be the major strategy in addressing the continuing professional development needs of teaching and non-teaching personnel in consistent with DepEd Order No. 35, s. 2016. (DepEd Order No. 21, s. 2018). Therefore, all the guidelines, criteria and implementation of LAC shall adhere to the said DepEd Order.

8. All professional development regardless whether it is a division-based, school and cluster-based or downloadable learning and development from two or more days are subject to the processes and standards of the Learning and Development (L&D) System.

CHAPTER 2 – CURRICULUM FRAMEWORK

The L&D Policy is represented by the Input, Process and Outcome (IPO) framework. The Input is the identified competency gap of both teaching and non-teaching personnel as to their KSAs, performance, experience and needs. The Process includes all the learning and development interventions including all activities in different modalities and pacing. The outcome is the improved competencies of teaching and non-teaching personnel. The monitoring and evaluation provides the mechanism to continuously improve the learning and development intervention from pre-implementation, during and after the implementation of the program to monitor its impact to the target group.



CHAPTER III STANDARDS

This chapter deals with the legal bases of the learning and development interventions, the sub systems of the L&D and all the guidelines deemed necessary from the pre-delivery, delivery and post-delivery of the program. Also, it tackles the quality assurance, technical assistance and monitoring and evaluation of the interventions from its implementation to the impact of the program.

SECTION 1 BASES OF LEARNING AND DEVELOPMENT INTERVENTIONS

This L&D Policy is guided by the following legal bases:

DepEd Order No. 2, s. 2018 – Amendment to DepEd Order No. 15, s. 2017

DepEd Order No. 21, s. 2018 – Implementing Guidelines on the Allocation and Utilization of the Human Resource Development Funds for Personnel in School and Learning Centers

DepEd Order No. 15, s. 2017 – Guidelines on the Allocation of Funds for Official Activities organized and conducted by Department of Education

DepEd Order No. 32, s. 2017 – Gender-Responsive Basic Education Policy

DepEd Order No. 42, s. 2017 – National Adoption and Implementation of the Philippine Professional Standards for Teachers

DepEd Order No. 43, s. 2017 – Teacher Induction Program Policy

DepEd Order No. 35, s. 2016 – 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. 2, s. 2015 – Guidelines on the Establishment and Implementation of the Result-Based Performance Management System (RPMS) in the Department of Education

DepEd Order No. 51 s. 2014 - Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture

DepEd Order No. 32, s. 2011 – Policies and Guidelines on Training and Development (T&D) Programs and Activities

DepEd Order No. 32, s. 2010 – National Adoption and Implementation of the National Competency-Based Standards for School Heads

RA 8293 – An Act Prescribing the Intellectual Property Code of the Philippines

RA 7277 An Act Providing for the Rehabilitation, Self-Development, Self-Reliance or Disabled Persons and their Integration into the Mainstream of Society, (Equal Opportunity Principles (EOP). Section 5 (Equal Opportunity for Employment).

No PWD shall be denied access to opportunities for suitable employment. A qualified employee with disability shall be subject to same terms and conditions of employment and same compensation, privileges, benefits, fringe benefits, incentives or allowances as a qualified able bodied person. At least one percent (1%) of all positions in all government agencies, offices, or corporations shall be reserved for PWD.

RA 8371. The Indigenous Peoples' Rights Act of 1997
Rule V, Section 4 (Right to Employment). Some provisions:
Be free from any form of discrimination, with respect to recruitment and conditions of employment. Be free from any coercive recruitment system, including bonded labor and other forms of debt servitude. Enjoy equal opportunities for admission to employment, both skilled and unskilled. Right to affirmative action with regards to employment in government and private undertakings by setting up mechanisms for the recruitment and hiring of IPs in proportion to their population in their areas of operation providing equal access to employment opportunities.

EO 292, Book V Chapter 5
Section 30. Career and Personnel Development
Development and retention of competent and efficient workforce a primary concern of government. Continuing program of career and personnel development be established for all government employees at all levels. Integrated national plan for career and personnel development basis for all career and personnel development activities in government.

EO 292, Book V Chapter 5
Section 31. Career and Personnel Development Plans
All agencies shall prepare a career and personnel development plan, which shall be integrated into a national plan by the Commission.

EOP MC 08, s. 1999
Equal Opportunity Principle Compliant. L & D System should adhere to the principle of non-discrimination which stresses that all education personnel, regardless of age, sex, religion, ethnic origin, position, and physical abilities have equal access to learning and development opportunities. For operation purposes, at least one L & D program must have been attended by each education personnel in a year.

SECTION 2 DEVELOPMENT AND APPROVAL OF LEARNING AND DEVELOPMENT INTERVENTIONS

1. All learning and development interventions shall be checked by the Unit Head, recommended by the Assistant Schools Division Superintendent and approved by the Schools Division Superintendent at least a month before its implementation. In

the school level, the approval is within the school head/principal and parent supervisor.

2. The development of L&D interventions shall be the responsibility of the program owner. All learning resource packages needed should be checked and evaluated by the QATAME associates before their implementation.

SECTION 3 QUALIFICATIONS AND SELECTIONS OF LEARNERS FOR LEARNING AND DEVELOPMENT INTERVENTIONS INCLUDING SCHOLARSHIP PROGRAM

1. Qualifications and selections of learners for L&D interventions in downloadable trainings are based on the criteria set by the Central and Regional Offices.

2. Whereas, the division and school/cluster-based interventions are based on the needs assessment result of the target group.

3. The scholarship program has its own qualification and selection of participants. See separate policy on this area.

SECTION 4 CANCELLATION, RESCHEDULING AND SUBSTITUTION

1. Cancellation and rescheduling of the learning and development intervention may happen if it is in conflict with the other equally important trainings or if the facilitators are sick or are not available on the set schedule due to conflict of activities. Letter of cancellation or rescheduling shall be done addressed to the top management.

2. Substitution exists only if the learning facilitators or the invited resource speakers are not available. In the absence of the said facilitators, the program owner shall decide to replace them to be chosen from the pool of facilitators.

SECTION 5 EQUITY AND ACCESS TO LEARNING AND DEVELOPMENT INTERVENTIONS

1. All learning interventions are communicated and advocated clearly and systematically in both electronic and printed format for fast access of information by the clienteles. Communication and Advocacy Plan is one of the requirements in the planning stage of the L&D program.

2. They shall be uploaded through the division website –www.depedimuscity.com. In the school level, the communication is done within its premises.

3. Other means of communication such as social networking sites, group chat, messenger, workplace chat, text and e-mails may be used for this purpose.

4. L&D interventions are compliant to principle of equal opportunity EOP MC 08, s. 1999.

SECTION 6 CERTIFICATE OF COMPLETION, PARTICIPATION AND RECOGNITION

1. Certificate of completion and/or participation shall be given at the end of the program. Those participants who completed the training or program shall receive the certificate, whereas those with incomplete attendance shall only receive a certificate of appearance.

2. The official certificate with control number and signed by the Schools Division Superintendent shall be used for this purpose.

3. Learning facilitators/speakers and the members of the technical working group or the program management team shall also receive a certificate of recognition.

SECTION 7 LEARNING EVALUATION

1. The learning evaluation is done through online, and written including the professional reflection of the participants. Links are given every after the days' sessions. End of program evaluation is also given at the last day of the program.

2. The daily result, analysis and summary of the evaluation are done by the QATAME associates and copies are provided to the program owners.

SECTION 8 SUPPORT REQUIREMENTS

1. All learning and development interventions must have sufficient logical support and requirements to ensure the preparedness and successful implementation of the program.

2. Ensures that resources and materials are available during implementation of the program.

3. Reproduction of learning materials for the participants i.e. worksheets, handouts, journals, cds, matrix and other kits must be available to the participants. Soft copies sent through their e-mails can also be done.

4. Provision of the appropriate and suitable tools and structures to support the learners with disabilities to accomplish the task must be observed.

5. Training matrix or schedule of activities, opening and closing program, training guidelines, venue, date, and online registration form are given prior to the delivery of the program through division memorandum.

6. During the actual delivery of the intervention, any concerns regarding the venue, meals and accommodation which arose from the debriefing session are addressed immediately.

7. If the mode of delivery is a formal knowledge and skill transfer, the Supply Officer through the request made by the program owner organizes the venue, meals and accommodation requirements for the program. Arrangements take into consideration the budget allocation and standards that have been established and set by the Department of Education as stated by DepEd Order Nos. 15, s. 2017 and 2, s. 2018.

8. The conduct of any L&D intervention shall be in a safe learning environment where participants are nourished physiologically, emotionally and intellectually.

9. Support staff and program management team must be available before, during and after the delivery of the program.

SECTION 9 RESPONSIBILITIES

The following are the terms of reference of the facilitators, top management, support staff and the program management team. These are clearly set out and delineate the roles and responsibilities of each member, before, during and after the delivery of the L&D program. The terms of reference may be reviewed as the need arises.

TERMS OF REFERENCE

PROGRAM MANAGER

1. Identifies staff for the program.
2. Oversees the learning facilitators in the review of program design and walkthrough the resource package.
3. Orients learning facilitators and other staff on their roles and responsibilities during the actual delivery of the program during the preparatory meeting.
4. Spearheads in the dissemination of Memorandum announcing the participants and learning facilitators.
5. Manages in the preparation of resources and materials required for the delivery of the program.
6. Taps resource persons when needed in the delivery of the program.

7. Be at the venue at least before the start of the program to make sure the smooth flow of registration of participants, signages are displayed in strategic places.
8. Ensures that learning facilitators are ready for the sessions and delivered as planned.
9. Establishes a conducive learning environment by welcoming the participants, building the credibility of the facilitators during the activity.
10. Conducts debriefing at the end of each day to address issues, identify solutions and assign responsibilities for the succeeding day.
11. Presents the overall results of the online program evaluation during the final debriefing to the Program Management Team (PMT).
12. Leads in crafting the Activity Completion Report (ACR).

TRAINING MANAGER

1. Coordinates effort with other members of the management team all initiatives in the planning phase.
2. Conducts and presides meetings of the PMT on operational matters to give immediate interventions to issues and concerns.
3. Conducts post meeting to check if all components of the program are completed
4. Ensures submission of reports to the authorized person.

FINANCE OFFICER/BAC CHAIRMAN

1. Spearheads in the procurement processes of resources and materials.
2. Assists the program manager in the preparation of the budget proposal and other related documents.
3. Oversees the efficient allocation of funds and timely release as well as documentation for liquidation.
4. Ensures availability of resources such as food, venues and materials.
5. Manages the reimbursement of travel expenses of PMT/ learning facilitators and of any remuneration of costs associated with the participation of the program.
6. Manages the program funds disbursements during liquidation process.
7. Prepares and submits financial report to the program proponent.

LOGISTICS OFFICER

1. Coordinates with training manager for logistical requirements of the training.
2. Leads in the inspection of training venues, billeting areas, and other facilities to ensure adherence to standards and specifications.
3. Ensures availability of vehicles when needed.
4. Provides personnel to attend to emergency errands pertaining to logistical concerns.
5. Ensures availability and serviceability of training facilities including multimedia projectors, sound system, audio and peripherals.

CLASS MANAGER

1. Serves as Class Advisers throughout the duration of the training program.
2. Assists the needs of participants and facilitators during the sessions.
3. Gives/Announces management concerns.
4. Checks the attendance.
5. Reminds the participants regarding the daily evaluation.
6. Posts, records and checks the output of the participants.
7. Attends/Participates in the debriefing sessions.

PROCESS OBSERVER

1. Serves as Process Observers throughout the duration of the training program.
2. Accomplishes the process observation form.
3. Attends/Participates in the debriefing sessions to disseminate what is written in the process observation form.

FACILITATORS

1. Conduct assigned sessions using the session guides given.
2. Responsible for the participants' learning.
3. Ensure provision of training materials to participants.
4. When necessary, develop, review, and contextualize the SG for the assigned session.
5. Attend training orientation.
6. Provide feedback to Training Manager.
7. Attend the debriefing sessions.
8. Check readiness of the training venues/session rooms.

QATAME OFFICER

1. Prepares M & E/QAME Plan and submits the same to the Program Manager.
2. Ensures that the QAME Processes such as the gathering (through monitoring tools and FGD) analysis of data as well as the presentation of findings are observed and ensure protocol is observed in these procedures.
3. Consolidates QAME results and submits report to the Program Manager.
4. Oversees the entire QAME process of the program.
5. Provides input i.e. results of the QAME during the debriefing.
6. Ensures that debriefing happens at the end of the day.
7. Prepares the consolidated graphical analysis of QAME results of the training and report during the closing program.

TRAINING STAFF/SECRETARIAT

1. Ensures attendance of participants.
2. Keeps the master list of participants.
3. Spearheads the registration and checking of attendance of participants.
4. Safe keeps the training materials and supplies and monitor the usage.
5. Coordinates with the Training Manager.
6. Gathers and keep supporting documents for liquidation and reporting purposes.
7. Prepares/Consolidates the program completion report following the prescribed format.
8. Takes down minutes of all meetings/debriefing sessions.

MEDICAL OFFICER

1. Assists the participants in health concern, such as assessment of blood pressure and other health complaints even beyond training hours.
2. Provides medicines for common ailments.
3. Referrals of medical cases to proper health authorities or institution.
4. Provides feedback to Training Manager regarding the health complaints of the participants.
5. Attends the debriefing sessions.
6. Does related tasks.

SECTION 10 LEARNING SERVICE PROVIDER MANAGEMENT

The effectiveness and efficiency of the learning facilitators in conducting the learning sessions and managing the delivery of the program contribute largely to the degree of success of any learning and development program delivery. So, it must be emphasized that learning facilitators are selected because of their reputable content expertise, positive personal and interpersonal qualities, efficient use of technology, and well-developed communication, facilitation, and presentation skills.

10.1. Criteria

10.1.1. To ensure the quality of the learning and development activities, the following shall be considered in selecting individual resource persons, speakers, trainers, and facilitators.

Area	Details
Education/Expertise	Background or area of specialization
Experience	Proven record that can substantiate any claims to the experience or skill and preferably with documented outcomes

Physical Attribute	Sustainability or fitness for the task or role
Integrity	Absence of critical incidents that might otherwise tarnish or put to question the person's credibility, character, ethical behavior or intellectual integrity as a learning service provider

10.1.2. External service provision may only be needed if there is an absence of resource speaker/s in the Department of Education whose expertise on a specific area of specialization is needed.

10.1.3. Education Program Supervisors, Education Program Specialists, Top Management, Unit Heads, Principals, Master Teachers or those who have attended the trainings and interventions who are capable of cascading the program to the clients.

10.1.4. All internal and external learning service providers are required to submit curriculum vitae or personal data sheet for reference purposes.

10.2. Honorarium

10.2.1. There is no honorarium given to the speakers, resource persons and facilitators from the Department of Education. Tokens may be given depending on the budget allocation for the program.

10.2.2. In case of the invited non-DepEd or external service providers, they may be paid the honoraria at such rates as may be determined by the agency authorities in existing with COA rules and regulations.

10.3. Learning and Development Pool

10.3.1. The pool of facilitators is those who pass the training on the Regional and Division levels on facilitation skills and management of learning.

10.3.2. Education Program Supervisors, Education Program Specialists, Top Management, Unit Heads, Principals, Master Teachers or those who have attended the trainings and interventions are included in the pool of facilitators.

10.4. Evaluation

10.4.1. The evaluation for the facilitators, lecturers, speakers and resource persons is done through online evaluation every session and end of the program evaluation. The summary of this report is given to the program owner.

10.4.2. The consolidated rating of each facilitator in every intervention is kept by the program owner.

SECTION 11 RECORDS MAINTENANCE AND MANAGEMENT

1. All L&D programs have a system to document, manage and maintain information about learners, facilitators, logistical concerns and all other documentary requirements in the L&D sub-systems are hard bounded and kept by the program owner.

2. Soft copies of the learning materials such as the slide decks, session guides and others are also managed and kept by the program owners.

SECTION 12 PERFORMANCE METRICS

1. The performance metrics is based on the QATAME (quality assurance, technical assistance, monitoring and evaluation done by the competent M&E Education Program Specialist and/or the QATAME associates who underwent trainings on the said area.

2. As mandated, the QATAME associates and M&E coordinator shall ensure the quality of the L&D program/intervention from its pre-implementation, during and post implementation.

3. NEAP standard evaluation forms are used to measure the performance of the whole delivery of the program.

IV. LEARNING AND DEVELOPMENT PROCESS

The Learning and Development (L&D) process shall subscribe to the NEAP standard of the L&D sub-system.

CHAPTER 1 THE LEARNING AND DEVELOPMENT FRAMEWORK

The Learning and Development Framework



The Learning and Development Framework follows the sub-systems of the National Education Academy of the Philippines (NEAP) as the training arm of Department of Education. These sub-systems are the assessment, planning, designing and learning resource package development, delivery, outcome and impact evaluation. The QATAME is embedded in all five sub-systems. This framework is in a chronological and cyclical in manner to emphasize that

the output of one is the input to the next. Also, it adheres to the process of continuous improvement based on the result of QATAME.

CHAPTER 1 LEARNING AND DEVELOPMENT NEED ASSESSMENT (LDNA)

1. This sub-system is established to identify the competency gaps of individual teaching and non-teaching personnel within a job group, unit or the entire school; establish baseline data on the competency levels of each personnel, and thereafter track progress towards desired levels of competencies; and provide information that will guide program planning and designing.

2. By exercising this procedure, the expected output is an LDNA Report that includes Competency/Performance Gap Analysis.

3. The sources of needs assessment are as follows; RPMS-PPST, Self-Assessment Tool (SAT), Classroom Observation Tool (COT) Rating Sheet, TIPCRF particularly the Individual Development Plan (IDP), NCBBSH, PDS or profile of the target group, GAD disaggregated data and other related files.

4. Surveys, questionnaires, interviews and focus group discussion can be sources of needs assessment of the target group.

CHAPTER 2 LEARNING AND DEVELOPMENT PLANNING (LDP)

1. This sub-system is established to align L&D interventions to the overall organizational strategic goals and directions and desired level of employees' performance. Also, it prioritizes L&D needs based on the competency gaps identified in the LDNA report.

2. Identify budgetary requirements to support the L&D intervention. Proper coordination with the budget officer and planning officer shall be done by the program owner then, activity, budget and purchase requests shall be accomplished after the approval of the said intervention.

3. Prepare critical elements such as Monitoring and Evaluation Plan, Risk Management Plan and Communication and Advocacy Plan.

4. Finalize the L&D Implementation Plan for the approval of the Top Management.

CHAPTER 3 PREPARING DESIGN AND LEARNING RESOURCE PACKAGE (LRP)

1. This sub-system is established to develop and organize a set of relevant and appropriate learning materials to meet the objectives and support the delivery of the intervention and provide standard processes in developing instructional materials to maintain consistency of program delivery across various groups with similar needs.

2. Identify and review available design and resource package. If there are available materials, they may be adopted, redeveloped and revised. Develop new design and LRP if necessary to be validated by the expert or EPS.

3. Prepare training design/proposal aligned with the LDNA and L&D Plan. Evaluate the said proposal using the coded checklist.

4. Submit the evaluated proposal for the approval of the top management.

CHAPTER 4 LEARNING AND DEVELOPMENT PROGRAM DELIVERY (LDPD)

1. This sub-system is established to standardize delivery of L&D program in the division and school levels, execute program design based on the set objectives, and integrity of the delivery of the program design.

2. Register the participants, LF and PMT and accomplish attendance sheets and registration form.

3. Conduct introductory session by the learning facilitator to start the program delivery, which includes the program orientation, levelling of expectations, house rules, and delivery of the sessions.

4. Conduct debriefing sessions to resolve issues and concerns that happened during the day’s proceedings.

5. Facilitate the closing program.

CHAPTER 5 QATAME (QUALITY ASSURANCE, TECHNICAL ASSISTANCE, MONITORING AND EVALUATION)

1. This sub-system is established to determine the quality implementation by evaluating adherence to standards and processes, and quality of outputs; provide guidance or technical support to implementers to close the gap between standards and actual practices and output; measure outcome of L&D as evidenced by participants' reaction to activities, improvement in competency, change in behavior and practices and impact/contribution to achieving the goals of the unit; and feedback result to guide management decisions and actions.

2. Gather data from online daily evaluation, debriefing, and result of process observation. Sum up the gathered data through graphs or other data presentation.

3. Interpret the result of the online evaluation, results from debriefing. For quantitative data, use averaging for the rating of the session, facilitators and daily operation.

4. Present data to LF, PO and PMT during debriefing session.

5. Provide Technical Assistance (if needed).

6. The learning facilitators shall commit for improvement (if necessary) based from the result of technical assistance.

7. Submit Activity Completion Report, Result of the End of Program Evaluation, Registration, Meal and Attendance Sheet, SOA, Contract to the program owner and to the Accounting Office for the liquidation (Deadline of submission is twenty (20) days after the conduct of the intervention activities).

CHAPTER 6 LEARNING AND DEVELOPMENT IMPLEMENTATION

SECTION 1 COMMUNICATING L& D PLAN

1. All learning interventions are communicated and advocated clearly and systematically in both electronic and printed format for fast access of information by the clienteles. Communication and Advocacy Plan is one of the requirements in the planning stage of the L&D program.

2. They shall be uploaded through the division website –www.depedimuscity.com. In the school level, the communication is within its premises.

3. Other means of communication such as social networking sites, group chat, messenger, workplace chat, text and e-mails may be used for this purpose.

SECTION 2 IMPLEMENTING THE PLAN

1. The program owner has to prepare the L&D Implementation Plan and to be approved by the Head of Agency.

2. The L&D intervention shall be communicated to the clientele through the Division Memorandum to be uploaded in the division website. In the school level, a school memorandum is released and communicated within its premises.

3. Actual delivery of the program to be monitored by the QATAME associates.

4. Post-delivery conference shall be done by the PMT to gather feedback for continuous improvement of the program.

CHAPTER 4 MONITORING AND EVALUATION

1. The Monitoring and Evaluation measures the short, medium and long term effects of the learning intervention to the participants.

2. The Kirkpatrick Model on the Four Levels of Learning Evaluation has been adopted as a form of monitoring and evaluation of the intervention. This model is applicable to all L&D interventions and can help the program owner to easily analyze the result of any intervention and/or program.

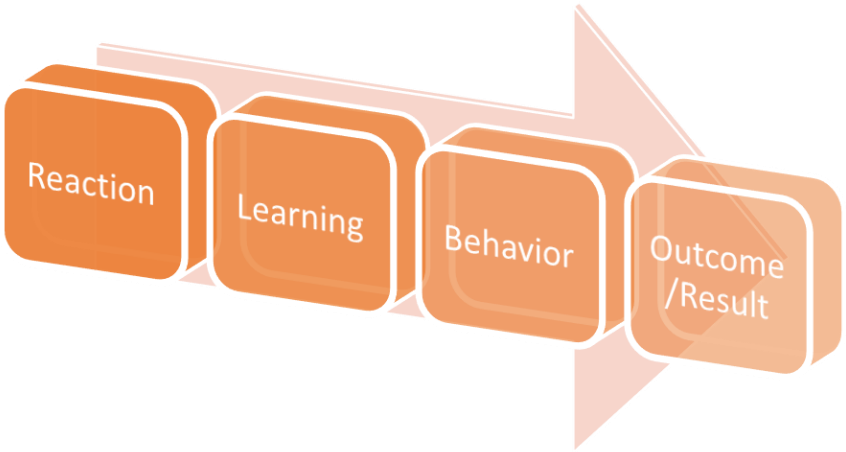
3. The first level of learning-reaction happens during the training and/or intervention. It measures how the participants react to the L&D intervention. This reaction is gathered through online evaluation link given every after the session.

4. To validate the second level of learning, debriefing and focus group discussion are done. Selected participants are invited to join in the debriefing session to ask their learning about the intervention. Also, the end of the program evaluation is another form of the second level of learning.

5. The third and fourth levels of learning- behavior and outcome are measured after the implementation of the intervention. This is done to know if the participants utilize what they have learned and to know its impact to the learners.

6. A follow through mechanism has been made to ensure that the intervention provides learning opportunity to the learners and they are able to utilize the newly-acquired competencies. A Work Application Project (WAP) is then submitted by the learners and validated by their immediate superior to check the outcome. Also this mechanism helps to measure the effectiveness of the program.

7. The program owner shall be responsible to gather the first two levels of learning while the school heads or the immediate superior shall validate the behavior and outcome.



V. EFFECTIVITY

This policy shall take effect immediately upon issuance and shall remain in force and in effect unless repealed, amended or rescinded.

VI. COMMITMENT

This Learning and Development Policy shall be implemented in all the L&D interventions in the division and school levels. It shall adhere to the continuous improvement process and the principle of transparent, ethical and accountable (TEA) governance.

VII. ANNEXES

A. DEFINITION OF TERMS

For a clear and common understanding, the following terms are hereby defined:

CAP (Communication and Advocacy Plan). It details the communication objectives, the key messages, the appropriate communication strategies and outputs, target audience, roles and tasks and resource requirements.

Competency standards. Refer to a set of knowledge, skills and attitude required to carry out successfully assigned roles, functions and responsibilities for a given position in the organization (DO 21, s. 2018).

FGD (Focus Group Discussion). An activity facilitated to discuss concerns and provide solutions to issues within a department or sector.

Human Resource Development. It is a range of activities that cover continuing professional development, organization and career development aimed at improving individual and organizational productivity. It is a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (DO 21, s. 2018).

IPCRF (Individual Performance Commitment and Review Form). The form that shall reflect the individual commitment and performance, which shall be accomplished by individual employee.

Job Embedded Learning. Refers to the learning that is grounded in the daily activities of learners, and is characterized as learning by doing to encourage teacher engagement and reflection on teaching practice (DO 43, s. 2017).

Learning Action Cell (LAC). It is a group of teachers and other school and learning center teaching personnel who are engaged in collaborative learning sessions to solve shared challenges encountered in the school. LACs are school-based communities of practice that are positive, caring and safe spaces (DO 35, s. 2016).

Learning and Development System. It refers to the processes and mechanisms through which professional development, activities and programs shall be developed, managed, quality assured, monitored and evaluated. It consists of the five sub-systems, i.e. LDNA, LDP, PDRPD, LDD and QATAME.

LF (Learning Facilitator). The one who facilitates the session or learning activity.

ME (Monitoring and Evaluation). Monitoring is the systematic process of collecting, analyzing, and using information to track a program's progress toward reaching its objectives and to guide management decisions. Whereas, Evaluation is the systematic assessment of an activity or program.

M & E Plan (Monitoring and Evaluation Plan). It ensures the continuous gathering of information about the L & D intervention to track progress and quality of implementation against objectives.

NCBSSH (National Competency-Based Standards for School Heads). Defines the standards through the domains and strands which can be used as basis for the school heads' decision making, actions and performance of their functions.

Non-Teaching Personnel. They are employees who are not actually involved in classroom teaching but indirectly and indispensably assisting in the delivery of the service to educational constituencies and clientele (IRR of RA 9155).

PPST (Philippine Professional Standards for Teachers). It shall be used as basis for all learning and development programs for teachers to ensure they are properly equipped to effectively implement the K to 12 Program.

PMT (Program Management Team). The team who is responsible for the three phases of program delivery.

RPMS (Results-Based Performance Management System). It refers to the DepEd contextualized SPMS. It is an organization-wide process of ensuring that employees focus work efforts towards achieving DepEd vision, mission, values and strategic priorities. It is also a mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs.

RMP (Risk Management Plan). Identifies possible events and potential problems that may affect the success of L & D interventions. It provides a systematic scrutiny of the L & D Plan so program managers can plan courses of actions that will mitigate these risks.

Teaching Personnel. They are the persons engaged in teaching in the elementary and secondary levels whether on full time or part time basis (DO 21, s. 2018).

TOR (Terms of Reference). It should be made to capture all important elements that serve as the parameters of work to be done in order to accomplish the targeted goal.

WDOs (Workplace Development Objectives). Express the specific intent of an L & D intervention. Hey identify the expected changes in individuals, organizational capacity, and benefits to clients that an intervention aims to bring about.

See attachment for other Annexes

VII. REFERENCES

DepEd Issuances

DepEd Order No. 21, s. 2018- Utilization and Guidelines on HRD Funds

DepEd Order No. 42, s. 2017 - PPST

DepEd Order No. 43, s. 2017 - TIP

DepEd Order No. 2, s. 2015 - RPMS

Others

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SDOIC ISO Processes and Procedures on L&D System

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