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Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF LAOAG CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

No. 588, s.2024

10 SEP 2024

**POLICY GUIDELINES ON THE IMPLEMENTATION OF L&D PROGRAMS IN THE
SCHOOLS DIVISION OF LAOAG CITY**

To: Assistant Schools Division Superintendent
Chief Education Supervisor
Public Elementary and Secondary School Heads
Division Office Section/Unit Heads

1. Pursuant to DepEd Order No. 32, issued in 2011, which outlines the Policies and Guidelines on Training and Development (T&D) Programs and Activities, the Schools Division of Laoag City is committed to enhancing the skills of school leaders, teaching and non-teaching personnel and delivering appropriate and essential learning and development initiatives.
2. Also, DepEd Memorandum No. 044, released in 2023, details the Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of NEAP Core Programs. This memorandum reaffirms the prioritization of implementing professional development programs that are in line with the NEAP and the collaborative priorities of the Curriculum and Teaching Strand.
3. Anent this, SDOLC hereby implements the approved L&D Manual as a guide in the preparation and conduct of L&D programs and activities in the Division.
4. For information and dissemination.

Joann A. Corpuz
JOANN A. CORPUZ EdD, CESO V
Schools Division Superintendent

SGD/nag
09/10/24



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF LAOAG CITY

LEARNING AND DEVELOPMENT MANUAL

A. Background and Rationale

The Department of Education recognizes the vital role that excellent teachers and school leaders play in shaping students' learning outcomes. To advance DepEd's mission of empowering Filipinos to reach their full potential and make meaningful contributions to nation-building through the Basic Education Development Plan (BEDP), it is crucial to prioritize the continuous reskilling and upskilling of teachers and school leaders.

Following DepEd Order No. 32, issued in 2011, which outlines the Policies and Guidelines on Training and Development (T&D) Programs and Activities, the Schools Division of Laoag City is committed to enhancing the skills of its staff and delivering appropriate and essential learning and development initiatives.

Furthermore, DepEd Memorandum No. 044, released in 2023, details the Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of NEAP Core Programs. This memorandum reaffirms the prioritization of implementing professional development programs that are in line with the NEAP and the collaborative priorities of the Curriculum and Teaching Strand.

To ensure that school leaders, teachers, and non-teaching personnel receive professional development programs that are based on evidence, standards, and results, NEAP establishes the requirements and procedures for monitoring and evaluating the quality of all L&D programs.

The Department of Education has implemented the "One DepEd, One National QMS" policy to streamline internal processes and enhance the quality of services provided, with a focus on continuous improvement and client satisfaction. The Schools Division of Laoag City is committed to following these guidelines and is dedicated to creating Professional Development Programs in alignment with the key Learning and Development processes outlined in the Learning and Development Manual of DepEd Regional Office I.

B. Objectives:

The L&D Process Manual aims to support the ongoing implementation of responsive and relevant interventions to ensure that DepEd has the competent and



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B. Objectives:

The L&D Process Manual aims to support the ongoing implementation of responsive and relevant interventions to ensure that DepEd has the competent and

committed human resources required to fulfill its mandate. It establishes a framework for effectively and efficiently managing L&D programs for leaders, school managers, and teaching and non-teaching personnel.

Specifically, the L&D manual

1. Institute learning and development (L&D) roles and defining the responsibilities of key offices and stakeholders.
2. Establishes processes to enable and support the implementation of the L&D system; and
3. Provides standards, processes, and tools for:
 - a. Assessing L&D needs
 - b. Planning L&D programs
 - c. Designing L&D programs
 - d. Developing L&D Resource Packages
 - e. Delivering L&D Programs
 - f. Assuring quality, providing technical assistance, and monitoring and evaluating L&D programs and results

C. Learning And Development Processes

1. **Competency-Based Needs Assessment** – determining the professional development needs of teachers and school leaders in key performance areas and identifying competency gaps that affect individual and organizational performance.
2. **Planning** – clarifying the strategic performance goals developing the workplace development objectives or the learning results chain and identifying the appropriate PD program to address priority competency gaps identified in competency-based needs assessment.
3. **Design And Development** – formulating comprehensive and coherent various PD program design elements (target learners, learning objectives, content, methodologies, assessments, and outputs)
4. **L&D Resource Package Development** – identifying, conceptualizing, producing, and evaluating quality and responsive learning resource packages based on the PD program design.
5. **Delivery** – implementing the program for intended learners based on the quality-assured design, using the learning resource packages that have been developed to facilitate competency development.
6. **Evaluation** – implementing the four levels of evaluation according to the quality-assured Monitoring and Evaluation Plan.

Phases	Processes	Person In Charge	Collaborate With
L&D Assessment	1. Plan for LDNA	End-user	HRDS ASDS SDS
	2. Develop Data Collection Tools	End-user	Planning and Research HRDS
	3. Collect Data	End-user	
	4. Analyze and validate data (including prioritizing of competency gaps)	End-user	
	5. Prepare LDNA Summary Report	End-user	HRDS ASDS SDS
L&D Planning	1. Review LDNA results	End-user	HRDS ASDS
	2. Develop Workplace Development Objectives	End-user	
	3. Formulate terminal (performance) and enabling learning objectives	End-user	
	4. Determine program output	End-user	
L&D Program Designing	1. Prepare detailed L&D activity Design (content and methodologies and time requirement)	End-user	HRDS ASDS SDS
	2. Identify Program Management Team	End-user	
	3. Identify Learning Service Provider	End-user	HRDS
	4. Identify Learning Resource materials and equipment and other logistics	End-user	
	5. Finalize the M&E plan	End-user	SMME HRDS CES
L&D Resource Package Development	1. Develop learning resource materials and learning resource package	End-user	HRDS CES EPSs

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	5. Finalize the M&E plan	End-user	SMME HRDS CES
L&D Resource Package Development	1. Develop learning resource materials and learning resource package	End-user	HRDS CES EPSs

	2. Finalize the Learning Resource Package/s	End-user	HRDS CES EPSs
L&D Program Delivery	1. Manage the Implementation of the Program	End-user	SMME HRDS
	2. Manage Learning Activities	End-user	
	3. Manage Program Management Team	End-user	
	4. Manage Training resources and logistics	End-user	HRDS
L&D Evaluation	1. Manage the four levels of evaluation • Level 1- Reaction • Level 2 - Learning • Level 3- Behavior • Level 4- Results	End-user	SMME HRDS ASDS SDS

D. Learning And Development Council Terms of Reference

Schools Division Superintendent	<ul style="list-style-type: none"> • Approves the LDNA Plan • Approves the L&D Activity Reports (Including QAME Reports)
Assistant Schools Division Superintendent	<ul style="list-style-type: none"> • Reviews and endorses the LDNA Plan for SDS Approval • Endorses L&D Activity Reports (including QAME Reports) for SDS's approval • Tracks actual L&D delivery through updates from FDs as consolidated by the HRDS
Functional Divisions/End-users	<p>Implement the L&D Processes, standards, and tools for conducting professional development activities</p> <p>1. L&D Needs Assessment</p> <ul style="list-style-type: none"> • Prepare Assessment Tools • Collect and Analyze Data • Identify competency gaps and priority concerns from IDP and IPCRF in coordination with HRDS

2.6.2 Program Delivery	1. Develop the Learning Resource Package 4	End-user	HR/TS LTS HR/TS
	2. Manage the Implementation of the Program	End-user	SADMS HR/TS
	3. Manage Learning Activities	End-user	
	4. Manage Program Management Team	End-user	
	5. Manage Training resources and Logistics	End-user	HR/TS
2.6.3 Evaluation	1. Manage the Year Review/evaluation	End-user	SADMS HR/TS
	2. Year 1 - Report		HR/TS
	3. Year 1 - Learning		HR/TS
	4. Year 1 - Reflection		
	5. Year 1 - Results		

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Assistant Schools Division Superintendent	<ul style="list-style-type: none"> • Reviews and endorses the L&D Plan for SDO approval • Endorses L&D Activity Reports including SADMS Reports for SDO's approval • Tracks actual L&D delivery through updates from SUs as consolidated by the HR/TS
Functional Divisions/End-users	Implement the L&D Processes, standards and tools for conducting professional development activities

1. L&D Needs Assessment

- Prepare Assessment Tools
- Collect and Analyse Data
- Identify competency gaps and priority concerns from ITF and IPSS in coordination with HR/TS

2. L&D Planning

- Identify terminal and enabling objectives
- Identify the Output of the planned L&D activities
- Prepare Implementation Plan

3. L&D Designing

- Prepare the detailed training designs and matrix
- Identify Program Management Team
- Identify Learning Service Providers and Facilitators in coordination with the HRDS
- Identify learning resources materials and logistics
- Prepare an M&E plan in coordination with SMME
- Submit training proposal to HRDS for evaluation on the alignment of L&D activities on the standard set

4. L&D Resource Package Development

- Development of Learning Resource Package (such as session guides, slide decks, modules, and activity sheets)
- Submit LRP for evaluation in coordination with HRDS and SMME
- Finalize LRP based on evaluation results

5. L&D Program Delivery

- Implements all pre-delivery, actual delivery, and post-delivery tasks along the following areas:
 - Team Management
 - Program Management
 - Resource and Welfare Support Management
 - Learning Management

	<p>6. L&D Evaluation</p> <ul style="list-style-type: none"> • Implements the four levels of evaluation according to the quality-assured M&E Plan.
HRDS Non-Teaching Personnel	<ul style="list-style-type: none"> • Assess the alignment of the LDNA with professional standards (PPST, PPSSH, PPSS, and Compendium of Job Descriptions), the alignment of the developed program design with the set professional standards, and the developed learning resources packages with approved training design.
School Heads and Supervisors	<ul style="list-style-type: none"> • Reviews LDNA Plan vis-à-vis LDNA Plan Assessment Guide and provides feedback when requested • Facilitates the evaluation of training design based on criteria set by DepEd Memo No. 044, s. 2023 • Provides technical assistance on L&D Planning on program design processes and L&D program delivery to functional divisions and in the schools as needed • Review program design and proposal packages vis-s-vis the L&D Program Desing Assessment Guide and provide feedback to FDs. • Ensure the implementation of Job-embedded learning and or relationship and discussion-based learning for employees to address learning needs identified in the Individual Development Plan. • Works with employees to identify learning needs through the RPMS Performance Review and Evaluation Phase and Development Planning Phase

	<p>6. L&D Evaluation</p> <ul style="list-style-type: none"> • Implements the four levels of evaluation according to the quality-assured M&E Plan.
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	<ul style="list-style-type: none"> • Capacitates other functional divisions on LDNA/L&D Planning on program learning resource package development Processes
SMME	<ul style="list-style-type: none"> • Monitors actual delivery to ensure M&E Plan and gives feedback to FDs and LDC • Participates in end-of-day and post-program debriefing sessions when needed or requested • Provide QAME Reports to FDs and LDC for implications on possible needed improvements in L&D policies, processes, and tools. • Ensure that all pre-delivery, actual delivery, and post-delivery tasks along the following areas are carried out to support the achievement of program objectives: <ul style="list-style-type: none"> • Team Management (facilitators) • Program Management (training design) • Learning Management

E. **EFFECTIVITY**

This manual shall take effect immediately upon issuance and shall be in force until revised, revoked, or rescinded.